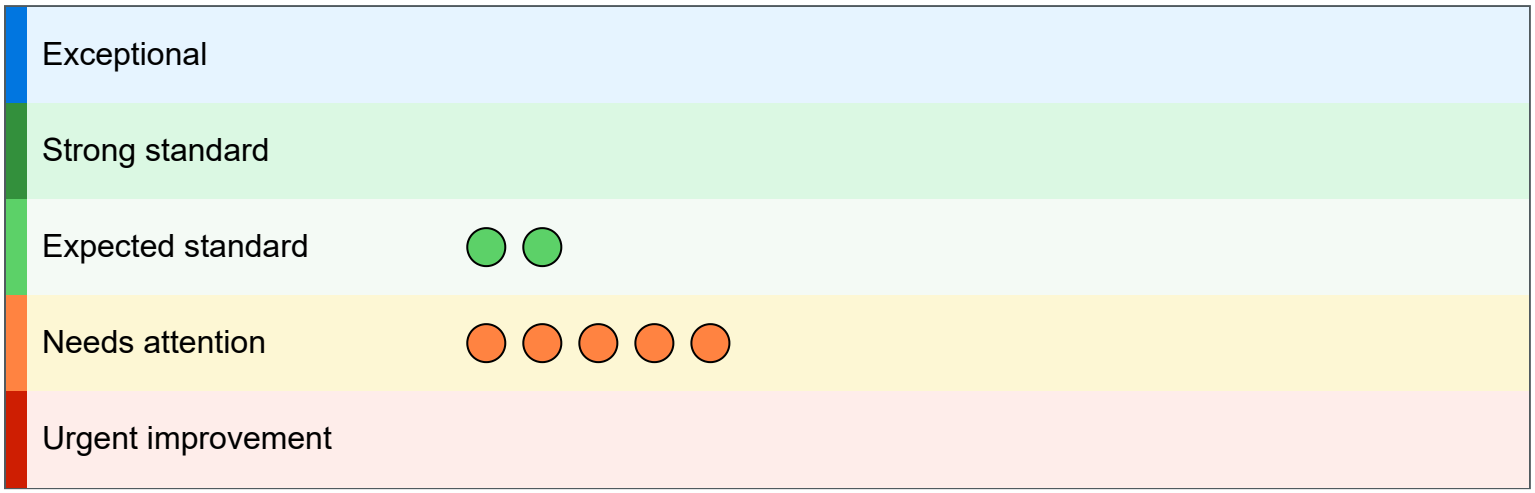
Lindridge St Lawrence CE Primary School

Address: Lindridge, Tenbury Wells, Worcestershire, WR15 8JQ

Unique reference number (URN): 116895

Inspection report: 13 October 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.

Expected standard

Early years

Expected standard

Children get off to a positive start in the early years. They learn in a safe, nurturing and welcoming environment, where positive relationships help them feel secure and confident. Children settle quickly into routines, demonstrate positive attitudes to learning and play cooperatively. They develop independence and engage purposefully in their learning. All welfare requirements are met, and children are well cared for.

Across Nursery and Reception Years, children benefit from a curriculum that develops their communication and language, early reading, writing and mathematical knowledge and skills effectively. Children are curious learners who communicate confidently with adults and one another. They engage purposefully in learning and build their knowledge and skills over time. However, the school does not yet consistently build on this positive start as pupils move through subsequent year groups.

Reading is prioritised from the start. Well-established phonics teaching helps children develop their early reading knowledge successfully. Adults identify children's starting points, check their understanding and adapt support to help them make progress. Children with special educational needs and/or disabilities participate fully in learning alongside their peers and receive effective support to meet their needs.

Children achieve well from their starting points and develop the knowledge and skills they need for Year 1. They are well prepared for the next stage of their education.

Personal development and wellbeing

Expected standard

Leaders have created a school where pupils feel welcomed, valued and respected. Pupils describe the school as a safe and caring community and speak confidently about the trusted adults who support them. Pastoral support, including an emotional literacy support assistant and 'The Nest', helps pupils develop confidence, resilience and a strong sense of belonging. Pupils know how to seek help when they need it and trust adults to respond appropriately.

