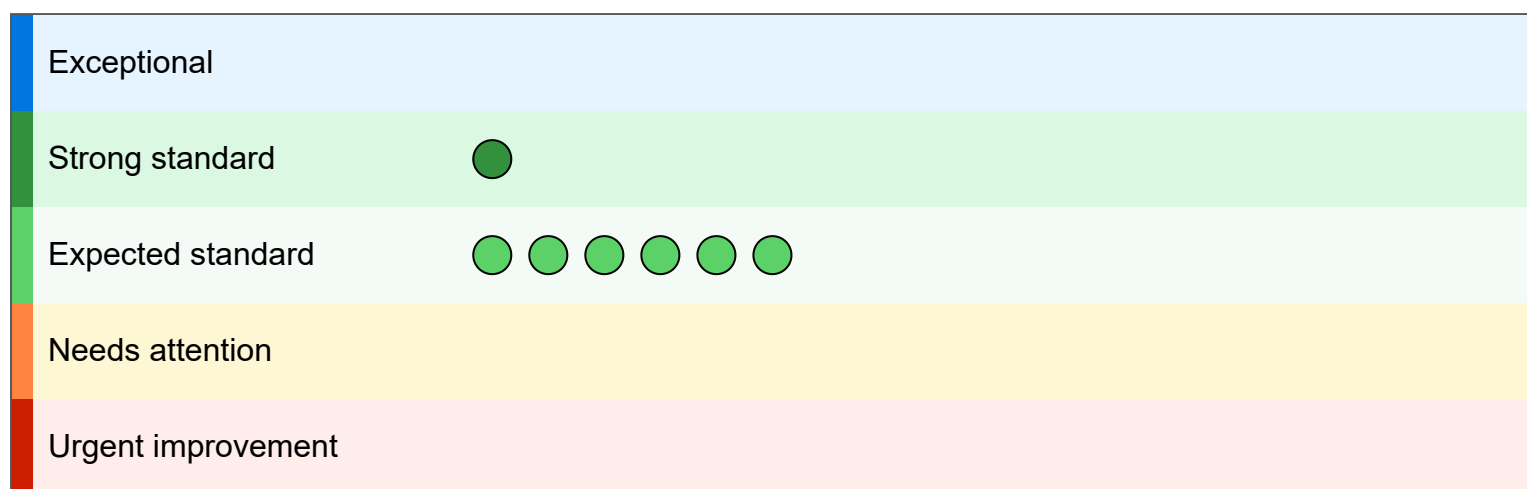


St Laurence Church of England School

Address: 16 Thame Road, St Laurence School, Warborough, Wallingford, Wallingford, Oxfordshire, OX10 7DX

Unique reference number (URN): 149405

Inspection report: 20 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 ●

Pupils want to attend because the school is a welcoming, purposeful place where they feel known, valued and supported. Leaders have established a culture that promotes high attendance and positive behaviour. Attendance is consistently above national figures for all pupils and key groups. Leaders know pupils and families very well. Strong relationships with families, clear communication and rigorous systems ensure that absence remains low. When needed, leaders intervene effectively and quickly to remove any barriers to attending school.

Leaders have created a calm, orderly and respectful environment. Staff apply the school's behaviour expectations consistently and fairly. Training, including in support for pupils who struggle to manage their emotions, help staff to meet pupils' needs while maintaining high expectations. As a result, pupils are very focused in lessons. They behave consistently well around school. Disruption to learning is rare. Relationships between staff and pupils are warm, trusting and caring.

Bullying is not tolerated. Staff act swiftly and effectively in the rare cases where concerns arise. Pupils feel safe and know that they have trusted adults to talk to. They play and learn together positively and demonstrate strong attitudes to learning. Pupils are motivated, self-disciplined and well prepared to contribute to the school and wider community.

