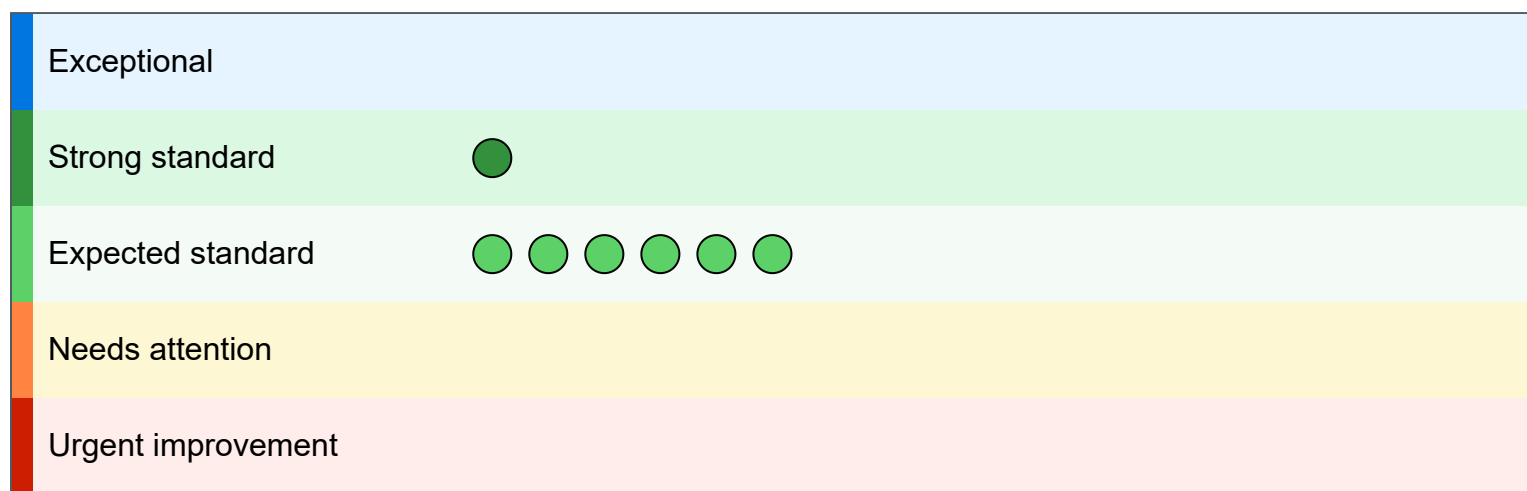


St Lawrence Church of England Primary School

Address: Manor Lane, Wymington, Rushden, Northamptonshire, NN10 9LL

Unique reference number (URN): 109628

Inspection report: 28 April 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 ●

Personal development and wellbeing

Strong standard ●

Pupils are very well prepared for the next stages of their lives. They benefit greatly from the carefully considered personal, social and health education curriculum. They remember much of what they are taught and, importantly, put their learning in to practice as they go about their lives. This helps them to understand important concepts, at a level appropriate to their age, such as alcohol and drug use, the risks and benefits associated with social media and online platforms and important aspects such as keeping mentally and physically healthy.

Pupils have a clear understanding of stereotypes. This helps both boys and girls see that they can achieve whatever they choose. This, linked with the school's work to promote resilience, helps pupils develop the confidence and strategies they need to overcome challenges. This goes a long way to helping pupils leave the school as independent young people.

Wider opportunities are plentiful. They are shaped to provide experiences that pupils may not otherwise encounter. These opportunities help pupils build their understanding and appreciation of, for example, people from different cultures and backgrounds to themselves. Levels of independence are further developed through the opportunity for residential trips, where pupils delight in activities which help them learn to take well calculated risks.

As a result of staff knowing pupils well as individuals, they can spot if a pupil is not themselves. Where pupils need additional support to help manage their emotions or feelings, staff are on hand to provide this.