Pupils benefit from a well-considered programme for personal development. Through the curriculum, assemblies and wider experiences, pupils develop an age-appropriate understanding of healthy relationships, consent, online safety, diversity, protected characteristics and British values. Discussion of current affairs helps pupils develop their understanding of the wider world. Pupils demonstrate respect for others and understand the importance of kindness, responsibility and inclusion.

Pupils benefit from a wide range of enrichment opportunities, including clubs, educational visits and residential experiences. These broaden pupils' experiences and aspirations and help them develop confidence and independence. Leaders identify barriers to participation, including financial and transport difficulties, and provide support so that pupils can access these opportunities.

Pupils take increasing responsibility through leadership roles, including the school parliament, wellbeing warriors, digital leaders and ambassadors. These opportunities enable

pupils to contribute to school life and understand how their views can influence decisions. Transition arrangements also help pupils prepare for the next stage of their education.

Needs attention

Achievement

Needs attention

Some pupils do not achieve as well as they should from their starting points. Gaps in pupils' foundational knowledge and skills mean that some struggle to recall prior learning and apply what they have learned successfully. As a result, pupils do not consistently build knowledge securely or develop the depth of understanding expected for their age.

Achievement is less secure for some disadvantaged pupils, pupils with special educational needs and/or disabilities and those known to, or previously known to, social care. Leaders have taken appropriate action to address weaknesses in achievement through a range of support strategies and interventions. They work positively with families and external agencies and have introduced a range of support strategies and interventions to address weaknesses in achievement. However, this work is relatively recent, and pupils do not consistently make the progress they should from their starting points.

Attendance and behaviour

Needs attention

Attendance remains low for some pupils, particularly disadvantaged pupils and pupils with special educational needs and/or disabilities. Pupils' attendance does not compare favourably with that of their peers nationally. Leaders have introduced a more rigorous and proactive approach to attendance, strengthening monitoring, early intervention and work with families. There are early signs of improvement, including a reduction in persistent absence. However, persistent absence remains high, and some pupils continue to miss important learning, limiting their achievement and wider school experiences.

Some pupils do not consistently demonstrate positive attitudes to learning. They become disengaged during lessons and require frequent redirection to sustain their attention and participate fully. This is particularly evident when teaching does not build closely enough on what pupils know and can do.

Leaders have taken effective action to improve behaviour and establish a more positive culture across the school. Pupils say that they feel safe and trust adults to help them when they have concerns. They develop positive relationships with staff and understand the school's expectations. Leaders provide effective pastoral support, including targeted interventions for vulnerable pupils. Staff, pupils and parents recognise these improvements, and suspensions have reduced considerably.

Curriculum and teaching

Needs attention

Leaders have taken appropriate action to address weaknesses in curriculum implementation and teaching. However, this work is at an early stage and is not yet improving pupils'

learning consistently. Some pupils have significant gaps in their basic knowledge and skills. Many struggle to recall previous learning and make connections between what they already know and new learning. As a result, pupils do not learn and remember the curriculum as well as they should.

The curriculum is broad and appropriately sequenced. However, pupils do not consistently experience the intended curriculum as planned. Teachers do not use assessment consistently well to identify pupils' starting points, check understanding or address misconceptions. Teachers' subject knowledge is not fully secure. As a result, pupils find it difficult to explain what they are learning or demonstrate secure understanding of important concepts. They do not consistently develop secure basic skills, including handwriting, presentation and mathematical recording.

Teachers do not consistently adapt learning to meet pupils' needs. Disadvantaged pupils and pupils with special educational needs and/or disabilities do not always receive the adaptations they need to learn successfully. Some pupils become disengaged from learning, particularly when teaching lacks precision or does not build closely enough on what they know and can do.