Expected standard ●

Achievement

Expected standard ●

Pupils typically achieve well at this school. Most pupils progress through the curriculum and develop the age-appropriate knowledge and skills they need for their next stage of education. Generally, pupils build strong foundations in reading, writing and mathematics. Published outcomes at the end of key stage 2 are close to, or above, national averages. By the end of key stage 1, most pupils can read accurately and are ready to access the curriculum in key stage 2. Disadvantaged pupils generally make positive progress from their starting points. Attainment in the Year 4 multiplication tables check have been below national over time. Leaders have a clear understanding of the reasons for this. They are working effectively to bring about further improvements so that current pupils, including disadvantaged pupils, make even greater gains in their knowledge to secure higher attainment outcomes. Overall, pupils are well prepared for the next stages in their education.

Across the curriculum, pupils typically produce high-quality work. They can explain what they have learned. However, in some subjects in the wider curriculum, some pupils' learning is less secure. In addition, some pupils have gaps in their handwriting and number fluency skills.

Curriculum and teaching

Expected standard 

Leaders have a clear understanding of the quality of the curriculum and teaching. They make informed decisions about staff deployment, training and resources. The curriculum is ambitious, well ordered and identifies clear end points. It meets statutory requirements and ensures that pupils, including those who are disadvantaged or with special educational needs and/or disabilities, access the same broad offer. Careful consideration is given to mixed-age classes within the school so that learning builds over time.

The teaching of key knowledge in reading, writing and mathematics is prioritised. Early reading is taught well. Staff support pupils effectively. Those pupils who need further help receive additional support so that they can catch up quickly. Leaders rightly continue to strengthen the teaching of early mathematics and transcription. They recognise that pupils would benefit from additional opportunities to practice and further develop their handwriting and number fluency skills.

Staff generally choose appropriate resources and use retrieval practice to help pupils to remember important knowledge. Teaching is usually appropriately adjusted to meet pupils' needs and provide support as required. Additional adults are used effectively to support pupils while promoting their independence. Typically, checks on pupils' understanding are used systematically. This helps teachers to identify misconceptions and gaps in learning. However, some gaps in subject-specific knowledge and skills in the wider curriculum are not consistently identified.

Early years

Expected standard 

Children get off to a positive and settled start in the early years. Staff know children and their families well. They establish clear routines that help children to feel safe and confident. Leaders have designed a carefully ordered curriculum that responds well to children's starting points. It identifies the key knowledge and skills children need for later learning, while rightly focusing on communication and language. Productive partnerships with parents and carers support children's learning and are valued.

Reading is prioritised. Children in the Reception Year are taught to read from the start. They are given opportunities across the school day to rehearse this learning regularly. Staff also create well-structured opportunities for children to develop early writing, secure pencil grip and growing number fluency. Leaders are currently refining the use of the outdoor provision so that children access consistent approaches to further enhance their learning.

Staff provide purposeful activities that promote independence and resilience. They use assessment effectively to adapt their teaching and to target support, including for disadvantaged children and those with special educational needs and/or disabilities. This ensures that gaps in learning are identified and addressed promptly. High-quality interactions across the provision help to build children's vocabulary. They develop confidence in expressing their ideas. Typically, most children are well prepared for Year 1.

Inclusion

Expected standard 

Leaders are rightly proud of the school's inclusive culture and practice. Staff know pupils and their families well. They use this knowledge effectively when assessing emerging or changing needs. This is particularly effective for pupils with special educational needs and/or disabilities and disadvantaged pupils. Identification of children's individual needs begins in the early years. This ensures that support and reasonable adjustments are put into place quickly. Upon starting school, staff work closely with parents and carers to help pupils to learn and to plan their next steps. These views help to shape pupils' support and aspirations. Leaders also work closely with external professionals and make appropriate adjustments that support pupils' learning and wellbeing. These partnerships are valued, and leaders know that they help pupils to succeed.

