

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

St Lawrence Church of England VC Primary School

Vision

Being the best that we can be because 'with God all things are possible.' (Matthew 19:26)

Our vision for our school and our school values underpins everything that we do. Working together, we create a joyous, purposeful learning community that enables children to achieve personal success, demonstrate core Christian values and life skills necessary to make a positive contribution to the local and global community.

St Lawrence Primary School is living up to its foundation as a Church school and is enabling pupils and adults to flourish. It has the following notable strengths.

Strengths

- The clear Christian vision motivates members of the school community to 'be the best that they can be.' Alongside this, a set of core values positively shapes the culture of the school, enabling pupils to flourish.
- A carefully designed curriculum is strongly influenced by the vision. Pupils are nurtured to be inquisitive and reflective learners. They have high aspirations for their future.
- Through Bible stories, music and prayer, collective worship stimulates pupils and adults to reflect and respond. Thoughtful planning provides meaningful moments to grow spiritually.
- Compassionate staff monitor the social and emotional needs of learners. Pupils experience respect and love and in response show resilience and determination.
- Careful planning of the religious education (RE) curriculum ensures that it is well-balanced and meets the needs of learners. They gain confidence in discussing their own views as they engage with challenging questions.

Development Points

- Facilitate opportunities for pupils to show leadership skills as they respond to issues of injustice. This will enable them to make effective changes and grow in self-belief.
- Embed schemes of work in RE that widen a knowledge of non-religious views and appreciate Christianity as a global faith. This will enable pupils to develop their understanding.



Inspection Findings

The Christian vision of St Lawrence School motivates its pupils to live well together and thrive as learners. Working together as a federation both Tibberton Church of England Primary, and St Lawrence share a common vision which suits their local contexts. Strong links and partnership working across the federation enable staff to share good practice so that pupils flourish. Monitoring by leaders including governors demonstrates that the vision is effective in motivating pupils and raising their aspirations. The school's welcoming and inclusive culture means that pupils regardless of their backgrounds aspire to 'be the best that they can be.' A core set of values which are carefully linked to specific Bible stories, enable them to understand their meaning and significance. Along with vision, they are central in shaping the school curriculum and attitudes to behaviour. Pupils actively demonstrate forgiveness and respect in their relationships. The vision creates a united identity where pupils of all ages play in harmony together. Partnerships with Lichfield Diocese through training and support have strengthened the effectiveness of the vision.

A stimulating curriculum is designed effectively and begins with the school vision. This sparks inquisitive learning. Pupils gain valuable life skills that promote the vision's drive to create a purposeful school community. Imaginative activities such as a whole school hike, shape a passion for learning. This strengthens the significance of the vision. Carefully selected texts in English promote a wider understanding of a diverse world. In line with the vision, a project investigating the lives of refugees, prompts pupils to show compassion for others. A programme of joyous and purposeful enrichment strengthens the impact of the vision. For example, a visitor representing the Chinese community deepens an appreciation of religious celebrations. A special spirituality themed 'doughnut day', which is common to both schools, provides awareness as pupils consider the centre of their own being. Spirituality is intrinsic throughout the curriculum. This enables pupils to reflect on the deeper meaning of their lives.

Pupils and adults appreciate the significance of collective worship. A well-planned programme brings a variety of experiences generating enthusiastic responses. Worship enriches knowledge of the Christian calendar and traditions. The depth of the school's core values is explored through a range of Bible stories. Modern approaches to music lead to energetic singing that unites worshippers and deepens spirituality. Class based worship develops a wider appreciation of global issues. Pupils explore their own beliefs and those of others. This strengthens their spiritual growth. Worship record books in each class collect profound responses, demonstrating its importance in enabling pupils to thrive. Prayer is a strong element of worship. Spiritual ambassadors regularly write and share their own. Pupils use reflective spaces in classrooms for prayer which extends the impact of the worship. Leaders communicate themes with parents, who share how lively discussions around worship continue after school. Strong links with the local Church encourage the growth of a united community. Pupils enjoy visits to churches to worship and celebrate key festivals.

Guided by the Christian vision, leaders including governors create a special culture where members experience respect and love. Parents rightly praise this work. Whole school activities motivate pupils of different ages to mix. This fosters kind relationships as they look out for each other. Mental health is a priority. Special spaces and designated time at the start of the week ensure pupils are ready to learn. Pupils appreciate the school grounds where they reflect and regulate their feelings. They share the importance of an old tree on the field that pre-dates all the school buildings. School leaders signpost support for staff and families. This creates an open atmosphere of care that permeates the school community. In trying their best, pupils demonstrate impressive behaviour. Reward systems are used effectively to inspire them to aim high each day. Special times of worship celebrate success in



demonstrating the core values. They know and understand the relevance of restorative practices and openly forgive each other.

A genuine respect for the local villages exists amongst pupils and adults. As a result, there are special occasions where activities raise funds for those in need. Guided by the school vision to contribute to the community, pupils show responsibility in supporting vulnerable families. For example, food donated during Harvest goes to families in crisis and a local foodbank. As a response to learning about environmental issues, pupils began litter picking in the village. Prompted by deep thinking following worship and lessons, they demonstrate both justice and compassion. Prayers are written as a response to disasters, such as the destruction caused by wildfires around the world. Despite the strength of their voice, there are insufficient moments for pupils to initiate their own positive action. This limits opportunities to develop self-belief and confidence.

School leaders ensure that RE is a core subject in the curriculum. Its profile is raised by enrichment activities that focus on faith and culture. Pupils show enthusiasm as the subject shapes them as learners. Regular training generates confidence for staff in delivering the curriculum. This is positively supported by the diocese. Units of study enable pupils to understand Christianity as a living faith. Pupils make comparisons between the beliefs of Christians and those of other faiths. Teachers regularly re-visit topics and key knowledge to enable pupils to develop understanding as they progress throughout the school. Planned topics in RE begin with deep questions. As a result, passionate engagement flows in debates such as 'who created God'? Leaders have responded to the need for teaching about Dharmic faiths. This means that pupils have a diverse range of beliefs to consider. Leaders plan visits by faith leaders to enrich an understanding of cultural practices. However, schemes of work designed to widen a knowledge of non-religious views and Christianity as a global faith are not embedded.

Information

Address	Preston on the Weald Moors, Telford, Shropshire TF6 6DH		
Date	28 January 2025	URN	123496
Type of school	Voluntary controlled	No. of pupils	87
Diocese	Lichfield		
Federation	Tibberton CE Primary School and St Lawrence CE Primary School Federation		
Headteacher	Craig Battrick		
Co-Chairs of Governors	Caroline Sands and Timothy Goode		
Inspector	Keith Farquhar		