Inclusion

Needs attention 

Some pupils with special educational needs and/or disabilities, disadvantaged pupils and those known to, or previously known to, social care do not consistently achieve as well as they should from their starting points. Although leaders have prioritised inclusion and established systems to identify and support these pupils, this work is relatively recent, and its impact is not yet consistently evident in pupils' achievement. Teachers do not consistently adapt learning to meet pupils' needs. Work does not always build closely enough on pupils' starting points or identified needs. The support pupils receive sometimes helps them complete tasks but does not consistently enable them to develop independence or deepen their learning. As a result, some pupils become disengaged from learning and do not access the curriculum as successfully as they should.

Leaders have established effective pastoral support. 'The Nest' helps pupils feel safe, develop confidence and engage with school life. Leaders carefully monitor alternative provision to ensure that it meets pupils' needs. Leaders work closely with families and external agencies to reduce barriers to learning and support pupils' wellbeing. These aspects of the school's work are secure.

Leadership and governance

Needs attention 

Leaders have taken appropriate action to improve outcomes for pupils, although much of this work is at an early stage of implementation. The impact of these actions is not currently evident in pupils' outcomes. Weaknesses remain in curriculum implementation, teaching, achievement, attendance and attitudes to learning. Leaders have secured external support to address these areas. Leadership capacity remains stretched, limiting how consistently leaders can drive and sustain improvement across the school. Currently, leadership beyond the senior team is not sufficiently developed to support this work.

Leaders have brought much-needed stability, direction and ambition to the school following a period of turbulence. They have an accurate understanding of the school's strengths and weaknesses and have correctly identified the priorities needed to improve pupils' experiences and outcomes. Leaders have secured notable improvements in safeguarding and school culture. Staff speak positively about the support, visibility and professional development leaders provide. External partners recognise the positive changes made and the school's direction of travel.

Governors are increasingly effective in their roles. They are more visible in the school, understand its current position and provide appropriate support and challenge. Governors have strengthened their oversight of safeguarding and their monitoring of the school's improvement priorities. They continue to develop their expertise in analysing performance information and evaluating the impact of leaders' actions.

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

Pupils feel safe, cared for and valued. They describe the school as a happy place where adults know them well and are quick to help if they have a worry. Pupils confidently identify trusted adults and trust them to resolve friendship issues or disagreements promptly. Pupils develop positive relationships with staff and feel a secure sense of belonging to the school community. They understand the school's values and show kindness, respect and consideration for others. Pupils understand how to keep themselves safe, including online, and trust adults to support them when needed.

Pupils benefit from a wide range of opportunities beyond the classroom. They enjoy clubs, trips, residential visits and leadership roles, including on the school parliament and wellbeing ambassadors. Older pupils speak confidently about respect, healthy relationships and the importance of making safe choices. Pupils from different year groups play together happily. Children in the early years settle quickly, develop positive relationships and gain confidence as learners. Pupils who need additional support benefit from effective pastoral support, which helps them to feel included and successful.

However, pupils' experiences of learning are less consistent. While many enjoy lessons, particularly phonics, reading and learning in the early years, too many pupils have gaps in their basic knowledge and are not achieving as well as they should. In some lessons, pupils become disengaged because teaching does not consistently build on what they already know or check their understanding effectively enough. As a result, pupils do not consistently develop the knowledge and skills they need for the next stage of their education.

Behaviour around the school is generally positive. Pupils say that bullying happens rarely and that adults deal with it quickly. Nevertheless, attendance remains too low for some pupils, particularly disadvantaged pupils and pupils with special educational needs and/or disabilities. This limits their learning and achievement

Next steps

- Leaders should strengthen teachers' subject knowledge so that learning is delivered with greater accuracy and precision across the curriculum.
- Leaders should ensure that teachers use assessment consistently well to identify pupils' starting points, check understanding, address misconceptions and adapt learning accordingly.
- Leaders should ensure that teachers adapt learning consistently to meet the needs of pupils with special educational needs and/or disabilities (SEND), disadvantaged pupils and those known to, or previously known to, social care, so that they achieve well from their starting points.
- Leaders should address gaps in pupils' foundational knowledge so that pupils are able to access the full curriculum successfully.
- Leaders should continue to increase attendance and reduce persistent absence, particularly for disadvantaged pupils and pupils with SEND, through sustained and targeted intervention.
- Leaders should develop leadership capacity beyond the senior team so that improvement is driven and sustained consistently across the school.

