

# Inspection of an outstanding school: Church Preen Primary School

Church Preen, Near Much Wenlock, Shropshire SY6 7LH

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Inspection date: 13 December 2022

## **Outcome**

There has been no change to this school's overall judgement of outstanding as a result of this ungraded (section 8) inspection. However, the evidence gathered suggests that the inspection grade might not be as high if a graded (section 5) inspection were carried out now. The next inspection will therefore be a graded inspection.

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

Pupils and parents are proud to be part of this school community. Pupils feel safe and enjoy coming to school. They behave well and are polite and courteous. At social times, they play well together. Older pupils support younger pupils to play, for example by inventing and organising games. In lessons, pupils work hard and have high expectations of themselves. Bullying is rare. Pupils say that fall-outs sometimes happen, but if they do, adults resolve them quickly.

Leaders have high expectations for pupils and ensure that pupils study a broad and ambitious curriculum. Leaders have begun to review how the curriculum is taught to ensure pupils learn new knowledge and skills in a well-sequenced and logical order. However, they are still working to fully embed this new curriculum.

Pupils are encouraged to take on roles and responsibilities across the school. There is an active school council that helps to fundraise for charities. Pupils are proud of being librarians and sports leaders. Pupils are resilient and confident and relish talking to visitors about their school.

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

Leaders have recently restructured classes in key stage 2 from two classes to one class. This means they have had to redesign the curriculum to ensure it is progressive and well sequenced. In the core subjects of English and mathematics, this has been done well. This helps pupils to achieve well in these subjects. However, in other subjects, leaders are still working on identifying precisely what knowledge pupils need to learn and when they should learn it.

Leaders promote a love of reading. Teachers read a varied and exciting range of books that engage pupils. Pupils talk knowledgeably about different authors, including Julia Donaldson and Charles Dickens. Children in Reception make a prompt start learning to read. However, staff use different approaches to teach phonics across Reception and key stage 1. This means that some pupils take longer to learn to read fluently and confidently. The books pupils read are well matched to the sounds they are learning.

The mathematics curriculum is planned well. Pupils are fluent in number facts and use these to help solve more complex problems. All pupils, including those with special educational needs and/or disabilities (SEND), are well supported. Staff have resources in place to help pupils to access learning. Staff carefully check the gaps pupils have in their learning and address these quickly. However, at times, the work given to pupils who are fluent in mathematics does not allow them to think deeply about their learning.

Leaders quickly identify the needs of pupils with SEND. Teachers use a range of strategies to ensure that pupils access the same learning as their peers. These pupils achieve well.

Pupils have positive attitudes to learning, they work hard in lessons and are keen to share their achievements. Pupils learn about a range of world religions and are respectful of beliefs different to their own.

Leaders have thought carefully about the character traits they want pupils to develop. They have designed a programme where pupils go on residential every year in key stage 2. This develops pupils' confidence and resilience and they learn new skills. For example, pupils go wild camping and take part in outdoor and adventurous activities. Leaders organise different experiences for pupils. These activities include hedgerow rambles, dance festivals and playing inclusive sports, such as boccia.

Leaders are considerate of staff's workload. However, staff report that due to the recent restructure of the classes, they are taking on more leadership responsibilities. Although subject leaders are given time to fulfil these roles, staff say that workload has increased.

Governors know the school's strengths and areas for development. They are highly skilled and use their knowledge to effectively hold leaders to account for the standards in the school.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders have ensured that a strong culture of safeguarding is evident throughout the school. They ensure that all staff understand that safeguarding is everyone's responsibility. Staff are alert to any signs that pupils may be at risk of harm. Staff know the process for making referrals. The safeguarding leaders ensure that concerns are followed up on quickly. They work closely with external agencies to ensure pupils and families get the help they need.

Pupils say they feel safe at the school. They know how to keep themselves mentally and physically healthy. Leaders ensure that pupils are taught in depth about how to keep themselves safe online.

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

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

- The school's approach to teaching phonics is inconsistent. This hinders the progress that some pupils make in learning to read. Leaders should ensure that staff are well trained in using a consistent approach to teaching phonics.
- In some subjects, leaders have not identified the key knowledge that pupils need to learn and the order in which they should learn it. This means that pupils' learning does not build on what they already know. Leaders should identify the important knowledge for pupils to learn in all subjects. They should also ensure that the curriculum in these subjects is well sequenced so that pupils' knowledge builds over time in these subjects.
- Some pupils who are fluent in mathematics are not given work that makes them think deeply enough. This means they are not applying their learning as well as they could. Leaders should ensure that pupils are given work in mathematics that allows them to think more deeply.

## **Background**

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

This is the first ungraded inspection since we judged the school to be in May 2016.

## **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

<b>Unique reference number</b>	123359
<b>Local authority</b>	Shropshire
<b>Inspection number</b>	10211936
<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	5 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	42
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Simon James
<b>Headteacher</b>	Marilyn Hunt (Acting Executive Headteacher)
<b>Website</b>	<a href="http://www.churchpreenschool.org.uk">www.churchpreenschool.org.uk</a>
<b>Date of previous inspection</b>	4 to 5 May 2016, under section 5 of the Education Act 2005

## Information about this school

- The school is part of The Edge Schools' Federation. The federation consists of three primary schools. There is an acting executive headteacher working across all three schools. The head of school works across Church Preen Primary school and one other school.
- Leaders run a breakfast and after-school club.
- Leaders do not use any alternative provision.

## 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 leaders and have taken that into account in their evaluation of the school.
- Inspectors carried out deep dives in these subjects: reading, mathematics and French. For each deep dive, the inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.

- Inspectors held meetings with the executive headteacher, the head of school and other curriculum leaders. Inspectors also met with a group of governors, including the chair of the governing body.
- Inspectors met with the designated safeguarding lead 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 Parent View and the views of staff from Ofsted's online survey.
- Inspectors spoke with pupils and staff informally during the school day.

### **Inspection team**

Eve Morris, lead inspector

His Majesty's Inspector

Helen Forrest

His Majesty's Inspector

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