

Inspection of a good school: Condover CofE Primary School

Condover, Shrewsbury, Shropshire SY5 7AA

Inspection dates:

25 May 2022

Outcome

Condover CofE Primary School continues to be a good school.

What is it like to attend this school?

Condover CofE Primary School is a happy and welcoming school where Mabel, the school dog, greets you at the door with a wagging tail. There is a strong sense of community, and relationships between staff and pupils are very positive.

Leaders and staff have a clear vision for the school. They have high expectations of all pupils and expect them to work hard and achieve their best. Leaders and staff want all pupils at the school, including those with special educational needs and/or disabilities (SEND), to become well-rounded learners. As a result of this, they have thought carefully about the curriculum to ensure that every pupil's experience is a positive and successful one.

Pupils' behaviour is a strength. They listen with interest during lessons and support each other well with their learning. Pupils take particular care with their presentation when working in their books. They live up to the high expectations that staff have of them.

Pupils are proud to attend their school. They say that they are happy and feel safe. Pupils say that bullying is extremely rare but if it did happen, staff would instantly sort it out.

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

Leaders want the very best for all pupils. They have designed a curriculum that aims for pupils to become well-rounded learners with a rich variety of experiences. Staff work with curriculum leaders from a local school in the trust. This includes the collaborative production of curriculum documents and in the moderation of work. Staff appreciate having this time to collaborate and share expertise.

Leaders have prioritised reading across the curriculum to ensure every pupil develops a love of reading. Pupils read regularly at home and in school. They also enjoy story time at the end of each day. The school's phonics programme is well planned. All staff have had training in the teaching of phonics so that they can support pupils effectively with their

reading. Children in the Reception class begin learning letters and sounds quickly. Teachers know when pupils need extra help to keep up. They provide support quickly. The books that pupils read are well matched to sounds they have been learning. The focus on learning new vocabulary is impressive and shows that staff have high expectations of pupils.

In mathematics and history, there is a coherent and embedded curriculum that helps to build pupils' knowledge over time. Teachers have a good understanding of the subjects they teach. They provide clear explanations, ensuring that pupils know the things they need to before completing tasks. Staff also make sure that pupils have time to revisit their learning when they have not understood something. This helps them to remember and understand more over time. Staff plan assessment opportunities into the curriculum. In subjects such as phonics, they use these well. However, occasionally, assessment is not used as effectively as it could be for some pupils. Although pupils achieve well, some pupils could achieve more, and refining the use of assessment will help with this.

Pupils' personal development threads through all learning in school. Pupils understand why they need to show respect to others. They welcome and respect everyone in school and celebrate their differences. Staff and pupils actively promote the school's Christian values.

Leaders ensure that lessons promote pupils' spiritual, moral, social and cultural development well. They help pupils to understand how to care for themselves and how to maintain healthy relationships with others. Pupils learn about different faiths and cultures and raise money for charities. They also take part in a wide range of clubs, including tennis, cookery, choir, mini-medics and performing arts club.

Pupils have a strong voice in decisions about the school. They have created child-friendly behaviour policies for both KS1 and KS2 which the school has adopted. The pupil safeguarding committee has written a questionnaire to better understand where pupils felt safe in school. They shared their findings at a trust-wide safeguarding conference.

Leaders have high expectations of pupils with SEND. As a result of this, pupils with SEND receive good support and are fully included in all aspects of school life. Leaders support staff to make the right adaptations to the planned curriculum. This ensures that pupils with SEND experience the curriculum in line with their peers. Staff receive regular training on how to support pupils.

Governors know the school well. The school also receives good support from the trust. Leaders are aware of the workload pressures on staff, and they manage these well.

Safeguarding

The arrangements for safeguarding are effective.

Pupils feel safe in school. They are confident that any adult in school will help to resolve any issues or worries. Pupils learn how to keep themselves safe in the locality and online.

Leaders take their safeguarding responsibilities very seriously. They maintain the belief that 'it could happen here'. Leaders ensure that appropriate policies and procedures are in place to protect children. All staff receive regular training that ensures that they can identify any problems that pupils may face. Staff have a thorough understanding of the role they play in keeping pupils safe.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- At times, assessment is not used as effectively as it could be for some pupils. This means that occasionally pupils are not being moved on as quickly with their learning as they could be. Leaders need to ensure that assessment is purposeful and used effectively to ensure that the curriculum is having the strong impact that leaders intend.

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 in November 2012.

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	145275
Local authority	Shropshire
Inspection number	10227730
Type of school	Primary
School category	Academy converter
Age range of pupils	5 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	122
Appropriate authority	Board of trustees
Chair of trust	Will Finn
Chair of local academy board	Margaret Beever
Executive Headteacher	Kerrie Lewis
Website	www.condoverschool.co.uk/
Date of previous inspection	Not previously inspected

Information about this school

- This is the first inspection of the school since it became part of the Diocese of Hereford Multi Academy Trust.
- The school is a smaller than average-sized primary school.
- The school does not use any alternative providers.
- The school runs a before- and after-school club.
- The executive headteacher has responsibility for three primary schools within the trust.
- The school is within the Diocese of Hereford. Its most recent section 48 inspection took place in July 2018. Section 48 inspections were suspended due to the COVID-19 pandemic. The next section 48 inspection will be within eight years of the previous inspection.

Information about this inspection

- Inspectors held meetings with the executive headteacher and other leaders.

- Inspectors met with representatives of the trust and the governing body.
- The inspection focused on reading, mathematics and history. 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.
- 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 questionnaires.

Inspection team

Emma Gater, lead inspector

Her Majesty's Inspector

Jo Evans

Her Majesty's Inspector

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