Leaders ensure that inclusion lies at the heart of what they do. Additional funding is used appropriately to improve outcomes and broaden opportunities for disadvantaged pupils. Leaders reduce barriers to learning and wellbeing through strategic support and targeted interventions, for example, through the use of play therapy, social stories and adaptations in class. Leaders monitor pupils' progress carefully. They ensure that staff receive high-quality training, so that agreed strategies are typically delivered well.

Leadership and governance

Expected standard 

Leaders know the school's context, strengths and areas for development well. They have a clear vision for the school built on the school's ethos and strategic direction. Leaders identify the right priorities for improvement and take appropriate action to strengthen the provision in the school. Their work is supported by the trust and the local governing body, whose knowledge of the school ensures that improvement focus areas are well matched. Leaders contribute positively to the wider education system through work across the trust and collaboration with other schools, such as through the maths hub.

Leaders act in the best interests of pupils. They uphold high professional standards and maintain high expectations for what pupils can achieve. This is valued by staff and parents and carers who speak positively about leaders' work. Staff value that leaders are approachable and supportive of workload and wellbeing. They are empowered to contribute to whole school improvement. Staff access high-quality, evidence-informed training through in-house provision, the trust and external partners. This builds expertise across the school and further strengthens practice.

Governors and trustees are aware of, and fulfil, their statutory responsibilities. They provide appropriate challenge and support. Governors and trustees hold leaders effectively to account for outcomes of all pupils. Established systems for monitoring the quality and impact of the school's work ensures that they have a clear oversight of the impact for pupils, including those who are disadvantaged. For example, the use of additional funding is carefully monitored.

Leaders ensure that the personal development programme is coherently planned and well suited to the school's context. It is taught well by staff who have the knowledge and skills needed to deliver it. The curriculum, wider opportunities and support for pupils' emotional wellbeing work together to help pupils become confident, reflective and responsible citizens. Leaders ensure that content is age-appropriate and aligned with statutory requirements.

Pupils learn to reflect on their views of the world and understand right and wrong. They know why rules are important and show respect for others. Pupils know and apply the school's and fundamental British values in their daily interactions. Pupils have an age-appropriate understanding of protected characteristics and celebrate differences. They learn about different beliefs, though some find recalling prior learning about certain religions more difficult than others.

Pupils learn how to keep themselves safe online and offline, including understanding risks linked to sharing personal information. They talk confidently about healthy lifestyles, wellbeing and the importance of physical activity. In the early years, the personal, social and emotional development curriculum provides strong foundations for children's future development.

A wide range of clubs, trips and enrichment activities enables pupils to explore and develop their talents. Leaders track participation carefully and remove barriers so that disadvantaged pupils and those with special educational needs and/or disabilities fully participate. Pupils value opportunities to contribute to the school and wider community through a range of responsibilities and involvement in local charitable activities.

Support for pupils' emotional development is well considered. Leaders and staff know pupils well and respond promptly to any emerging needs. Staff are trained to deliver a range of strategies that help pupils to regulate their emotions and feel ready to learn. Pupils know whom to talk to if they need help. They trust adults to support them.

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

Pupils feel a strong sense of belonging at St Laurence Church of England School. They describe it as a place where everybody is welcome and 'where they come to grow'. Pupils benefit from attending school regularly. They behave with courtesy and kindness. Pupils strive to rise to meet the school's high expectations throughout the day, including at breaktimes and lunchtimes. Social times are calm and sociable. Pupils enjoy playing together, often seeking out their 'buddies' to join in games.

Pupils are committed and curious learners. They enjoy their learning and talk with enthusiasm about the subjects that they study. Pupils concentrate well in lessons and want to do their best. Leaders make sure that pupils who may face barriers to their learning or wellbeing are supported effectively so that they learn alongside their peers. Typically, pupils, including those who are disadvantaged and those with special educational needs and/or disabilities, progress well through the curriculum.

