

Inspection of Bomere Heath CofE Primary School

The Crescent, Bomere Heath, Shrewsbury, Shropshire SY4 3PQ

Inspection dates: 14 and 15 September 2022

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Early years provision **Good**

Previous inspection grade Good

What is it like to attend this school?

Bomere Heath CofE Primary School is a happy and welcoming school. It has a strong focus on nurturing the whole child and all staff promote the school's inclusive and Christian values. These are carefully woven through all aspects of school life. Pupils feel cared for and valued.

Pupils are proud of their school. They say that they are happy and that they feel safe. Staff know the pupils very well across the whole school. Relationships between staff and pupils are very positive. Pupils are respectful and polite in lessons and at play. Bullying is rare but if it happens, pupils trust adults to sort it out quickly

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 talk enthusiastically about the variety of clubs on offer, including archery, running, sewing and choir. There are also many opportunities for pupils to take on additional responsibilities. For example, pupils from Year 1 onwards can represent the school on a range of school councils. They apply for these roles and are voted in.

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

Leaders, including those responsible for governance, want the best for every pupil. Everyone shares a clear vision for the school. Leaders have developed a curriculum which is broad and ambitious. Curriculum leaders have considered thoughtfully the order in which pupils learn key facts. Leaders have set out the important information that pupils need to remember, including the early years curriculum.

Children get off to a good start to life in school. Children in the early years begin learning letters and sounds quickly. Teachers know when pupils need extra help to keep up. They provide support quickly. Leaders promote a love of reading across the whole school. They select high-quality texts for teachers to use in lessons, starting with texts in the early years that develop children's vocabulary. This continues as pupils move through the school. Pupils love reading. They talk about their favourite books and authors with understanding and pleasure.

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 have carefully devised lessons that challenge pupils' thinking. For example, pupils in the Years 5 and 6 class look at biblical evidence for Jesus being the Messiah. This is also the case in mathematics where teachers encourage pupils to question and reason based on the evidence presented to them. In some subjects, plans show clearly what vocabulary pupils need to know. For example, in religious

education (RE), vocabulary such as 'holy' and 'sacred' is carefully introduced and explained in Years 1 and 2. However, in some subjects where this is not the case, it is not as clear how curriculum planning support pupils in building their knowledge and vocabulary over time.

Pupils have positive attitudes to learning. They enjoy coming to school and attend regularly. Pupils take pride in their work and work well together.

Leaders have high ambitions for pupils with SEND. Leaders have a strong moral purpose in ensuring that these pupils get the help that they need. The special educational needs coordinator (SENCo) knows the pupils very well. The SENCo works skilfully with staff, parents and carers to put suitable plans in place. All staff understand pupils' needs exceptionally well and support them effectively in class.

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. Pupils' knowledge of the school and Christian values is excellent. They understand these values and why they are so important. However, pupils' understanding of some aspects of fundamental British values is less well developed.

Staff work closely together and support each other well. They are reflective and thoughtful about their work. They say that leaders consider their well-being and work-life balance. Governors know the school very well and provide effective challenge and support. Staff work collaboratively across the federation and value the work that leaders have done to reduce workload. Staff are proud to work at the school.

Safeguarding

The arrangements for safeguarding are effective.

Leaders take their safeguarding responsibilities very seriously. There is a strong culture of safeguarding at this school that is underpinned by the expert knowledge staff have of pupils and their families. Staff receive regular and appropriate training that ensures they can identify any problems pupils may face. Leaders seek out effective ways to support pupils. They work closely with external agencies when appropriate. Pupils know how to keep themselves safe, both online and in the local community.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Pupils' knowledge of some aspects of British values is limited. As a result, they may be less well prepared for life in modern Britain than they might be. Leaders should ensure that pupils develop a better understanding of all aspects of British values.

- Plans in some foundation subjects do not identify the specific knowledge and vocabulary that children need to learn. This means that sometimes pupils may not gain key knowledge that they need to build future learning on. Leaders should continue to refine curriculum planning, identifying the subject-specific vocabulary that pupils need to 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.

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	123495
Local authority	Shropshire
Inspection number	10242107
Type of school	Primary
School category	Voluntary controlled
Age range of pupils	5 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	130
Appropriate authority	The governing body
Chair of governing body	Keith Lister
Headteacher	Julie Ball (Executive Headteacher)
Website	bomereheathschool.org.uk
Date of previous inspection	4 July 2017, under section 8 of the Education Act 2005

Information about this school

- The school does not use any alternative provisions.
- The school operates a breakfast club and an after-school club.
- The school is part of Bomere and the XI Towns Federation. The executive headteacher works across the two federated schools and splits her time between the two sites.

Information about this inspection

The inspectors carried out this graded 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 and other leaders.
- Inspectors met with representatives from the governing body, the Diocese and the local authority.

- The inspection focused on reading, design and technology, mathematics and RE. 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 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 the online questionnaire, Ofsted Parent View, including additional free-text comments. They also took account of responses to Ofsted's online staff and pupil questionnaires.

Inspection team

Emma Gater, lead inspector

His Majesty's Inspector

Heather Phillips

Ofsted Inspector

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