

Saint Lawrence Church of England Primary School

Address: Amery Hill, Alton, Hampshire, GU34 2BY

Unique reference number (URN): 116267

Inspection report: 27 January 2026

Exceptional	
Strong standard	
Expected standard	
Needs attention	
Urgent improvement	

Safeguarding standards met

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, pupils are made safer and feel safe.

How we evaluate safeguarding

When we inspect schools for safeguarding, they can have the following outcomes:

- **Met:** The school has an open and positive culture of safeguarding. All legal requirements are met.
- **Not met:** The school has not created an open and positive culture of safeguarding. Not all legal requirements are met.

Expected standard

Achievement

Expected standard 

Most pupils achieve well. In early reading, most pupils reach the expected standard in the Year 1 phonics screening check. As a result, by the end of key stage 1, most pupils read accurately and are ready to access the curriculum in key stage 2.

Leaders maintain a clear focus on essential knowledge and skills. Consequently, most pupils progress well and achieve highly, including in reading and writing. While pupils typically achieve close to or above average outcomes in national tests at the end of key stage 2, leaders are determined that more pupils exceed these standards. For example, leaders have acted to address weaknesses in spelling and handwriting. Pupils can generally recall key knowledge well and produce work of a high standard, although this varies in some parts of the curriculum.

Disadvantaged pupils are supported to fill gaps in their learning quickly. Overall, attainment gaps between disadvantaged and non-disadvantaged pupils are closing.

Attendance and behaviour

Expected standard 

Leaders have established a culture where pupils are keen to attend school. Attendance is consistently close to or above national figures for all pupils, including groups such as disadvantaged pupils and those with special educational needs and/or disabilities. Leaders analyse attendance information carefully, identify barriers and use well-targeted strategies to support improvement. Their analysis enables leaders to carefully monitor the attendance of pupils in particular groups. Positive relationships with families and leaders' systems help prevent individual pupils from being frequently absent. However, the attendance of some disadvantaged pupils is not as high as it is for their peers.

Pupils behave very well in lessons and around the school. Staff model and apply well-established routines and high expectations consistently. As a result, classrooms are calm, orderly and purposeful, and pupils are not distracted from their learning. Pupils are polite and respectful. They form positive relationships with staff and peers. They feel safe and know who to speak to if they have concerns. Pupils know that bullying is not tolerated. Leaders continually reflect and refine the support they provide for pupils who need help to manage their behaviour. Productive partnership work with external agencies helps to inform this work.

Curriculum and teaching

Expected standard 

Leaders have an accurate understanding of the quality of the curriculum and teaching across the school. They use this knowledge to deploy staff effectively, allocate resources and refine the curriculum where needed. The curriculum is ambitious and well sequenced, with clear endpoints. It provides most pupils with the knowledge they need for the next stage of their learning, including pupils with special educational needs and/or disabilities (SEND) and those who are disadvantaged.

Overall, teachers have secure subject knowledge. They receive support where needed. Specialist staff strengthen provision further, for example in music, Spanish and physical education. Staff present information clearly, promote purposeful discussion and check understanding. Their checks are typically used well to identify misconceptions. However, in some subjects, this could be more effective so that gaps in learning are addressed more quickly.

Leaders focus on providing pupils with a secure foundation in reading, writing, speaking and mathematics. Early reading is taught well. Pupils access high-quality texts that develop language and vocabulary, while promoting a love of reading. Staff provide additional practice for pupils who need support.

Teachers generally adapt teaching appropriately for pupils with SEND, and the support they provide is usually well targeted. Most pupils access the curriculum successfully, although some tasks would benefit from carefully considered supporting materials.

Early years

Expected standard 

Staff know children and their families well. They establish clear routines. This helps children to feel safe and confident from the moment they start school. The curriculum is well designed and sequenced so that children make consistent progress across the early years foundation stage. It identifies the essential knowledge and skills children need for later learning, with a focus on communication and language.

Staff adapt provision in response to ongoing checks on children's progress, ensuring that activities generally reflect children's stage of development. The outdoor environment, while improving, is not yet as purposeful as indoors, and leaders are acting to refine this. The teaching of early reading is sequenced logically, enabling children in Reception to read with increasing accuracy and fluency.

Staff support children's language development well, although occasionally, their interactions could be more effective in extending children's vocabulary and learning. Most children, including disadvantaged children, those with special educational needs and/or disabilities and those known or previously known to children's social care, achieve well from their starting points. They develop independence, manage risk safely and make healthy choices.

