

# Inspection of Welshampton CofE Primary School

Welshampton, Ellesmere, Shropshire SY12 0PG

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Inspection dates: 23 and 24 November 2021

## **Overall effectiveness**

## **Requires improvement**

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The quality of education

**Requires improvement**

Behaviour and attitudes

**Good**

Personal development

**Good**

Leadership and management

**Good**

Early years provision

**Requires improvement**

Previous inspection grade

Outstanding

## **What is it like to attend this school?**

Pupils are proud to attend Welshampton CofE Primary School. They learn in a safe, welcoming environment. Pupils are enthusiastic about learning. One pupil said, 'It's really hard thinking about leaving because this has been the loveliest place to learn.' They say they do lots of interesting things. Pupils take on roles and responsibilities in the school such as house captains, school councillors, eco councillors and health and safety leads.

The school is calm and orderly. Pupils play well together. Older pupils are role models to younger ones. Pupils say that bullying is rare. If it does occur, adults help them to sort it out. Teachers have high expectations of pupils' behaviour.

Relationships between staff and pupils are a strength of the school. Adults know the pupils well. Pupils learn to appreciate and respect differences. Pupils respect people of different faiths and backgrounds. Pupils are confident and resilient.

The new executive headteacher has supported staff and governors to identify what is working well and what needs to improve in school. Subject leaders are beginning to make changes to improve their subjects. Staff share leaders' ambitions and are excited about the improvements being made in the school.

## **What does the school do well and what does it need to do better?**

In a short time, the executive headteacher has instilled a shared vision across the school. Staff share leaders' ambitions for all pupils to be successful. Staff know there is more to do to make this happen.

Leaders have developed a mathematics curriculum that enables pupils to develop and improve their mathematical knowledge and skills. Staff build pupils' learning sequentially from early years to Year 6. New learning builds on pupils' prior knowledge. As a result, pupils confidently recall mathematics knowledge to help them complete work in lessons.

Reading is a priority across the school. Teachers think carefully about the different books they read to pupils. Pupils enjoy reading and they make use of the well-stocked class libraries. Pupils at the early stage of reading, read books that are well matched to the letter sounds they know.

Some staff who teach early reading have not yet had sufficient training to plan activities that help pupils learn to read. This means that pupils spend too much time on activities that do not help them to learn new letter sounds well enough.

There is more to do to improve pupils' learning across the curriculum. Leaders have not clearly mapped out the precise knowledge that they want children to learn. Teachers do not yet have a clear overview of what they want to pupils to know and

remember. This means that pupils do not remember key information and have gaps in their knowledge. For example, pupils remember learning about Rangoli patterns, but not the reason why they learned them. In addition, staff are not using assessment well enough to check that the pupils are remembering the right things.

Children in the early years settle into school quickly. Staff know the children well and largely adapt learning to meet children's individual interests. However, staff do not sequence certain activities well enough. As a result, some children are not building a secure understanding of what they are learning. In mathematics, however, leaders have identified the essential knowledge that children need to know before moving on. Therefore, children learn well.

Pupils with special educational needs and/or disabilities receive appropriate and targeted interventions. The special educational needs coordinator (SENCo) passes key information to staff to enable targeted work to take place. Pupils speak positively about the interventions and the impact it has on their learning.

Subject leaders across the school clearly understand their roles. They are given support to make the necessary improvements to their subject areas. Governors are passionate about improving the school for pupils and staff. They offer leaders effective support and challenge. They know the school's strengths and what needs doing to improve the school further.

Leaders develop pupils' character well. Pupils learn to be resilient and to care for others. This is reflected in the way pupils care for their peers. Staff ensure that pupils have a wide range of extra-curricular activities. For example, pupils take part in football, young engineers, art, and multi-activities. Leaders carefully promote equal opportunities and encourage pupils to be aspirational. Pupils have a good understanding of fundamental British values and how they reflect these in their day-to-day lives, for example in regular debates.

## **Safeguarding**

The arrangements for safeguarding are effective.

The executive headteacher has quickly and effectively put clear and simple systems in place to ensure safeguarding is a priority in the school. Staff are very well trained. Staff know their pupils well. They are alert to any concerns that might suggest a pupil is at risk. Staff know the procedures to follow if they have a concern about a pupil.

Leaders are knowledgeable about the risks that pupils are likely to meet in their everyday life. Teachers make sure that pupils learn to keep themselves safe, including when they are online.

## What does the school need to do to improve?

### (Information for the school and appropriate authority)

- The work that subject leaders are doing to map out pupils' learning is in its infancy. This means that teachers are not clear about what they should be teaching and when. Leaders should make sure that pupils build a secure knowledge in each subject by mapping out the knowledge and skills that pupils need to learn in a logical order.
- Staff do not use assessment well enough to check what pupils know and remember of what they have been taught. As a result, pupils' misconceptions, misunderstanding and knowledge gaps have not been identified well enough. Staff need to check pupils' learning and use the information to plan activities that address misconceptions and gaps in learning.
- Some staff do not teach phonics well enough. Pupils who need help to read confidently and fluently do not always receive the expert teaching they require. Pupils do not learn, and practise new letter sounds often enough to help them read well. Consequently, some pupils' reading is not as good as it should be. Leaders need to make sure that all staff who teach phonics are experts in teaching early reading.

## How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

## Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

## School details

<b>Unique reference number</b>	123510
<b>Local authority</b>	Shropshire
<b>Inspection number</b>	10199292
<b>Type of school</b>	Primary
<b>School category</b>	Voluntary controlled
<b>Age range of pupils</b>	5 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	75
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Clare Mainwaring
<b>Executive headteacher</b>	Ben Crompton
<b>Website</b>	<a href="http://www.welshamptonceprimary.co.uk">www.welshamptonceprimary.co.uk</a>
<b>Date of previous inspection</b>	28 September 2006

## Information about this school

- Welshampton CofE Primary School is a Church of England school. It is part of the Diocese of Lichfield.
- Section 48 inspections were suspended due to the COVID-19 pandemic. They restarted in September 2021. The next inspection will be within eight years of the last section 48 inspection.
- The school is part of the federation of Newtown and Welshampton Schools. The executive headteacher leads both schools.
- The executive headteacher joined the school in September 2021.

## Information about this inspection

The inspectors carried out this inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with school leaders and have taken that into account in their evaluation.

- Inspectors held meetings with the executive headteacher, the deputy headteacher, the SENCo and curriculum leaders. The inspector also met with a group of governors, including the chair of the governing body.
- Inspectors carried out deep dives in these subjects: reading, mathematics, history, and religious education. This included visiting lessons, listening to pupils read, looking at pupils' work, meeting with senior and subject leaders and discussions with teachers and pupils.
- Inspectors met with the designated safeguarding leads and checked documents relating to safeguarding, including the checks made on staff. They also examined documentation relating to pupils' attendance and behaviour.
- Inspectors considered the responses to Ofsted's online survey, Ofsted Parent View, and the views of staff record in Ofsted's online survey.
- Inspectors also spoke with pupils informally during the school day, including at before- and after-school clubs.

### **Inspection team**

Eve Morris, lead inspector

Her Majesty's Inspector

Ben Cox

Ofsted Inspector

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Ofsted Inspector

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