

Inspection of a good school: Baschurch CofE Primary School

Eyton Lane, Baschurch, Shrewsbury, Shropshire SY4 2AU

Inspection dates: 17 and 18 May 2023

Outcome

Baschurch CofE Primary School continues to be a good school.

What is it like to attend this school?

Pupils are extremely proud of their school. They are excited about sharing their experiences of Baschurch CofE Primary School. Leaders have created an environment where every child feels valued and well cared for.

Leaders have high expectations for pupils' behaviour. They have created 'The Baschurch Way'. This sets out the Christian values of respect, responsibility, perseverance, kindness and forgiveness. All pupils and adults across school exemplify these values.

Leaders have high aspirations for all pupils, including those with special educational needs and/or disabilities (SEND). They link pupils' learning to their interests when planning the curriculum. Pupils achieve well as a result.

Pupils are given a range of responsibilities. The 'playground stars' set up playtime activities and help younger pupils. Pupils raise money for local causes. They know how to be a good citizen. Every pupil is part of a house team. These are named after the continents of the world. They learn about how people live in each continent. They share this information with each other. As a result, pupils know about cultures that are different to their own.

Parents and carers are highly supportive of the school. Many feel that the school is part of their extended family within the community.

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

Leaders have designed a well-planned and ambitious curriculum. This clearly sets out the knowledge and subject-specific vocabulary leaders want pupils to know, including in the early years. The curriculum is well designed. Leaders are beginning to make some sequencing changes to subjects. Pupils are given many interesting experiences linked to the curriculum, such as trips and visitors to the school. Leaders want pupils to know and

remember key knowledge about their local area, such as in history and geography. Some curriculum areas are beginning to make these links. However, leaders do not have an accurate view of what pupils know and remember in some foundation subjects. The assessment systems for assessing pupils' knowledge in these subjects are not consistent.

The subject knowledge of teachers across the curriculum is mostly secure. Staff know how to make adaptations to pupils' learning in most subjects. Most teachers address misconceptions quickly in lessons. Pupils at risk of falling behind in mathematics are quickly supported.

Subject leaders support teachers when implementing the curriculum. They check that pupils are learning the planned curriculum. They know the expectations of the national curriculum very well. However, subject leaders in some foundation subjects do not evaluate fully the impact of the curriculum. This means they do not know how well pupils are achieving in these subject areas.

Pupils with SEND are well supported. Systems for identifying and meeting their needs are secure. Vulnerable pupils are given high priority, and they are well cared for by staff.

Reading is a high priority, including in the early years. Leaders, staff and pupils talk about books with enthusiasm. Pupils take part in local book festivals. They meet authors and read newly published books by them. Pupils then write reviews and critique them for others. As a result, pupils are inspired to become writers and authors. Staff are skilled in delivering the phonics programme. Pupils who are falling behind are supported effectively. As such, they catch up quickly. Assessment in reading is used effectively. Staff use this information very well to plan activities to meet pupils' needs. Books are accurately matched to pupils' phonics knowledge.

Pupils in the early years are well supported from the beginning. Leaders work closely with parents and previous educational settings. As such, staff understand pupils' learning needs and interests, which supports pupils' transition into school effectively. Support is then quickly put in place for pupils when they start school, in Reception. Pupils know how to share and take turns. Routines are well established. Pupils display a high level of independence.

Pupils are well behaved during lessons. They are eager to learn. Pupils are given opportunities to reflect on their actions. They know how their behaviour can affect others. Pupils' mental health and well-being are well supported by staff. Enrichment activities such as music and sports are high profile across school. All pupils have opportunities to take part in both. Clubs during lunchtime and after school are also on offer for pupils. This gives pupils a broad range of experiences.

Governors take their statutory responsibilities seriously. They know the school very well. Staff feel well supported by leaders and governors to carry out their professional roles effectively. They enjoy the benefits of being part of a federation. Subject leaders work together to share subject knowledge. Parents express very positive opinions about their child's experiences at school.

Safeguarding

The arrangements for safeguarding are effective.

All staff are well trained in keeping children safe. They know how to spot signs of abuse and neglect. They act quickly to report these. All concerns are recorded accurately and followed up in a timely manner. Leaders work extremely well with external agencies. They put support in place for families at the earliest point of need. This means families receive help quickly.

Leaders have robust recruitment checks for staff and volunteers. Processes and procedures are regularly checked.

Pupils can name trusted adults who will help them. They know that all their concerns are taken seriously. Pupils are taught about online safety through the curriculum.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Leaders' assessment systems are inconsistent in some foundation subjects. As a result, leaders do not accurately assess what pupils know and remember in some subjects. Leaders need to ensure that assessment systems are consistent so that they can accurately assess pupils' knowledge.
- Some subject leaders do not evaluate the impact of their subject sufficiently well. This means they do not know how well the curriculum is implemented or its impact on pupils. Leaders should develop their approach to evaluating the impact of the curriculum.

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 second 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

Unique reference number	123534
Local authority	Shropshire
Inspection number	10257002
Type of school	Primary
School category	Voluntary aided
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	203
Appropriate authority	The governing body
Chair of governing body	David Appleyard
Executive Headteacher	Clare Williams
Website	www.baschurchprimary.org.uk/
Date of previous inspection	29 November 2017, under section 8 of the Education Act 2005

Information about this school

- Baschurch CofE Primary School is one of two schools within the Harris Gough Federation.
- The headteacher is the executive headteacher across both schools. The special educational needs coordinator works in both schools.
- The school is part of the Diocese of Lichfield.
- A Statutory Inspection of Anglican and Methodist Schools to evaluate the distinctiveness and effectiveness of Baschurch CofE Primary School as a Church of England school took place on June 2018.
- The school does not currently use any alternative provision.
- The school has a breakfast club and an after-school club operating on site. This provision is operated by an independent provider.

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 school leaders and has taken this into account in their evaluation of the school.
- The inspector met with the headteacher and deputy headteacher. She met with members of the governing body, including the chair. The inspector also spoke with a representative of the local authority.
- The inspector held meetings with a range of leaders to discuss safeguarding, early years, provision for pupils with SEND and pupils' behaviour.
- The inspector carried out deep dives in early reading, mathematics and history. For each deep dive, 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 samples of pupils' work.
- The inspector observed pupils reading to a familiar adult.
- The inspector spoke to groups of pupils, formally and informally, about their learning and experiences at school.
- Safeguarding documents were reviewed, including the checks that leaders make on staff's suitability to work with children. The inspectors examined how staff implement safeguarding policies and procedures effectively across the school.
- The inspector considered responses to Ofsted Parent View, Ofsted's online survey for parents, and the free-text responses received during the inspection.
- The inspector reviewed the responses to Ofsted's staff survey.
- The inspector looked at a range of documentation provided by the school. This included the school's self-evaluation, school improvement priorities, school policies, curriculum documents, SEND records and minutes of meetings held by the governing body.

Inspection team

Anna Vrahimi, lead inspector

His Majesty's Inspector

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