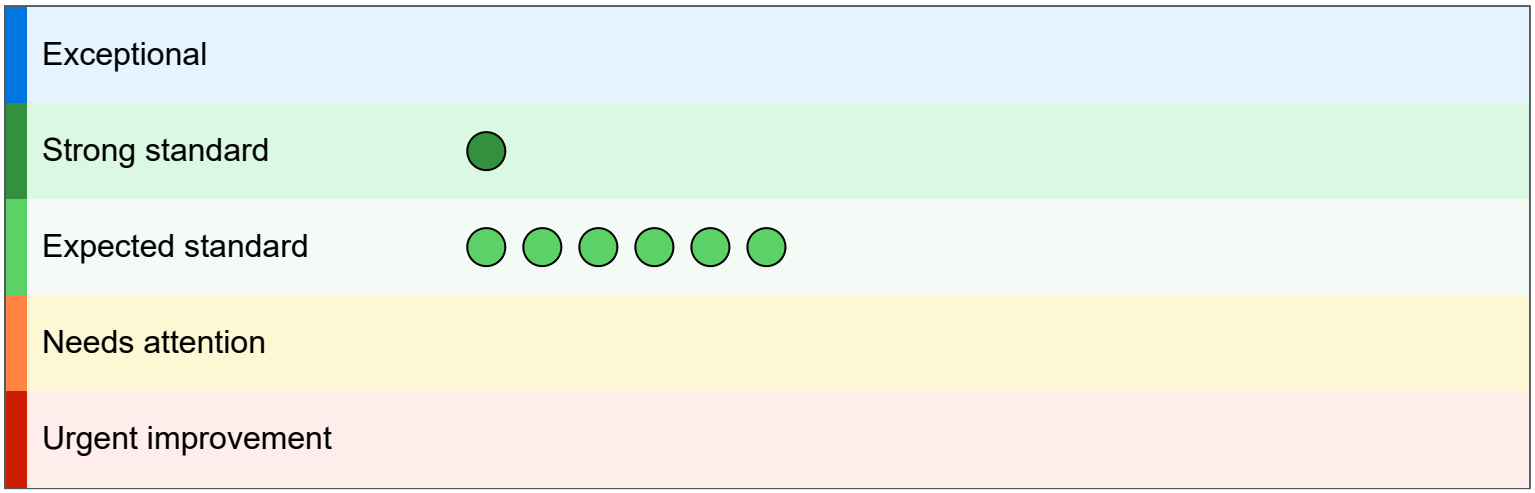
St Lawrence Catholic Primary School

Address: High Street, Feltham, Feltham, Middlesex, TW13 4FH

Unique reference number (URN): 102527

Inspection report: 6 January 2026



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.

Strong standard

Attendance and behaviour

Strong standard

Leaders have a well-considered approach to checking how regularly pupils attend school. They set clear expectations for attendance and communicate this to families. Leaders use effective procedures, including daily follow up of absences, to identify and respond to concerns swiftly and proportionately. Leaders work closely with external agencies, undertake home visits where needed and provide bespoke support that maintains family engagement with the school. As a result, attendance data indicates a positive picture, with pupils' overall attendance and the attendance for groups above average. For those pupils who have frequent absences from school, leaders' support results in notable improvements in attendance. The number of pupils with persistent absence is below average.

Pupils' behaviour is exemplary. There are clear routines and expectations in place. Pupils know what is expected of them and they rise to this. St Lawrence Catholic Primary School is a calm, purposeful place, where learning is at the heart of activities. Disruption to learning is rare and pupils are eager to learn. Those who struggle with behaviour are very well supported to build the self-control and the learning behaviour needed, to access learning alongside their peers. The school's values promote a strong community feeling of care, respect and inclusivity. Bullying and unkindness of any sort are not tolerated. On the rare occasion that there are incidents of unkindness, these are dealt with swiftly and effectively by leaders and staff.

Expected standard

Achievement

Expected standard

Pupils progress well over time in different curriculum subjects. This includes pupils who are disadvantaged and pupils with special educational needs and/or disabilities. A significant number of children start in early years with substantial gaps in their knowledge or development. By the end of primary school, these gaps have closed. Typically, pupils are well prepared for the next steps in their education. This is reflected in pupils' above average attainment in reading, writing and mathematics combined in Year 6.