Leaders and staff work closely with parents, carers and other settings to support smooth transitions into Reception and Year 1. As a result, most children are well prepared for the next stage of their education.

Inclusion

Expected standard 

Leaders are committed to inclusion and have a clear ambition for every pupil to flourish. They enhance pupils' experiences and opportunities by ensuring that inclusive practice is central to the school's work. Pupils' needs are identified quickly and accurately so that support and reasonable adjustments can be put in place without delay. As a result, barriers to learning or wellbeing do not, overall, prevent pupils from participating fully in school life. From the early years onwards, staff work closely with parents, carers and professionals to help pupils access learning and plan their next steps.

Leaders understand that effective inclusion begins with high-quality teaching. Staff draw on well-developed expertise to understand pupils' needs, including those who are disadvantaged, those with special educational needs and/or disabilities and those known or previously known to children's social care. Leaders' systematic oversight ensures that pupils' needs are generally met and that support evolves as pupils become more independent.

Leaders provide guidance and training for staff. They seek external specialist advice when needed, including advice to strengthen their understanding of cultural and linguistic needs. Leaders work to ensure that pupils have consistent access to curriculum adaptations and practical resources across all year groups. They use additional funding purposefully and check its impact on pupils' progress.

Leadership and governance

Expected standard 

Leaders have a thorough understanding of the school's context, strengths and areas for development. They set a clear strategic direction that is shared with those responsible for governance and understood by staff. Leaders identify the right priorities for improvement and take appropriate action to improve standards. They allocate time and resources effectively so staff can collaborate, refine their practice and flourish.

Leaders act as role models of professionalism and high expectations. They uphold statutory duties, promote respectful relationships across the school community and ensure all pupils experience a broad and enriching curriculum. Leaders work effectively with the local authority, the diocese and neighbouring schools. This allows leaders to contribute to improvement beyond their own school. Leaders and governors promote the effective use of resources to support pupils' outcomes.

Governors fulfil their statutory responsibilities and provide appropriate support and challenge. They are knowledgeable and understand the school's priorities, monitor progress carefully and hold leaders to account for the quality of provision, including for the most disadvantaged pupils. Governors monitor the impact of spending and ensure systems for quality assurance are fair and constructive. They are mindful of and take steps to support staff and leaders' wellbeing.

Leaders ensure that staff access a high-quality, evidence-informed professional learning programme, including for early career teachers. They act to manage staff workload and wellbeing, avoid unnecessary burdens and ensure that staff feel valued and supported in their roles. Staff enjoy working at the school. Parents and carers, along with staff, all feel leaders are approachable.

Personal development and wellbeing

Expected standard 

Leaders are passionate about providing a personal development programme that is broad, coherently planned and suited to the school's context. The curriculum and wider experiences reinforce pupils' personal, social and cultural development. Staff have the knowledge and skills needed to teach the programme effectively. Leaders ensure content is aligned with statutory requirements. As a result, most pupils learn how to keep themselves safe, including online, and develop an age-appropriate understanding of healthy relationships.

Pupils can reflect on their own beliefs and experiences, respect others' values and engage thoughtfully with moral and ethical issues. They show interest in learning about themselves and the wider world. While some pupils struggle to recall key knowledge about different religions, they demonstrate respect for a range of faiths and backgrounds. Pupils recognise right and wrong and apply this understanding in their daily interactions.

Pupils learn how to manage their emotions and confidently share their opinions. They participate actively in the school community. They understand the differences between people that may lead to discrimination, and they show tolerance and respect towards others. Pupils have some understanding of fundamental British values, such as democracy and individual liberty. Leaders are aware that this could be strengthened through connections between these values and pupils' wider learning.

A wide range of clubs, leadership roles and enrichment activities helps pupils develop their talents and interests. Leaders track participation closely, supporting disadvantaged pupils, for example, to take part. Pupils value opportunities to contribute to the community, including work with the dementia café, local library and charity events. Educational visits extend pupils' learning and broaden their experiences.

Pastoral support is accessible to all, well matched to pupils' needs and monitored closely. Leaders act quickly to identify pupils who require additional help and work effectively with families and external agencies to support pupils' wellbeing.

What it's like to be a pupil at this school

The high expectations for behaviour and sense of belonging at Saint Lawrence Church of England Primary School help pupils to 'shine their light'. Pupils attend well. They feel welcome and fully included because differences are valued and celebrated. Pupils behave with courtesy and kindness, showing respect for one another and for staff. Pupils know the school values and demonstrate these consistently throughout the day. Social times are calm, friendly and enjoyable, with pupils organising games and playing cooperatively.