Positive and trusting relationships help pupils to feel safe. They know who to speak to if they are worried. Pupils trust staff to resolve any concerns should they arise. They are confident that adults listen and act quickly. Incidents of unkindness, including bullying, are rare and dealt with promptly and effectively. Pupils also learn how to keep themselves safe online.

Pupils value the opportunities they have to contribute to the life of the school. They take pride in leadership roles, such as being religious education ambassadors, play leaders and house captains. Activities and clubs in reading, writing, music and sport help pupils to develop their talents and interests. Educational visits provide memorable experiences that deepen pupils' learning.

Pupils develop an understanding of how to be responsible members of their community. They participate in local events and visit care homes. These experiences help them to develop respect for others and prepare them well for later life.

Next steps

- Leaders should further embed consistent handwriting expectations and increase opportunities for practice so that pupils develop fluent, legible writing across all subjects.
 - Leaders should refine the use of assessment systems in the wider curriculum to ensure that staff are able to identify gaps in essential knowledge more precisely and address these swiftly.
 - Leaders should continue to strengthen approaches that develop pupils' number fluency so that pupils are even better prepared for the next stages of their learning.
-

About this inspection

This school is part of Oxford Diocesan Schools Trust (ODST), which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer (CEO), Sharon Mullins, and overseen by a board of trustees, chaired by Kathryn Mary Winrow.

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 HMIs.

Inspection activities:

Inspectors spoke with the headteacher and other senior leaders during the inspection. They also met with the chair of trustees, governing body, governance professional as well as the CEO and members of the trust improvement team.

The inspectors confirmed the following information about the school:

The school does not currently use alternative provision.

Headteacher: Nicole Cooper

Lead inspector:

Stuart Bevan, His Majesty's Inspector

Team inspector:

Trudi Sammons, 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 20 January 2026

School and pupil context

Total pupils

99

Well 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

105

Well 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)

12.12%

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

6.06%

Above 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

17.17%

Close to average

What does this mean?

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

National average: 15%

Location deprivation

Well 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.

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		61%	
2024/25 (revised)	73%	62%	Above
2023/24 (final)	69%	61%	Above
2022/23		60%	

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%	
2024/25 (revised)	80%	75%	Close to average
2023/24 (final)	100%	74%	Above
2022/23		73%	

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		72%	
2024/25 (revised)	73%	72%	Close to average
2023/24 (final)	69%	72%	Close to average
2022/23		71%	

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		73%	
2024/25 (revised)	80%	74%	Close to average
2023/24 (final)	100%	73%	Above
2022/23		73%	

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		46%	
2024/25 (revised)	S	47%	S

Year	This school	National average	Compared with national average
2023/24 (final)	S	46%	S
2022/23		44%	

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		62%	
2024/25 (revised)	S	63%	S
2023/24 (final)	S	62%	S
2022/23		60%	

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		59%	
2024/25 (revised)	S	59%	S
2023/24 (final)	S	58%	S
2022/23		58%	

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		60%	
2024/25 (revised)	S	61%	S
2023/24 (final)	S	59%	S
2022/23		59%	

'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		68%	
2024/25 (revised)	S	69%	S
2023/24 (final)	S	67%	S
2022/23		66%	

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		80%	
2024/25 (revised)	S	81%	S
2023/24 (final)	S	80%	S
2022/23		78%	

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		78%	
2024/25 (revised)	S	78%	S
2023/24 (final)	S	78%	S
2022/23		77%	

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		80%	
2024/25 (revised)	S	81%	S
2023/24 (final)	S	79%	S

Year	This school	National non-disadvantaged score	School disadvantage gap
2022/23		79%	

'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 (2 term)	3.7%	5.2%	Below
2023/24 (3 term)	3.8%	5.5%	Below
2022/23 (3 term)	5.1%	5.9%	Below

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)	6.0%	13.3%	Below
2023/24 (3 term)	4.9%	14.6%	Below
2022/23 (3 term)	16.3%	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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