Pupils develop fluency in reading, writing and mathematics, which enables them to access the rest of the curriculum effectively as they get older. Leaders’ recent changes to the teaching of phonics are supporting pupils’ progress through the curriculum. For example, in key stage 1, current pupils’ work indicates their secure knowledge of early reading, handwriting and number skills. However, this is not reflected in published information about pupils’ attainment in phonics in Year 1.

Curriculum and teaching

Expected standard

The curriculum is broad and ambitious. Subject leaders are knowledgeable and well trained. They use their expertise to make sure that staff have the information they need to deliver

learning effectively. The curriculum builds in a logical order so pupils have the knowledge they need to learn well. Opportunities are built in to give pupils time to revisit and practise what they know and to establish learning in their long-term memory. Leaders have recently introduced a new assessment system to provide them with more detailed information about pupils' understanding, so staff can identify and close gaps in pupils' knowledge more effectively.

Leaders review teaching and pupils' achievement in different subjects effectively. This helps them to improve the quality of the curriculum over time. For example, last year, leaders introduced a new phonics programme as their review indicated the previous offer was not supporting pupils to learn to read as effectively as it could. Leaders recognise there is further work to do, so that teaching is even more effective and gaps in pupils' knowledge of reading and writing close more swiftly.

Staff adapt their teaching and support for pupils with special educational needs and/or disabilities effectively. For example, staff provide some pupils with extra teaching before a main lesson or activity or they provide pupils with an alternative way to record their responses in lessons. Typically, this work is delivered well. Leaders are working to strengthen the consistency of staff's work even further.

Early years

Expected standard

The early years at St Lawrence is a truly happy and supportive environment. Staff link well with parents and carers to help them to support their children's learning at home. There is genuine joy from staff when supporting children here and the supportive relationships are notable. Children's individual needs are identified quickly and accurately. Staff's interactions focus on developing children's social skills and building language. Staff are particularly successful at closing gaps in children's social skills. The highly effective, nurturing relationships enable children to settle quickly and develop positive learning behaviours. As a result, children confidently follow routines, including when entering school and at lunchtime. They also develop the behaviours needed to concentrate on learning, resulting in the calm and happy learning atmosphere that is evident in both the Nursery and Reception classes.

Leaders have established a broad curriculum covering all the areas of learning in the early years. This curriculum prioritises the right things to prepare children for their future learning in Year 1, for example communication and language, phonics and early reading. However, leaders do not check the impact of this curriculum well enough. Staff's support for children at risk of falling behind, is sometimes not focused specifically enough on children's needs. While children make secure progress from their starting points, some children have gaps that are not closed as effectively as they could be.

Inclusion

Expected standard

Inclusion is led and managed well across the leadership team. Systems and procedures are in place to provide pupils who face barriers to their learning with the support they need to achieve and develop well. Pupils' needs are identified swiftly and accurately and staff are highly knowledgeable about individual pupils' needs. Close partnership work with other professionals leads to a bespoke offer designed to meet each pupil's needs. This includes well considered ways to use extra funding and close gaps in pupils' knowledge, so that

pupils catch up. Leaders ensure that additional adults work with pupils effectively to provide appropriate support, including for disadvantaged pupils, where needed. These staff are well trained and their care and commitment helps pupils who need additional support to improve their behaviour and self-control. As a result, pupils can access learning more effectively. The gaps that pupils have in their learning start to close.

Staff check pupils' progress though the curriculum carefully and this informs the next steps that teachers set for pupils. However, on occasion, leaders do not analyse their support strategies, or provision as a whole, as systematically as they could. Gaps in pupils' knowledge or the school's wider work are sometimes not closed as quickly as leaders would like.

Leadership and governance

Expected standard

Leaders and governors know the school's strengths and have an accurate understanding of the areas to improve. They work closely with staff and are all committed to continuing to strengthen the school's offer. Staff know pupils and their families well. Leaders' work is focused on providing what pupils need, both academically and pastorally, and to remove any barriers to learning and close gaps.