The school's 'pitch your passion' challenge is but one feature which helps pupils develop into confident and articulate communicators. Whether sharing their love of Venus fly traps, guitar music, cats or favourite holiday destinations, pupils develop important skills and experience to stand them in good stead as they move through life.

Expected standard ●

Achievement

Expected standard ●

By the end of Year 6, pupils achieve well. The published outcomes in reading, writing and mathematics over time have been close to the national average. This has also been the case for disadvantaged pupils. Leaders are working to strengthen outcomes further, so more pupils reach the expected and higher standards by the end of Year 6.

Current pupils continue to learn well. Pupils with special educational needs and/or disabilities make strides in their learning. Younger pupils learn important knowledge to help them learn to read and calculate numbers. Pupils who need a little more guidance in learning to read receive the right help at the right time. While most pupils secure the basics in writing, some younger pupils find this tricky because they have for example an insecure

pencil grip or are unsure how to form some letters. As a result, some pupils are still developing fluency in writing. Leaders are addressing these aspects of writing for some younger pupils through focused support in lessons.

Attendance and behaviour

Expected standard 

Leaders have high expectations for pupils' attendance. They expect pupils to attend regularly. Most pupils do so. Leaders keep a close eye on attendance. If a pupil's attendance starts to drop, staff follow this up quickly. This approach supports improvements in attendance over time. In the past, there were too many pupils who missed too much school. As a result of leaders' rigorous and supportive actions, the attendance of many of these pupils has improved. However, some pupils still do not attend well enough.

Pupils behave well in school. They work hard in class, showing positive attitudes to their learning. Children in the early years develop increasing levels of independence. This continues as pupils move through the school, as older pupils demonstrate they are dedicated to their learning. The playground, too, is a place where pupils get along harmoniously with one another. These positive relationships build a strong bond between pupils. As a result, bullying is rare. When incidents do occur, staff deal with them consistently. Pupils who need a little more guidance and support to help them behave well receive this in a kind and consistent manner.

Curriculum and teaching

Expected standard 

Leaders have carefully designed the curriculum. They have made appropriate changes to adapt to mixed-age classes. On the whole, teachers teach the curriculum well. They use their subject knowledge to explain new concepts and ideas clearly. This is particularly the case when teaching early reading. They draw upon training linked to classroom practice. During phonics lessons, staff make careful checks and quickly correct errors when pupils make them.

Leaders' work to sharpen the teaching of mathematics is making a positive difference. Staff provide opportunities for pupils to develop their calculations and apply this knowledge to solve problems and number puzzles. Similarly, teachers make sure new knowledge builds on what pupils already know. For example, older pupils are successful in their work learning about specific capital cities in North America because this builds on previous geographical work.

While this is the case, leaders continue to provide support for teachers in teaching the writing curriculum. There is now a sharper and more concerted focus on specific aspects of, for example, grammar, spelling and handwriting that pupils need to master in order to become proficient writers. This work is beginning to make a difference, and leaders continue to support teachers so pupils receive more consistent teaching in writing.

Early years

Expected standard 

Children in the early years get off to a positive start. This is because leaders have in place a clear and coherent curriculum which encompasses Nursery and Reception classes, and is

taught well by staff.

As children find their feet in school, they develop their own independence quickly. They look after equipment and their classrooms with pride. Children become increasingly resilient when faced with challenges in their learning or play. As children move into Reception, they learn to read well. Stories, rhymes and poems are in abundance, and the well taught phonics programme helps children ready themselves for Year 1 as confident readers.

Whether in role play as a dragon, being active on their tricycles or carefully tending to their recently planted dwarf beans, children benefit from effective interactions with staff. These interactions help children to learn and use more and more words and phrases with ever growing confidence.

By the end of Reception, most children are well prepared for Year 1. They learn and develop well across all areas of learning. For example, children develop their gross motor skills through a range of activities such as bikes, ramps, digging in the soil and movement games. These build to help with fine motor development through use of tools in the sand, cutting equipment and planting delicate seeds.