About this inspection

The chair of the board of governors in this school is Meryl Roberts.

Inspectors carried out this full inspection under section 5 of the Education Act 2005.

This inspection took place on 13 October and 14 October 2026.

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 met with the headteacher and a representative from Worcestershire local authority throughout the inspection. They also spoke with governors and a representative from the Diocese of Worcester. Inspectors visited lessons, looked at pupils' work and considered how the curriculum was implemented. They spoke with pupils about their learning and wider school experiences, including during social times and in group discussions

The inspectors confirmed the following information about the school:

The school has a Church of England religious character and is part of the Diocese of Worcester. The latest section 48 inspection took place in February 2020.

The school operates an on-site pre-school for children between the ages of 2 and 4 years under the same registration.

The school provides wraparound care.

The school currently uses one unregistered alternative provision.

Headteacher: Helen Hadley

Lead inspector:
Matt Fletcher, His Majesty's Inspector

Team inspector:
Tracey Porter, Ofsted Inspector

Facts and figures used on inspection

This was the data available at the time of the full inspection, taken from different sources. More recent data may have been published since the full inspection took place.

The inspector(s) used this data during the full inspection on 13 October 2026

School and pupil context

Total pupils

70
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: 268

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)

28.57%
Close to average

What does this mean?

The proportion of pupils eligible for free school meals at any point in the last 6 years.

National average: 26.5%

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

8.57%
Well 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: 4.1%

Pupils with special educational needs (SEN) support

22.86%
Well above average

What does this mean?

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

National average: 15%

Location deprivation

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	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	17%	62%	Below
2023/24 (final)	0%	61%	Below

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	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	50%	75%	Below

Year	This school	National average	Compared with national average
2023/24 (final)	36%	74%	Below

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	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	50%	72%	Below
2023/24 (final)	7%	72%	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	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	17%	74%	Below
2023/24 (final)	21%	73%	Below

The Key Stage 2 data we used for this inspection has not yet been published; therefore, we have not provided it alongside this school's report card. ‘R’ in the table indicates that the data is not yet available. We will update the table when the Department for Education publishes the data for the latest academic year.

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	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	S	47%	S
2023/24 (final)	0%	46%	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	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	S	63%	S
2023/24 (final)	38%	62%	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	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	S	59%	S
2023/24 (final)	13%	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	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	S	61%	S
2023/24 (final)	38%	59%	Below

The Key Stage 2 data we used for this inspection has not yet been published; therefore, we have not provided it alongside this school's report card. ‘R’ in the table indicates that the data is not yet available. We will update the table when the Department for Education publishes the data for the latest academic year.

‘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	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	S	69%	S
2023/24 (final)	0%	67%	-67 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	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	S	81%	S
2023/24 (final)	38%	80%	-42 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	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	S	78%	S
2023/24 (final)	13%	78%	-65 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	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	S	81%	S
2023/24 (final)	38%	79%	-42 pp

The Key Stage 2 data we used for this inspection has not yet been published; therefore, we have not provided it alongside this school's report card. ‘R’ in the table indicates that the data is not yet available. We will update the table when the Department for Education publishes the data for the latest academic year.

‘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
2025/26 (1 term)	6.1%	5.1%	Above
2024/25 (3 term)	6.5%	5.2%	Above
2023/24 (3 term)	4.3%	5.5%	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
2025/26 (1 term)	16.7%	14.4%	Close to average
2024/25 (3 term)	17.2%	13.0%	Above
2023/24 (3 term)	14.7%	14.6%	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.

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