

# Inspection of St Edward's CofE Primary School

Church Road, Dorrington, Shrewsbury SY5 7JL

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Inspection dates: 26 and 27 April 2022

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Early years provision	<b>Good</b>
Previous inspection grade	Not previously inspected under section 5 of the Education Act 2005

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

St Edward's is a school that pupils are proud to attend. Pupils happily come into school each morning. They are polite, friendly and welcoming. Pupils say that their school is like a family and that everyone is treated fairly. Pupils feel safe because the staff know them so well. They say that fallings-out happen, but bullying is very rare. They appreciate the support and care they get from adults in the school as well as from Mabel, the school dog.

Parents and carers are very positive about the school. They speak highly of the executive headteacher and school staff. A typical comment from a parent was: 'This is a great school. We are lucky to call it ours. We are so proud to be a part of it.'

The executive headteacher has ensured that all staff have high expectations for all pupils, including those with special educational needs and/or disabilities (SEND). Pupils rise to these expectations. Pupils behave well and work hard.

Pupils are given a wide range of responsibilities, such as school councillor, bistro buddy and safety committee member. Pupils know they make a positive contribution to school life. For example, the safety committee helped to write a child-friendly behaviour policy.

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

Leaders have brought in a new phonics programme to further develop the teaching of reading. Staff are well trained and confident in the new approach. Books are well matched to the letter sounds pupils know. Pupils read to adults regularly, both in school and at home. Leaders have thought carefully about how to ensure children are confident and eloquent readers. Pupils regularly practise reading aloud and, as a result, read clearly and with expression.

Mathematics is strong across the school. The curriculum is well organised. Staff are confident in teaching mathematics and present learning in a clear and logical way. This helps pupils to remember what they have been taught. Pupils who need additional support get the help they need to achieve well.

The curriculum is ambitious. Leaders have carefully mapped out learning to ensure it reflects the aims of the national curriculum. Learning is sequenced well so it builds on what pupils have done before. However, in some foundation subjects, leaders have not identified the most important learning that they want the pupils to know and remember. This means that sometimes teachers give pupils work that does not focus closely enough on what the pupils need to know.

Leaders have begun to introduce more formal ways of checking what pupils can and cannot do. In English and mathematics, assessment is used well to identify what pupils already know. Teachers use this to plan learning that builds on prior knowledge and addresses gaps in learning. However, in some subjects, such as

history and science, assessments are not precise. This means that teachers do not have a clear understanding of what pupils have achieved in these subjects.

Pupils with SEND are well supported in school. Teachers make sure that all pupils are included in learning. For example, some pupils will read through the class text before the whole class is introduced to it. This helps pupils feel more confident and ready to learn.

The early years provide children with a good start to school. The curriculum is well planned. Leaders plan learning around high-quality texts that develop children's language. Adults are well trained and use purposeful interactions to get children to think more deeply about their learning. Regular opportunities to consolidate English and mathematics are provided throughout the day. For example, children use a tens frame to vote for which story they would like to read at the end of the day.

There is a strong focus on pupils' personal development. Pupils learn to respect and value other faiths, cultures and beliefs. Pupils are taught to be active citizens. They work closely in the community, doing things like holding a village carol concert. Leaders plan experiences for the pupils that develop their understanding of the wider world. For example, they recently visited Birmingham to learn about different communities. Pupils have a clear understanding of fundamental British values. The school's values of love, forgiveness and trust are at the heart of school life. Pupils reflect these values by being well-behaved and kind.

Governance is strong. Trustees and members of the local academy board closely monitor the school. They have a clear and accurate view of the school. Leaders are aware of their statutory duties. They ensure that staff members' workload and well-being are considered. Staff feel valued and well supported.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders know the children and their families well. They use this knowledge to help identify issues or identify when pupils may be at risk. Leaders ensure that staff are well trained in identifying and responding to concerns. Leaders work effectively with external agencies when they need to.

Pupils know what to do if they have a concern about their safety or if they are worried about a friend. They have confidence that staff will help them. Pupils feel safe and know how to keep themselves safe, including online.

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

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

- In some foundation subjects, leaders have not clearly identified the precise knowledge pupils need to learn in that subject. This means that teachers sometimes plan lessons that are overcomplicated and do not focus on the knowledge the pupils need to know. Leaders should ensure that they have clearly identified the components of knowledge that pupils need to know, so teachers have a clear understanding of what to teach.
- In some wider curriculum subjects, the assessment of pupils' learning is not sharp enough. Leaders have started to refine their approach to assessment in these subjects. However, they do not yet identify the precise gaps in learning that pupils may have. This means teachers do not always plan learning that addresses pupils' gaps in knowledge and understanding. Leaders should refine their approach to assessment, so they know precisely what pupils know and remember.

## 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>	145300
<b>Local authority</b>	Shropshire
<b>Inspection number</b>	10227752
<b>Type of school</b>	Primary
<b>School category</b>	Academy sponsor-led
<b>Age range of pupils</b>	4 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	32
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	William Finn
<b>Executive headteacher</b>	Kerrie Lewis
<b>Website</b>	<a href="http://www.stedwards.shropshire.sch.uk">www.stedwards.shropshire.sch.uk</a>
<b>Date of previous inspection</b>	Not previously inspected

## Information about this school

- St Edward's CofE Primary School converted to become an academy school in December 2017. When its predecessor school, Dorrington CofE (Aided) Primary School, was last inspected by Ofsted, it was judged to be inadequate overall.
- St Edward's CofE Primary School is a member of the Diocese of Hereford Multi-Academy Trust.
- 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 does not make use of any alternative providers.

## 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 leaders and have taken that into account in their evaluation of the school.

- Inspectors held meetings with the executive headteacher, the lead teacher and the special educational needs coordinator.
- Inspectors carried out deep dives in these subjects: early reading, mathematics, history and science. For each deep dive, inspectors met with subject leaders to discuss the curriculum, visited a sample of lessons, spoke to teachers and looked at samples of pupils' work.
- Inspectors met with the designated safeguarding lead and checked safeguarding documents, 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 recorded in Ofsted's online survey.
- Inspectors also spoke with pupils and parents informally during the school day.

### **Inspection team**

Eve Morris, lead inspector

Her Majesty's Inspector

Niall Gallagher

Ofsted Inspector

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