

Inspection of a good school: William Shrewsbury Primary School

Church Road, Stretton, Burton-on-Trent, Staffordshire DE13 0HE

Inspection dates:

9 and 10 March 2022

Outcome

William Shrewsbury Primary School continues to be a good school.

What is it like to attend this school?

This is an inclusive school that places pupils' well-being at the heart of all that it does. Pastoral care is strong. As a result, pupils feel safe and supported.

Staff have high expectations of all pupils and expect them to work hard and achieve their best. They want all pupils at the school, including those with special educational needs and/or disabilities (SEND), to become well-rounded learners. Pupils get on well together and respect each other's differences. Pupils thrive in this positive atmosphere.

Pupils' behaviour is exemplary. They live up to the high expectations that staff have for them. Pupils behave extremely well in lessons, when moving around the school and at playtimes. This positive attitude towards school and each other is evident in all year groups. Pupils are polite and well mannered, treating each other with kindness. Incidents of bullying are rare, but pupils trust adults to deal with it if it did happen.

Pupils talk enthusiastically about the variety of clubs on offer, including hockey, choir, dodgeball, maths and music. Older pupils enjoy taking positions of responsibility, such as well-being ambassadors and members of the health and safety committee. Pupils apply for these roles and are voted in.

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

Children get off to a good start to school life in the early years. Staff have a clear understanding of how young children learn and the support that they need. There is a strong focus on developing children's speech, language and communication. Adults use skilful questions to encourage children to talk about their learning and always encourage them to use full sentences. They cooperate effectively with each other and grow in confidence. This continues as pupils move through the school.

Pupils are eager to learn new things. They listen with interest during lessons and support each other well in their learning. Pupils throughout the school are proud to show the work in their books and talk about their learning.

Leaders have fostered a love of reading in pupils. There is a structured approach to reading across the school. Pupils read regularly at home and in school. They speak enthusiastically about the books that are available for each year group. Pupils across the school experience a broad range of appropriate texts. They start to learn to read as soon as they arrive at school. The school's phonics programme is well planned and gets pupils off to a good start in reading. All staff have had training in the teaching of phonics, so that they can support pupils effectively with their reading. Older pupils talk about their favourite books with understanding and pleasure. Everyone values reading.

In some areas of the curriculum such as mathematics and reading, there is a coherent and embedded curriculum that helps build pupils' knowledge over time. Teachers regularly check pupils' learning and adjust their teaching to address any gaps or misconceptions. They plan activities that help pupils to recall their knowledge and apply it in different ways. However, leaders have not set out the important information that pupils need to remember in some foundation subjects. Where this is the case, learning does not always build upon what pupils already know and can do. Leaders recognise this and have plans in place to refine the curriculum further.

Leaders have high ambitions for pupils with SEND. They have a strong moral purpose, ensuring that these pupils get the help that they need. Leaders and staff understand pupils' needs very well. Pupils participate fully in lessons, and have work and support matched to their needs. Where appropriate, pupils get extra help.

Pupils' personal development threads through all learning in school. Staff meet the emotional needs of pupils through a range of extra support. In discussions, pupils share confidently their ideas and feelings. Adults know pupils well and listen to them. Pupils feel valued and cared for. This is reflected in the excellent way that they treat each other. Community links are strong and, when possible, children sing at the local church and collect for charities. They also have established links with an orphanage in Africa. Through these links, pupils can learn about the similarities and differences of each other's cultures and experiences.

The school is led well. Staff appreciate steps taken by leaders to help them manage their workload and promote their well-being. Governors and the trust are ambitious for the school and its pupils. They know the school well. Leaders and staff benefit from close links with other schools in the trust and they value this.

Safeguarding

The arrangements for safeguarding are effective.

Leaders are tenacious in their approach to keeping pupils safe. The strong culture of safeguarding at this school is underpinned by the expert knowledge staff have of pupils and their families. Staff are trained well to spot the signs that any pupils may be at risk of

harm. They record these concerns quickly, so that pupils can get the timely help that they need.

Pupils know how to keep themselves safe, including when online. They say that they have someone to talk with if they are worried about something. They are confident that staff will take their concerns seriously.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Leaders have not specified the precise knowledge that they want pupils to learn in some foundation subjects. As a result of this, pupils' learning does not always build on their previous learning as well as it could. Leaders should ensure that they continue to refine planning, identifying and sequencing the important knowledge that they want pupils to learn in these subjects, enabling them to know and remember more and deepen their understanding.

Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called a section 8 inspection of a good or outstanding school, because it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on a section 8 inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a section 5 inspection. Usually this is within one to two years of the date of the section 8 inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the section 8 inspection as a section 5 inspection immediately.

This is the first section 8 inspection since we judged the school to be good on 2 and 3 July 2013.

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

Unique reference number	145097
Local authority	Staffordshire
Inspection number	10212332
Type of school	Primary
School category	Academy converter
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	627
Appropriate authority	Board of trustees
Chair of the trust	Phil Pusey
Chair of governing body	Linda Perry
Headteacher	Elaine Curtis
Website	http://www.williamshrewsbury.staffs.sch.uk
Date of previous inspection	2–3 July 2013

Information about this school

- This is the first inspection of the school since it became part of the Central Co-operative Learning Trust. The trust consists of eight primary schools.
- The school is a larger than average sized primary school.
- The school does not use any alternative providers.

Information about this inspection

- 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 headteacher and other leaders.
- Inspectors met with representatives of the governing body and the trust.
- The inspection focused on reading, mathematics and geography. Inspectors discussed the curriculum with subject leaders and undertook joint visits to lessons. They also talked to pupils and teachers and looked at samples of pupils' work.
- Inspectors scrutinised a wide range of documents, including those related to safeguarding arrangements, behaviour and attendance. Inspectors also reviewed the school's evaluation of its own performance and the school's development plans.

- Inspectors talked to staff about their role in keeping pupils safe.
- Inspectors held informal and formal discussions with pupils and observed lunchtime.
- Inspectors reviewed responses to Ofsted's online survey, Parent View, including
- additional free text comments. They also took account of responses to Ofsted's online staff questionnaire.

Inspection team

Emma Gater, lead inspector

Her Majesty's Inspector

Katy Kent

Ofsted Inspector

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at <http://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates:
<http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2022