Inclusion

Expected standard ●

Pupils benefit from the clear systems leaders use to identify and address barriers to learning promptly. Pupils with, for example, special educational needs and/or disabilities (SEND), have their needs met effectively. Staff share leaders' high expectations and work consistently to remove barriers so pupils can learn well. Pupils with SEND work towards the same key knowledge and skills as their peers, supported by provision that is adapted to meet their needs.

Disadvantaged pupils receive similarly high-quality support and guidance. Leaders use the additional pupil premium funding wisely. This means that disadvantaged pupils not only have the opportunity to widen their horizons through activities and trips, but there is also a sharp focus on how well they learn. Leaders keep a close eye on how well pupils with SEND and disadvantaged pupils are learning. If needed they will make changes to their provision to make things even better for them.

Staff receive regular and relevant training to help them support pupils with SEND, for example, recent training around attention deficit hyperactivity disorder. This helps them provide well for pupils where needed. Leaders and teachers work closely with parents, taking their views into account. This provides much useful information for teachers to help them understand a pupil's needs even more clearly.

Leadership and governance

Expected standard ●

Leaders have a clear and accurate view of the strengths and areas for development in the school. Their measured and determined approach to school improvement has made, and continues to make, a marked difference to the lives of pupils in their care. Pupils, including those with individual barriers to their learning or wellbeing, leave the school at the end of Year 6 ready to take their next steps in the world. This is because of leaders' effective and dedicated leadership of the school over time. Leaders act in the best interests of pupils.

They take decisions that will have the biggest impact on how well pupils learn, develop and thrive.

Governors fulfil their statutory duties. They provide appropriate support for leaders. While this is so, they do not shy away from providing challenge to leaders to ensure provision for pupils continues to improve. They receive much useful information from leaders about what is working well in school, and where further work is needed. However, their well-established systems and processes allow them to check and see for themselves.

Staff are proud to work at the school. They receive high-quality professional learning. These opportunities enable them to continue to keep their practice sharp to bring about continued improvement in their teaching. When introducing new initiatives leaders think carefully about how these will affect staff's workload. Leaders keep a close eye on staff wellbeing.

Parents, and the community, have positive relationships with the school and staff. This ensures school staff and parents can work in close partnership to support pupils to do well.

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

From the youngest to oldest, pupils benefit from the warm and caring relationships they build with one another as they move through the school. Older pupils keep an eye out for their younger friends, playing and working together each day. Pupils enjoy lessons. They consistently concentrate well, try hard and give their best in class. Pupils' positive behaviour in class spills out into the playground and the dinner hall. This means the school environment is calm and safe, sprinkled with the right amount of fun and laughter.

Pupils embody the school values, such as perseverance, courage and respect. They value and celebrate differences between one another. Whatever their differences, pupils treat one another with kindness and the respect they deserve. Staff understand the individual needs of pupils with special educational needs and/or disabilities (SEND) very well. This means that the barriers pupils with SEND may face are identified and addressed. Pupils who face other barriers to their learning or wellbeing receive similarly effective support.

Bullying is rare. That said, pupils can sometimes fall out with one another. Older pupils often sort these issues out for themselves. However, they know that staff are always on hand to help address issues if needed. Pupils generally attend well. Attendance for the small number who still miss too much school continues to improve.

Pupils leave the school at the end of Year 6 as well-rounded young people. They articulate their views and opinions with confidence, clarity and compassion. They understand, at a level appropriate to their age, some of the risks they may face as they move through life. Risks, such as those associated with crime, alcohol or use of social media are openly discussed. Importantly though, pupils develop skills of being assertive in the face of peer pressure and how to maintain a positive mindset as they move through life.

