

Inspection of Weston Lullingfields Church of England School

Weston Lullingfields, Nr Baschurch, Shrewsbury, Shropshire SY4 2AW

Inspection dates: 17 and 18 January 2023

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Good

Previous inspection grade

Good

What is it like to attend this school?

Pupils are safe and happy at this school. Pupils and parents and carers talk about it being a 'small school, big family'. Leaders make sure that everyone is included and valued. They have developed the curriculum, so that it is now well sequenced. Leaders know that there is more to do to make sure that this new curriculum is taught well in class.

The school provides many opportunities for pupils. For instance, pupils get to take part in productions and to represent the school at safety events. Pupils speak with enthusiasm about the importance of caring for others. They enjoy the responsibility of leading worship in assemblies and taking part in cross-federation activities.

Pupils behave well and are considerate to one another. Bullying does not occur. Pupils know that staff will work to help them. They learn the importance of being healthy, for example by walking a daily mile.

Pupils have a secure knowledge of how to keep themselves safe. They share their thoughts confidently. The range of values promoted at the school complement this core knowledge. These helps to support pupils' personal development, for example in having courage to persevere and courage to take responsibility.

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

Leaders are ambitious for what they want pupils to achieve while at Weston Lullingfields Church of England School. The new headteacher has a very accurate view of the school's priorities. She is making improvements with the support of other leaders. Together they have already taken many positive actions, but some of these new changes are still in their infancy.

Leaders are in the process of improving the curriculum across many areas of the school. However, for some subjects, curriculum leaders are not clear about how well the new curriculum is being delivered. Some activities in the classroom do not help pupils to focus on important knowledge or to progress through the curriculum well enough.

Reading is a top priority. From early years to Year 6, pupils read often and are increasingly confident. Leaders' work to improve the quality of phonics teaching has had a positive impact. Staff follow an agreed way of teaching that helps them know exactly which sounds to teach and when. Pupils who are in danger of falling behind get extra support. Most pupils are fluent readers by the time they start in key stage 2. This helps them to access the school's curriculum.

In foundation subjects, such as history, there is work to be done to make sure that these are as effective as other subjects. For example, while there are clearly sequenced sets of lessons for different subjects, teachers do not do enough to check

on what pupils have learned. This means that teachers do not know what pupils have remembered. This makes it difficult for them to spot and address any gaps in pupils' learning.

Leaders ensure that the needs of pupils with special educational needs and/or disabilities (SEND) are met well. When difficulties with learning are identified, pupils usually get the support they need at the right time. When needed, teachers work closely with other specialists to make sure that provision is carefully matched to pupils' needs. This helps pupils with SEND to achieve well. Leaders have invested in resources to support pupils with their mental health and well-being.

Pupils' behaviour is friendly and kind. Staff model the behaviours they expect to see. In addition, the curriculum promotes good behaviour. For example, pupils reflect on what it means to be a good friend and learn how to manage their emotions. This helps pupils to make responsible choices, and allows lessons to run smoothly.

Pupils' personal development is a high priority at the school. Leaders make sure that pupils have opportunities to engage in enrichment activities, such as community events around the church calendar at the local church. Pupils understand how they can make a positive contribution to their school and the wider community.

Governors have a good understanding of their roles. They have developed suitable action plans to support them in setting the strategic vision for the school. Governor visits are focused on holding leaders to account.

Staff are positive about their work and feel well supported. They know they can ask for support from leaders. They give many examples of the ways in which leaders consider their workload and well-being. They feel their workload is manageable.

Safeguarding

The arrangements for safeguarding are effective.

Staff are trained to identify accurately any potential issues promptly. They understand the school's processes and use these effectively. Leaders' record-keeping is comprehensive and well organised. They keep any issues under constant review.

Governors maintain appropriate oversight of leaders' work to safeguard pupils. They make sure that the right checks are in place when staff are recruited. When necessary, leaders secure additional support for pupils and their families.

Pupils learn about healthy relationships, appropriate behaviour and how to keep themselves safe. The safeguarding culture in the school is strong.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- The implementation of the new curriculum does not always ensure that pupils learn and embed key knowledge into their long-term memories. This means that some subject-specific content can be missed, leading to gaps in what pupils know. Leaders should continue to provide training and support, so that staff implement the curriculum as intended.
- In the foundation subjects, leaders have not thought carefully enough about how to check on what pupils know. This means that they are not clear about what pupils have remembered and what they need to learn next. Leaders should ensure that there are effective and manageable routines for assessing pupils' learning.

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	123513
Local authority	Shropshire
Inspection number	10241042
Type of school	Primary
School category	Foundation
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	31
Appropriate authority	The governing body
Chair of governing body	Eve Whitmore
Headteacher	Nicola Bond
Website	westonlullingfields.westcliffefederation.co.uk
Date of previous inspection	19 November 2019, under section 8 of the Education Act 2005

Information about this school

- Weston Lullingfields Church of England School is a small primary school. Pupils are taught in mixed-age classes.
- The school provides childcare at a breakfast club and an after-school club.
- About a third of the pupils attend part time under a 'flexi-schooling' arrangement that is approved by the local authority. Pupils receive home education on those days when they are not in school.
- Leaders do not use any alternative provision.
- This school is part of a federation of four rural primary schools that shares one governing body.
- Section 48 inspections were suspended due to the COVID-19 pandemic. They restarted in September 2021. The school had its most recent section 48 inspection in January 2017. Its next inspection will be within eight years of that inspection.

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.
- During the inspection, inspectors held meetings with the executive headteacher, senior leaders and members of the governing body. The lead inspector met with a representative from the local authority.
- Inspectors carried out deep dives in early reading, history and mathematics. They also considered some other subjects in less detail. Inspectors met with subject leaders, visited lessons, looked at pupils' work and listened to pupils read. They held meetings with pupils and teachers to gather their views.
- During the inspection, inspectors scrutinised a range of documents, including those related to safeguarding and pupils' personal development and behaviour. They also considered the views of parents and staff, including through Ofsted's online surveys.

Inspection team

Richard Kentish, lead inspector

Ofsted Inspector

Rachel King

Ofsted Inspector

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