

Inspection of Hinstock Primary School

Hinstock, Hinstock Primary School, Market Drayton, Shropshire TF9 2TE

Inspection dates: 28 and 29 March 2023

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?

Pupils enjoy learning at Hinstock Primary School. They love their school and know that the staff care about them. Staff know the pupils well. They treat them as individuals. Pupils say that the school is 'like a big family'.

Leaders have high expectations and want every child to succeed, including those with special educational needs and/or disabilities (SEND). Pupils achieve well. When they leave, they are ready for the next stage of their education.

Pupils behave very well. They understand the behaviour rules of 'ready, respectful and safe'. Pupils play happily together and try hard in the classroom. Relationships are warm and caring between pupils. Pupils feel safe at school because they trust staff to take care of them and listen to their concerns. Staff deal swiftly with any bullying or unkindness.

Pupils value the visits and trips that enrich their learning. For example, pupils enjoy visits to a dinosaur park, where they experience the actual size and shape of the dinosaurs they learn about in school. On residential trips, the older pupils learn to work together on challenges such as rock climbing, blindfold walks and crate building. These activities develop their confidence and independence.

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

Leaders have designed an ambitious curriculum that meets the needs of all pupils. Teachers know what pupils need to learn, and in what order. Teachers plan activities that help pupils to build their knowledge of what they already know. For example, in physical education (PE) pupils build their throwing and catching skills from the early years. They learn different techniques and use different balls. By the time they are in Year 6, they can apply these skills in games and competitions. However, the COVID-19 pandemic led to gaps in some pupils' mathematical knowledge. Leaders have not checked what pupils remember in some areas of mathematics carefully enough. In some year groups, gaps remain, and pupils are not always able to build new knowledge effectively.

Children settle happily into the Nursery and Reception classes. Staff design activities that develop children's independence and confidence. The youngest children talk enthusiastically about what they are learning. Throughout the school, classrooms are calm and orderly. Pupils are engaged in their work. They do not disrupt the learning of others. Teachers typically present subject matter clearly. For example, in history, teachers choose materials well to make the learning relevant. For example, pupils use artefacts such as old school logbooks to understand what their school was like in Victorian times. This means that they can make meaningful links between the past and the present.

Leaders identify the additional needs of pupils with SEND swiftly and accurately. These pupils achieve well because they get individualised and effective support. Pupils with SEND are positive about the help they get and feel it makes a difference. They feel fully included in all aspects of school life.

Leaders place great importance on reading. Staff receive training in how to deliver the phonics programme well. Pupils engage in phonics sessions with enthusiasm. Pupils read books that match the sounds they have learned. Teachers use checks to identify those who are falling behind at the earliest opportunity. These pupils receive additional help to enable them to catch up. Pupils enjoy visits from authors, which encourages them to create their own stories. Older pupils complete challenges to read a wide range of books. Pupils become confident and fluent readers.

Leaders have set out a well-developed curriculum to support pupils' wider personal development. Pupils understand the signs of healthy relationships. They know that there are many different family structures. Pupils are clear that everyone should be treated with respect, regardless of their differences. They know how to keep healthy. Leaders ensure that pupils who need some extra support with their mental health receive it. All pupils learn about money and work as a team on an enterprise project each year.

Pupils are proud of their extra responsibilities as eco-councillors, school council representatives and shed monitors. They take these roles seriously and know that they make a positive difference to the school community. Pupils can attend clubs to develop their interests in areas such as biking, gymnastics, dance and guitar. However, pupils do not get enough opportunities to experience and learn about the wider cultural diversity of modern Britain.

Leaders consider the workload and well-being of staff. Staff are proud to work here. They work as a team to improve outcomes and experiences for every pupil. Governors know the school and its community well and provide support and challenge for leaders. Parents and carers are overwhelmingly positive about the school. They value the caring staff and know that their pupils are happy here.

Safeguarding

The arrangements for safeguarding are effective.

Leaders ensure that staff receive training to enable them to recognise any signs of abuse and neglect. Staff use the clear systems that are in place for reporting concerns. Leaders follow up any concerns in a timely manner. Leaders make appropriate checks to ensure that staff are suitable to work with children.

Pupils learn in many ways about how to keep themselves safe. Visitors, such as the fire service and police, help them to use this knowledge in different situations. Pupils learn how to act safely when online. Pupils are confident that adults in school will listen to their worries.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Leaders have not checked what pupils know and remember in mathematics carefully enough. They have not identified all the gaps in their learning due to the COVID-19 pandemic. Some pupils are not able to recall the key knowledge they need to build new learning. Leaders should ensure that all pupils have a secure understanding of important mathematical knowledge before moving on to new learning.
- Leaders have not planned enough opportunities for pupils to engage with other cultures, faiths and lifestyles. Pupils do not have deep enough understanding of the breadth of different cultures in modern Britain. Leaders should ensure that the curriculum contains effective opportunities to broaden pupils' experiences and develop their knowledge of diversity and difference in British society.

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	123372
Local authority	Shropshire
Inspection number	10227195
Type of school	Primary
School category	Community
Age range of pupils	2 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	138
Appropriate authority	The governing body
Chair of governing body	James Cartwright
Executive Headteacher	Rachael Williams
Website	www.hinstockprimary.co.uk
Date of previous inspection	15 March 2017, under section 8 of the Education Act 2005

Information about this school

- The school is part of the Goldstone Federation, which consists of two primary schools. The executive headteacher leads both schools.
- Leaders do not make use of any alternative provision.
- The school operates a breakfast club and an after-school club.
- The school has provision for two-year olds.

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.

- The inspectors carried out deep dives in early reading, mathematics, history and PE. For each deep dive, inspectors discussed the curriculum with subject leaders, visited lessons, spoke to teachers and pupils, and looked at samples of pupils' work.
- The inspectors had meetings with the executive headteacher, the deputy headteacher, subject leaders, the special educational needs and disabilities coordinator, the designated safeguarding lead, representatives of the governing body and spoke to a representative from the local authority.
- Inspectors examined a range of school documentation, including leaders' self-evaluation, improvement plans, records of governance, and documentation relating to attendance and pupils' behaviour.
- The lead inspector met with the designated leader for safeguarding to discuss the actions taken to keep pupils safe. The lead inspector reviewed a range of documents, including the school's single central record.
- The inspectors took account of responses to Ofsted's online survey, Parent View. The lead inspector spoke informally with some parents on arrival to school.
- During the inspection, inspectors met with groups of pupils both formally and during less structured parts of the day. The inspectors also spoke with staff.
- The lead inspector listened to a sample of pupils in Year 1, Year 2 and Year 3 read to a familiar adult.

Inspection team

Corinne Biddell, lead inspector

His Majesty's Inspector

Gail Peyton

Ofsted Inspector

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at <http://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2023