Next steps

- Leaders should continue to ensure teaching enables pupils, and children in the early years, to understand and apply writing skills confidently, strengthening their grammar, spelling and composition skills across the curriculum.
 - Leaders should continue to sustain improvements in attendance, particularly for the small number of pupils who still do not attend regularly.
-

About this inspection

The chair of the board of governors in this school is Ceri-Anne Ashby .

The school is part of a federation called Chellington Church of England Federation.

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 (HMI) or by Ofsted Inspectors (OIs) who have previously served as HMI.

Inspectors spoke with the executive headteacher, the deputy headteacher and a range of school staff. The lead inspector met with members of the board of governors, a representative of the local authority and a representative of the Diocese of St Albans.

The inspectors confirmed the following information about the school:

This school is registered as having a Church of England religious character. It is in the Diocese of St Albans. Its last section 48 inspection was on 30 April 2024.

The school currently makes use of one alternative provision.

The school also, under the same registration, runs a nursery. The nursery provides education for children from the age of 3.

Executive headteacher: Sarah Bush

Lead inspector:

Nathan Lowe, His Majesty's Inspector

Team inspector:

Judith Sumner, 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 28 April 2026

School and pupil context

Total pupils

126

Below 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

180

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

Pupils eligible for free school meals (FSM)

27.68%

Close to 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

2.38%

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

5.56%

Well 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	63%	61%	Close to average
2024/25 (final)	68%	62%	Close to average
2023/24 (final)	62%	61%	Close to average
2022/23 (final)	59%	60%	Close to average

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	74%	74%	Close to average
2024/25 (final)	79%	75%	Close to average
2023/24 (final)	72%	74%	Close to average
2022/23 (final)	73%	73%	Close to average

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	70%	72%	Close to average
2024/25 (final)	74%	72%	Close to average
2023/24 (final)	72%	72%	Close to average
2022/23 (final)	64%	71%	Below

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	81%	73%	Above
2024/25 (final)	89%	74%	Above
2023/24 (final)	79%	73%	Close to average
2022/23 (final)	77%	73%	Close to average

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	38%	46%	Close to average
2024/25 (final)	S	47%	S
2023/24 (final)	30%	46%	Below
2022/23 (final)	29%	44%	Below

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	52%	62%	Below

Year	This school	National average	Compared with national average
2024/25 (final)	S	63%	S
2023/24 (final)	50%	62%	Below
2022/23 (final)	43%	60%	Below

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	52%	59%	Close to average
2024/25 (final)	S	59%	S
2023/24 (final)	50%	58%	Close to average
2022/23 (final)	29%	58%	Below

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	62%	60%	Close to average
2024/25 (final)	S	61%	S
2023/24 (final)	60%	59%	Close to average
2022/23 (final)	43%	59%	Below

‘S’ in the table above indicates the data has been suppressed, which is usually due to small cohorts. The suppression rules applied by the DfE when publishing the data have been mirrored and applied in the report card.

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	38%	68%	-30 pp
2024/25 (final)	S	69%	S
2023/24 (final)	30%	67%	-37 pp
2022/23 (final)	29%	66%	-38 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	52%	80%	-27 pp
2024/25 (final)	S	81%	S
2023/24 (final)	50%	80%	-30 pp
2022/23 (final)	43%	78%	-35 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	52%	78%	-25 pp
2024/25 (final)	S	78%	S
2023/24 (final)	50%	78%	-28 pp
2022/23 (final)	29%	77%	-49 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	62%	80%	-18 pp
2024/25 (final)	S	81%	S
2023/24 (final)	60%	79%	-19 pp
2022/23 (final)	43%	79%	-36 pp

‘S’ in the table above indicates the data has been suppressed, which is usually due to small cohorts. The suppression rules applied by the DfE when publishing the data have been mirrored and applied in the report card.

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 (3 term)	6.5%	5.2%	Above
2023/24 (3 term)	5.9%	5.5%	Close to average
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 (3 term)	19.0%	13.0%	Above
2023/24 (3 term)	18.3%	14.6%	Above
2022/23 (3 term)	15.6%	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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