

Inspection of a school judged good for overall effectiveness before September 2024: St Lawrence Church of England Voluntary Controlled Primary School

Preston-upon-the-Wealdmoors, Telford, Shropshire TF6 6DH

Inspection date: 14 January 2025

Outcome

St Lawrence Church of England Voluntary Controlled Primary School has taken effective action to maintain the standards identified at the previous inspection.

What is it like to attend this school?

Pupils are happy at this small and friendly school. They feel safe. They enjoy learning and have positive attitudes in lessons. The school is ambitious for all pupils. It encourages them to work hard and behave well so that they can be 'the best you can be because with God all things are possible'. Caring relationships across the school mean that pupils get any support they need.

Pupils behave well in lessons and at social times. They mix well and get on well with each other. They take turns when playing and are usually very kind to others. Children settle in quickly when they start in Reception. The school is quick to support pupils if any become upset. Pupils say that St Lawrence is like a family.

Pupils learn well and flourish at St Lawrence. This includes pupils with special educational needs and/or disabilities (SEND).

Pupils enjoy assemblies and the many rewards that they can earn. They know what the school expects of them. They think rules are fair. Pupils say they love their trips and extra-curricular activities. These help to broaden their horizons and interests.

Nearly all parents and carers say that their children like school. Most would recommend the school to others.

What does the school do well and what does it need to do better?

The school's curriculum is ambitious. It is well organised and sets out what pupils should learn, and by when, in each subject. It also makes sure that pupils in Year 1 and beyond build on the positive start that children make in Reception. Pupils usually learn and remember the curriculum well. The school typically identifies and meets the needs of pupils well, including those with SEND.

In a few instances, pupils move on to new tasks or learning before they are ready. At other times, pupils do not always start new work when they are ready to do so. In both cases, this is because checks on how well pupils are learning are not timely or focused enough to make sure they learn as well as they could.

Most pupils learn to read early and well. Children in the Reception Year value listening to stories and reading. This strong start helps pupils to make rapid progress in reading as they move into key stage 1. Most Year 1 pupils now read at the level expected for their age. Anyone who falls behind gets extra help until they catch up. Pupils in Year 2 who struggled to read last year now read with greater confidence. This includes pupils with SEND.

Pupils learn basic mathematics from Reception onwards. They learn and remember number facts with accuracy. They use this knowledge to explore and solve simple mathematical problems. Pupils with SEND are well supported in lessons. All this helps pupils develop solid foundations for later learning.

Pupils know how they should behave. They also know what this looks like in practice. Staff work effectively with any pupil who struggles so that behaviour improves.

Pupils have positive attitudes. They are eager to learn. The school helps them settle in when they join the school. Pupils are usually polite, friendly and kind to each other. They show good manners and usually treat each other with kindness. The school ensures there is always someone that pupils can speak to if they have difficulties. In lessons, pupils behave very well and follow instructions. Some pupils can become unsettled if they do unsuitable work. Pupils have good levels of attendance.

The school provides lots of wider opportunities that prepare pupils thoroughly for the next stage in their education. It teaches them how to stay safe, eat well and know about healthy relationships. It gives them ample experience of the wider world. This includes rich opportunities to learn about other cultures and religions. As a result, pupils have suitable knowledge of life in modern Britain. For example, they spoke positively about the recent 'Diversity Day', where they learned about the importance of equal opportunities in a diverse society. Pupils relish leading assemblies and helping others. They enjoy taking part in clubs and other wider opportunities. They recall singing at the Royal Albert Hall and caving at an outdoor centre with excitement. They contribute their ideas through the lively school council.

The school has improved since the last inspection. School leaders act in the best interests of pupils. Recent curriculum changes and staff training are making sure that pupils learn well. A cohesive staff team supports the school's vision and ambition. The team members enjoy working at the school. They say, 'Our small school has big aspirations.'

The experienced governing board discharges its duties effectively. It benefits from regular training. This ensures that the board can support and hold the school to account.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In a small number of instances, assessment is not used effectively enough to check on how well pupils learn the knowledge in the curriculum. This hinders pupils' learning as they are sometimes moved onto new learning before or after they are ready. The school should improve its use of assessment so that all pupils securely learn as much as they can.

Background

Until September 2024, on a graded (section 5) inspection we gave schools an overall effectiveness grade, in addition to the key and provision judgements. Overall effectiveness grades given before September 2024 will continue to be visible on school inspection reports and on Ofsted's website. From September 2024 graded inspections will not include an overall effectiveness grade. This school was, before September 2024, judged to be good for its overall effectiveness.

We have now inspected the school to determine whether it has taken effective action to maintain the standards identified at that previous inspection. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school's work has improved significantly or that it may not be as strong as it was at the last inspection, then the next inspection will be a graded inspection. A graded inspection is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the first ungraded inspection since we judged the school to be good for overall effectiveness in November 2019.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

In the report, 'disadvantaged pupils' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	123496
Local authority	Telford & Wrekin
Inspection number	10343854
Type of school	Primary
School category	Voluntary controlled
Age range of pupils	5 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	86
Appropriate authority	The governing body
Chair of governing body	Caroline Sands and Timothy Goodhead (co-chairs)
Headteacher	Craig Battrick
Website	https://stlawrencecofe.org.uk
Dates of previous inspection	20 and 21 November 2019, under section 5 of the Education Act 2005

Information about this school

- A new headteacher was appointed in January 2025.
- The school is a voluntary controlled Church of England primary school. The last section 48 inspection was in June 2017. The next section 48 inspection is due by June 2025.
- The school's governing body federated with another Church of England primary school in September 2019. The schools share a single governing body. The school's headteacher is responsible for both schools.

Information about this inspection

- Inspections are a point-in-time evaluation about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.

- Inspectors visited a sample of lessons, spoke to some pupils about their learning and looked at samples of pupils' work. They observed pupils in lessons and at social times. They held discussions with the headteacher, other school leaders and staff.
- Inspectors met with a representative of the local authority and the school's external improvement partner. They also spoke with a representative from the diocese.
- To evaluate the effectiveness of safeguarding, inspectors reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- Inspectors considered the responses to the online survey for parents, Ofsted Parent View, and Ofsted's staff survey. They spoke with a sample of parents at the end of the school day.

Inspection team

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Ofsted Inspector

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