Pupils feel safe in school. They learn how to keep themselves safe, including online, through a well-planned curriculum. Pupils say that bullying does not happen here and they trust staff to resolve any concerns if they arise. Incidents of unkindness are very rare and are managed swiftly and effectively. Warm, positive relationships between pupils and staff help pupils to feel listened to and supported.

Pupils enjoy learning the broad and ambitious curriculum. They work hard in lessons, concentrate well and strive to do their best. Most pupils, including those who are disadvantaged and pupils with special educational needs and/or disabilities, progress well through the curriculum. Leaders make sure that these pupils are supported so that they learn alongside their peers.

Pupils take pride in contributing to school life. They value the range of leadership opportunities available, such as eco champions, global ambassadors and equality, diversity

and inclusion heroes. Clubs and activities in art, music and sport help pupils to develop their interests and talents. Educational visits enrich learning and broaden pupils' experiences.

Pupils contribute actively to the wider community. They take part in a range of charitable events and work closely with local groups, including the dementia café, church and library. These experiences help pupils to develop empathy, respect for others and the knowledge they need to be responsible citizens.

Next steps

- Leaders should ensure that expectations for spelling and handwriting are applied consistently across the school so that pupils produce high-quality work and are well prepared for the next stage of their education in all subjects.
 - Leaders should ensure that assessment is used effectively across the curriculum to identify pupils' gaps in knowledge so that these can be addressed quickly.
 - Leaders should ensure that adaptations to support learning are implemented consistently across the school so that all pupils can benefit from these.
 - Leaders should ensure that the outdoor provision in early years continues to be developed so that it is as purposeful and impactful as the indoor environment.
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About this inspection

The chair of the board of governors in this school is Paul Whitty.

Inspectors carried out this full inspection under section 5 of the Education Act 2005.

Following our renewed inspection framework, all inspections are now led by His Majesty's Inspectors (HMIs) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

Inspectors spoke with senior leaders, representatives from the governing body, the local authority and the diocese. Inspectors spoke with pupils in lessons and across the school day, including during breaktimes and lunchtimes. Inspectors considered the views of staff through formal and informal discussions. Inspectors considered the views of parents and carers through Ofsted Parent View and as part of morning routines.

The inspectors confirmed the following information about the school:

The school does not currently use any alternative provision.

Headteacher: Fiona Micklefield

Lead inspector:

Stuart Bevan, His Majesty's Inspector

Team inspectors:

Trudi Sammons, Ofsted Inspector

Clare Vallence, Ofsted Inspector

Facts and figures used on inspection

The data was used by the inspector(s) during the inspection. More recent data may have been published since the inspection took place.

 This data is from 27 January 2026

School and pupil context

Total pupils

215

Close to average

What does this mean?

The total number of pupils currently at this school and how this compares to other schools of this phase in England.

National average: 272

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School capacity

210

Below average

What does this mean?

The total number of pupils who can attend the school and how this compares to other schools of this phase in England.

National average: 300

[Hide](#)

Pupils eligible for free school meals (FSM)

15.35%

Below average

What does this mean?

The proportion of pupils eligible for free school meals at any point in the last six years.

National average: 26.3%

[Hide](#)

Pupils with an education, health and care (EHC) plan

1.40%

Below average

What does this mean?

The proportion of pupils with an education, health and care plan. This covers pupils with more support than is available through special educational needs support.

National average: 3.5%

[Hide](#)

Pupils with special educational needs (SEN) support

11.16%

Below average

What does this mean?

The proportion of pupils with reported special educational support needs at the school.

National average: 15%

[Hide](#)

Location deprivation

Below average

What does this mean?

Based on the English Indices of Deprivation (2019) and the school's location, we have calculated whether the school is located in a more or less deprived area.

[Hide](#)

Resourced Provision or SEND Unit (if applicable)

No resourced provision

What does this mean?

Whether school has Resourced Provision or SEND unit (if applicable).

[Hide](#)

Our grades explained

Exceptional

Practice is exceptional: of the highest standard nationally. Other schools can learn from it.

Strong standard

The school reaches a strong standard. Leaders are working above the standard expected of them.

Expected standard

The school is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement

The school needs to make urgent improvements to provide the expected standard of education and/or care.

The Office for Standards in Education, Children's Services and Skills (Ofsted) inspects services providing education and skills for children and learners of all ages, and inspects and regulates services that care for children and young people.

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