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5 June 2019

Ms Claire Jones
Coleham Primary School
Greyfriars Road
Shrewsbury
Shropshire
SY3 7EN

Dear Ms Jones

No formal designation inspection of Coleham Primary School

Following my visit with Chris Ogden, Ofsted Inspector, and Graeme Rudland, Ofsted Inspector, to your school on 21 May 2019, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to confirm the inspection findings.

This monitoring inspection was conducted under section 8 of the Education Act 2005 and in accordance with Ofsted's published procedures for inspecting schools with no formal designation. The inspection was carried out because Her Majesty's Chief Inspector was concerned about the effectiveness of safeguarding arrangements, aspects of the effectiveness of leadership and management in the school, and the personal development, and welfare of pupils.

Evidence

Inspectors scrutinised the single central record and other documents relating to safeguarding and child-protection arrangements. Meetings were held with the headteacher, senior leaders, members of the governing body, and a representative from The Priory School multi-academy trust. Inspectors also met with parents at the start of the day and with pupils and staff during the inspection. In addition, the lead inspector had a telephone conversation with a representative of the local authority.

Several documents were scrutinised during the inspection, including an external audit of safeguarding, attendance and behaviour records, curriculum planning for pupils' personal, social and health education (PSHE), risk assessments, staff training records and health and safety records.

Having considered the evidence, I am of the opinion that at this time:

safeguarding is effective, and that pupils' personal development, behaviour and well-being is a priority of the school.

Context

Coleham is a larger than average primary school, with 420 pupils on roll. The proportion of pupils from minority ethnic groups is well below the national average and very few pupils speak English as an additional language. The proportion of disadvantaged pupils is below average. The proportion of pupils with special educational needs and/or disabilities (SEND) is below the national average. The number of pupils with education, health and care plans is in line with the national average. The school opened as an academy in July 2017 and it is part of The Priory School Trust. Most pupils who join the school in Reception stay until they leave in Year 6.

Safeguarding

Leaders ensure that safeguarding is central to the work of the school and that all staff understand that keeping pupils safe is their first priority. The school policies and processes linked to all aspects of child protection reflect the latest guidance and are reviewed at least annually. Leaders ensure that all staff receive comprehensive training about safeguarding children. This includes guidance on how to identify the signs that all may not be well with a pupil and how to report these concerns. Members of staff have complete confidence that leaders will address any concerns they have about pupils' safety and well-being quickly and appropriately.

The headteacher is the designated safeguarding leader. She is knowledgeable and fully trained in child-protection procedures. The headteacher uses this expert knowledge when she carries out regular 'spot checks' of individual child-protection files to ensure that all plans in place to support vulnerable children are being implemented well. She is ably supported by eight deputy safeguarding leaders who have a variety of responsibilities throughout the school, including as learning mentors, and the early years leader. This ensures that there is always someone available to provide advice and guidance whenever it is needed. Child-protection records are stored securely. They contain a detailed chronology of events that explain any causes for concern that have been raised and how leaders have responded. They show that leaders act swiftly in response to any referrals made by staff. Records also show that leaders work effectively with other agencies to support pupils and their families.

Leaders and governors ensure that staff are recruited safely. The school's single central register is complete and complies with statutory requirements. It is regularly checked by the headteacher.

Governors have a thorough understanding of their roles and responsibilities with regard to safeguarding. They take this very seriously and have named governors with specific responsibilities, for example a named governor for safeguarding and another with oversight of pupils' personal development and well-being. Governors consider that pupils' mental health and well-being is of equal importance to their academic success. They carry out regular reviews of safeguarding practice, behaviour of pupils, including attendance, and of the school's PSHE curriculum. As a result, they are very knowledgeable about what the school does to ensure that pupils are safe.

Personal development, behaviour and welfare

Pupils behave well in lessons and as they move around the school. They are polite, well mannered and welcoming to visitors. Leaders review the behaviour policy annually and ensure that all staff are trained to manage the behaviour of pupils well. Relationships between staff and pupils and pupils with each other are highly positive. Staff and parents who met with inspectors agreed that pupils' good behaviour is a strength of the school. Leaders monitor behaviour carefully. They record the details of more serious incidents and take appropriate action to support the pupils involved and to reduce the chance of further occurrence.

Leaders expect pupils to attend school regularly. Information about current pupils shows that the rates of absence are below the national average and have been for the last three years. Nevertheless, leaders are not complacent, and they work closely with the families of the few pupils who are persistently absent in order to improve their attendance.

Leaders have implemented a comprehensive programme of PSHE that has pupils' well-being at its core. It is built around the school's values that include friendship, kindness, honesty and respect, alongside a promotion of healthy lifestyles. Leaders ensure that pupils gain a thorough understanding of what it means to have good physical and mental health, of why it is important to have a balanced diet, to keep fit and to talk to someone about any worries they might have. The curriculum also enables pupils to develop an age-appropriate understanding of what positive and healthy relationships look like.

In addition, the curriculum provides many opportunities for pupils to learn about how to keep themselves safe. For example, pupils are knowledgeable about staying safe when they use the internet, when they are crossing roads, out on their bikes and when they are around water. Some older pupils are due to take part in the 'crucial crew' project with local police officers which focuses on how to stay safe.

All of the pupils who spoke to inspectors reported that there was an adult in school who they could talk to about anything they were concerned about. Moreover, the pupils are confident that an adult would help them to solve any problems they might have. Pupils have a good understanding of different types of bullying and told

inspectors that it was very rare at their school. Leaders ensure that the school's PSHE curriculum is flexible and can be adapted to respond to specific needs as they arise. For example, amendments to planned learning could happen following a story in the news, a response to the class question box or a particular issue that has arisen in school.

Parents who spoke to the inspectors were overwhelmingly positive about the work of the school. The school's own parents' survey reflects this view. Several parents praised the additional support that has been provided for their children, during difficult times in their lives, for example the bereavement of a family member. One parent described pastoral care as 'above and beyond', whilst another said, 'The school always listens.'

External support

The local authority provides effective support for safeguarding at the school. Leaders have successful professional relationships with the local authority's safeguarding team. Representatives from the local authority make thorough checks on safeguarding practice at the school and their reports reflect that there is a strong culture of safeguarding at the school.

Leaders listen to advice and amend their day-to-day practice, where appropriate, in order to ensure that pupils receive the most effective support.

Priorities for further improvement

- Continue to maintain a rigorous approach to safeguarding that allows all pupils to receive the support they need to promote their personal development and well-being.

I am copying this letter to the chair of the governing body and the chief executive officer of the multi-academy trust, the regional schools commissioner and the director of children's services for Shropshire. This letter will be published on the Ofsted website.

Yours sincerely

Jo Evans
Her Majesty's Inspector