Governors understand and meet their statutory duties in full. They oversee and support leaders' work effectively. While leaders and governors work well to address gaps and barriers in learning, this is very much focused on the gaps for individual pupils. Leaders' and governors' analysis of patterns and trends across the school and individual cohorts is not as detailed or informative as it could be.

Leaders and staff are deeply committed to supporting pupils, parents and carers and the wider community. Leaders ensure that staff receive the training they need to continue to keep them up to date with the latest educational research and guidance. Staff appreciate this. For example, all staff received phonics training when leaders introduced a new phonics programme in 2024, which has improved the teaching of the curriculum. Staff are incredibly positive about the consideration that leaders give to their workload and wellbeing. Staff say that leaders act on their feedback and they feel supported and trusted.

Personal development and wellbeing

Expected standard

Pupils know and understand the school's values. Leaders and staff support pupils to build their knowledge around spirituality, morals, right and wrong and to understand fundamental British values. Pupils learn to be caring, considerate and resilient.

The personal, social, health and economic (PSHE) curriculum is well considered. It provides pupils with the information they need to deepen their understanding of important topics, including how to keep themselves safe as they get older. For example, pupils know how to keep themselves safe online. The relationships and sex education and health education curriculum is fully integrated into the PSHE offer. Together, this curriculum builds effectively on the school's teaching of values and gives pupils the knowledge they need to be well prepared for life in modern Britain.

Pupils have access to a wide range of clubs and enrichment experiences through trips and sports events. Pupils benefit from these opportunities. Leaders have made some well-thought-out choices about their enrichment offer based on their knowledge of pupils' needs. For example, a mindfulness club is available for pupils in Years 3 and 4 to support their transition to the upper school. Similarly, where needed, there are opportunities for art therapy and pastoral support for pupils through the work of emotional literacy support assistants. Pupils with special educational needs and/or disabilities are prioritised to attend certain sports events to ensure they are fully included. Leaders monitor which pupils attend clubs and enrichment opportunities to ensure equity for all. While leaders check on individual pupils' experiences, they do not analyse the impact of this provision as a whole. Leaders recognise that doing this would further strengthen the impact of the offer across the school.

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

Pupils are happy here. They are kept safe and appreciate that staff are always there to help them when they need it. The school's vision and values centre around the 'Saint Lawrence way' and being kind: this being knowledge and understanding of the world, inquisitive and imaginative minds, nurturing and compassionate hearts and devotion to living as God's children. This approach is clear in teaching and learning and realised in the behaviours and actions of leaders, staff and pupils. Consequently, pupils' behaviour in the school is exemplary. Pupils are clear, that on the rare occasions there are unkind behaviours, adults ensure these isolated issues are addressed and resolved quickly.

Pupils enjoy their learning and are eager to join in. There are clear routines and expectations in place that ensure that the school is a calm, purposeful place, where learning is at the heart. Pupils typically achieve well across the curriculum, including disadvantaged pupils, and those with special educational needs and/or disabilities. Where children start in the early years with gaps in their learning and/or development, leaders and staff effectively reduce these. Any barriers to children's learning are reduced over time. As pupils progress through the school, they learn and remember more of the curriculum. Typically, pupils are ready for the next stages of their learning. This is reflected in national outcomes at the end of Year 6.

At the school, pupils deepen their sense of belonging. Parents and carers are highly positive about the school's work, as well as highlighting the caring and committed staff. Parents say that the school sits at the heart of the local community.

Next steps

• Leaders should develop their analysis of school performance, so that it provides them with useful information about the impact of their work and the key areas across the school to strengthen further.

About this inspection

The chair of the board of governors in this school is Tom Gallahue.

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 the headteacher, the deputy headteacher and other members of the senior leadership team. The lead inspector also met with some members of the governing body, including the chair of governors, during the inspection.

The inspectors confirmed the following information about the school:

This school is registered as having a Catholic religious character. The last section 48 inspection took place in November 2024.

The school does not make use of any alternative provision.

