

# Inspection of a good school: Teagues Bridge Primary School

Teagues Crescent, Trench, Telford, Shropshire TF2 6RE

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Inspection dates:

2 and 3 February 2023

## **Outcome**

There has been no change to this school's overall judgement of good 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?**

This is a cheerful and kind place in which to work and learn. Staff and pupils greet one another with smiles and cheery words. Leaders expect everyone to be polite and respectful, and they are. Staff notice thoughtful words and actions and are quick to praise pupils. Older pupils are expected to set a good example to others. Many take on special jobs. They assist staff with everyday tasks and help others on the playground. This helps them to become responsible and to see the impact that their positive actions have on school life.

Bullying is uncommon. If anyone thinks it may be happening, then they know how to report it. The pupil safe and secure (SAS) crew, and staff, take all concerns seriously. They follow them up and make sure everyone is safe.

The school is full of books. Reading is organised and taught very well. In several other subjects, the curriculum is not so well organised. Pupils do lots of interesting work but do not build up secure knowledge as well as they might.

Parents and carers say many positive things about the school. They value its inclusive ethos, and the way staff make sure their children are happy and well cared for at school.

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

The headteacher provides kind and thoughtful leadership. Staff respond well to this. They praise pupils' good behaviour and support those who need it. Pupils are lively and chatty on the playground but quick to settle in class. They show respect to others and lessons run smoothly.

Staff begin teaching early reading as soon as children start in Reception. They use an efficient, well-resourced scheme that sets out a programme to follow. This continues daily throughout key stage 1. It works very well. If any pupils fall behind, then staff provide short, brisk catch-up sessions. All staff have been trained in how to teach phonics, and which books to use. This means that informed support can continue into key stage 2, if necessary. Once pupils are reading fluently, staff ensure they read a lot in class. In addition, teachers regularly read aloud to pupils. Pupils enjoy this very much. The organisation and impact of the school's approach to teaching reading are strengths of this school.

In other subjects, the picture is more mixed. This is partly because disruption caused by the COVID-19 pandemic and staff absence have delayed improvement plans. However, it is also because the curriculum in several subjects could be better. In some cases, staff use fiction books to make content choices in different subjects. Sometimes this works, and sometimes it does not. In other cases, leaders know what to aim for in the curriculum, but have not identified the crucial subject-specific knowledge to teach and emphasise along the way. This leads to a rather 'bitty' curriculum, instead of one based on deliberate, well-sequenced choices of what pupils should learn and remember in different subjects. It also means that staff are not sure what to check when they assess pupils' progress.

In the Reception year, children get a solid grounding in early number and the language of mathematics. This is a strong start. Across the rest of the school, the mathematics curriculum is hit or miss. Staff have guidance to follow but some of the resources they select do not support pupils with their learning.

Leaders know that there are aspects of the curriculum that need to change. They have plans in place to do this.

The school's systems for identifying pupils with special educational needs and/or disabilities (SEND) work well. From Reception through to Year 6, pupils get extra help if they need it. Leaders' action plans for making further improvements for pupils with SEND are on the right track.

A notable feature of the school is the way leaders and staff support pupils to become responsible, caring members of society. There are many opportunities for pupils to do jobs that help others. Members of the SAS crew, playground pals, junior librarians, head pupils and other roles give pupils a part to play in running the school. In lessons and assemblies, staff teach pupils about how different people live. Pupils learn to respect difference, while also appreciating the things that unite people. They know the difference between right and wrong.

Staff say that leaders' expectations are considerate of their workload. Both new and more experienced staff describe a healthy, supportive workplace culture.

Governors fulfil their duties and receive plenty of information about the school. They know which aspects are going well and where further improvements are needed.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders and staff know what to do when safeguarding concerns arise. They are alert to the signs that indicate a pupil may be at risk, and record and report concerns promptly. When appropriate, they share information with other professionals.

Staff teach pupils how to stay safe. This includes how to behave safely and respectfully towards others. They send parents regular information about local risks and ask pupils for their views about safety matters, such as online safety.

Medicines are kept in the right place, and first aid is available when needed. Leaders carry out the right checks on adults in school.

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

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

- The mathematics curriculum does not provide pupils with sufficient practise to build fluency in mathematical facts and methods. Staff do not provide pupils with enough good quality resources and materials in lessons. This means pupils do not learn, practise and retain all the crucial mathematics knowledge that they need. Leaders should review the way they implement the mathematics curriculum.
- In foundation subjects, the curriculum does not identify clearly enough the subject-specific content to be taught and emphasised, so that pupils learn and remember it. This means that pupils have gaps in what they know and do not make connections between new and previous learning. Consequently, they do not achieve leaders' aims for all they should learn. Leaders should continue to review curriculum design in foundation subjects to ensure all the necessary content is included.

## 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 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 good in November 2017.

## 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>	123451
<b>Local authority</b>	Telford & Wrekin
<b>Inspection number</b>	10256990
<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	277
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Stephen Reynolds
<b>Headteacher</b>	Sarah Abdulla
<b>Website</b>	<a href="http://www.teaguesbridgeprimary.org">www.teaguesbridgeprimary.org</a>
<b>Date of previous inspection</b>	7 and 8 November 2017, under section 8 of the Education Act 2005

## Information about this school

- The school provides before- and after-school childcare on the school site.
- Leaders do not currently use any alternative provision.

## Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with leaders and has taken that into account in their evaluation of the school.
- The inspector carried out deep dives in the following subjects: early reading, mathematics, and geography. In these subjects, the inspector discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to pupils about their learning and looked at pupils' work.
- The inspector also looked at the curriculum in other subjects in less detail to check how they were organised and taught. He also observed some pupils reading.
- The inspector looked at published performance data about the school and a range of school documents. These included information about pupils' behaviour, attendance, the

curriculum, extra-curricular activities and school improvement planning. He checked the school's website.

- The inspector asked school leaders, pupils and parents about safeguarding arrangements and safety routines. He examined the record of employment checks on school staff and looked at other school records.
- The inspector talked informally with pupils, parents and staff to gather general information about school life. He took account of the responses to Ofsted's surveys of staff and parents' views. He spoke with some parents at the start of the school day and visited the breakfast club.
- The inspector observed pupils' behaviour in class, at lunchtime, on the playground and at other times during the day.
- During the inspection, the inspector had formal meetings with the headteacher, other leaders, school staff, pupils, the chair of governors and the school's attached education adviser.

### **Inspection team**

Martin Pye, lead inspector

Ofsted Inspector

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