Headteacher: Mr Leo Duggan

Lead inspector:
Samantha Ingram, His Majesty's Inspector

Team inspectors:
Edison David, Ofsted Inspector
Andrea Bedeau, His Majesty's Inspector
Carly Rissen Rissen, 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 6 January 2026

School and pupil context

Total pupils

467
Well above 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

School capacity

460
Above 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

Pupils eligible for free school meals (FSM)

9.95%
Well 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%

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

3.43%
Close to 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%

Pupils with special educational needs (SEN) support

11.35%

Below average

What does this mean?

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

National average: 15%

Location deprivation

Above 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.

Resourced Provision or SEND Unit (if applicable)

No resourced provision

What does this mean?

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

All pupils' performance

Pupils reaching the expected standard in reading, writing and mathematics

The percentage of pupils meeting the expected standards in a combined reading, writing and mathematics measure.

Year	This school	National average	Compared with national average
Latest 3 year average	70%	61%	Above
2024/25 (revised)	69%	62%	Close to average
2023/24 (final)	65%	61%	Close to average
2022/23 (final)	75%	60%	Above

Pupils reaching the expected standard in reading

The percentage of pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	81%	74%	Above
2024/25 (revised)	79%	75%	Close to average
2023/24 (final)	78%	74%	Close to average
2022/23 (final)	87%	73%	Above

Pupils reaching the expected standard in teacher-assessed writing

The percentage of pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	75%	72%	Close to average
2024/25 (revised)	75%	72%	Close to average
2023/24 (final)	69%	72%	Close to average
2022/23 (final)	80%	71%	Above

Pupils reaching the expected standard in mathematics

The percentage of pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	88%	73%	Above
2024/25 (revised)	87%	74%	Above
2023/24 (final)	85%	73%	Above
2022/23 (final)	92%	73%	Above

Disadvantaged pupils' performance

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	54%	46%	Close to average
2024/25 (revised)	40%	47%	Close to average
2023/24 (final)	67%	46%	Above
2022/23 (final)	50%	44%	Close to average

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	75%	62%	Above
2024/25 (revised)	60%	63%	Close to average
2023/24 (final)	83%	62%	Above
2022/23 (final)	83%	60%	Above

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	61%	59%	Close to average
2024/25 (revised)	50%	59%	Close to average
2023/24 (final)	75%	58%	Above
2022/23 (final)	50%	58%	Close to average

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	75%	60%	Above
2024/25 (revised)	70%	61%	Close to average
2023/24 (final)	92%	59%	Above
2022/23 (final)	50%	59%	Close to average

Disadvantaged pupils' performance gap

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after. The school disadvantage gap is the difference between the performance of the school's disadvantaged pupils compared to the performance of all non-disadvantaged pupils nationally.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics, including the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	54%	68%	-14 pp
2024/25 (revised)	40%	69%	-29 pp
2023/24 (final)	67%	67%	-1 pp
2022/23 (final)	50%	66%	-16 pp

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	75%	80%	-5 pp
2024/25 (revised)	60%	81%	-21 pp
2023/24 (final)	83%	80%	4 pp
2022/23 (final)	83%	78%	5 pp

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	61%	78%	-17 pp
2024/25 (revised)	50%	78%	-28 pp
2023/24 (final)	75%	78%	-3 pp

Year	This school	National non-disadvantaged score	School disadvantage gap
2022/23 (final)	50%	77%	-27 pp

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	75%	80%	-5 pp
2024/25 (revised)	70%	81%	-11 pp
2023/24 (final)	92%	79%	12 pp
2022/23 (final)	50%	79%	-29 pp

Absence

Overall absence

The percentage of all possible mornings and afternoons missed due to absence from school (for whatever reason, whether authorised or unauthorised) across all pupils.

Year	This school	National average	Compared with national average
2024/25 (2 term)	4.4%	5.2%	Below
2023/24 (3 term)	4.3%	5.5%	Below
2022/23 (3 term)	5.6%	5.9%	Close to average

Persistent absence

The percentage of pupils missing 10% or more of their possible mornings and afternoons.

Year	This school	National average	Compared with national average
2024/25 (2 term)	9.5%	13.3%	Below
2023/24 (3 term)	7.3%	14.6%	Below
2022/23 (3 term)	15.3%	16.2%	Close to average

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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