

Inspection of a good school: Hugo Meynell CofE (VC) Primary School

Eccleshall Road, Loggerheads, Market Drayton, Shropshire TF9 4NU

Inspection dates: 4 and 5 October 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 be outstanding if a graded (section 5) inspection were carried out now. The school's next inspection will be a graded inspection.

What is it like to attend this school?

Pupils at Hugo Meynell benefit from a curriculum that is organised exceptionally well. In reading, mathematics and a range of other subjects, pupils make strong progress. Alongside this, the school provides lots of opportunities for pupils to get involved in activities and community events. The wide range of after-school clubs captures the interests of pupils. Learning goes beyond the classroom. Pupils enjoy a wide range of school trips to enhance their learning.

Leaders' high expectations impact on the whole-school community. Staff are proud to work at Hugo Meynell. The behaviour of pupils in lessons and as they move around school is exemplary. The school's Christian values of fairness, honesty, respect, forgiveness, resilience, love and care are vibrantly seen in pupils' everyday lives. Pupils know what bullying is and say that it is not tolerated at school. If any issues occur, pupils say that staff sort it out quickly. Pupils feel safe in school.

Parents and carers speak highly of the school. Parents, staff and pupils all spoke about the care given to everyone. There is strong communication with parents.

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

The school is ambitious for all pupils. Staff know pupils well, and this helps them to make strong progress. Leaders have developed a culture of research and questioning. They encourage pupils to share ideas and talk about their learning. Pupils are proud of the contributions they make.

In Nursery and Reception, children get off to a speedy start in reading. Each area of learning is rich with books. Learning is exciting, both indoors and outdoors. Children are keen to share books with adults. For example, during the inspection, children were

captivated with wheels rolling down ramps outside and then talking about a book on trucks inside. In early years, children learn rhymes and songs and are keen to join in with action rhymes.

Pupils become fluent readers because teachers are confident in teaching phonics. The school ensures that resources and books are closely matched to the sounds pupils are learning. Any pupils who are slipping behind are quickly identified. Intervention programmes are highly effective. Pupils enjoy talking about books and recommending books to others. Pupils enjoy teachers reading to them. Books are chosen carefully to promote themes of friendship and relationships, or they are linked to future learning. For example, pupils in Year 6 are fascinated by the book 'Letters from the Lighthouse'. This is helping to prepare pupils for their history project on World War II next half term. Not a minute is wasted. Teachers know exactly what they want pupils to learn.

The school's curriculum successfully builds knowledge over time. In geography, for example, pupils use new geographical vocabulary with confidence. Good use is made of the local area and surroundings to develop high-quality fieldwork. For example, pupils have researched the most common wildflower on the school grounds and where to release butterflies they have nurtured from caterpillars. Their geographical knowledge is impressive. This is similarly the case in other areas of the curriculum. Pupils make strong progress in their learning.

Teachers check learning extremely well. They use this information effectively to plan activities and how to support individual pupils. This helps teachers to accurately know where pupils are up to in their learning.

The school curriculum is inclusive. The needs of pupils with special educational needs and/or disabilities are accurately identified. Staff provide targeted support and interventions to help individual pupils on their learning journey. Furthermore, the school makes very good use of staff who are trained in mental health programmes to provide support for pupils.

Life beyond the classroom is exciting. The school makes excellent use of the extensive school grounds. Different zones are identified for play. Pupils enjoy lunchtime clubs for sport and music. Pupils behave exceptionally well. They are well mannered and greet visitors politely. Leaders make sure that the school's extra-curricular offer is wide and varied. Take-up from all groups of learners is high. Activities within the community, including fundraising and residential experiences, all support the care for others. Pupils are aspirational and thrive physically through the range of sports on offer.

Pupils show respect for each other and those in different communities. They are keen to learn about other cultures and religions. Pupils learn about democracy. They are proud to take on leadership roles.

Governors fulfil their role highly effectively. They provide a strong balance of support and challenge to school leaders. They know the school well.

Staff feel valued. Leaders support staff with their workload and provide high-quality training opportunities. Parents speak highly of how well the school keeps them informed about their child's learning.

Safeguarding

The arrangements for safeguarding are effective.

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 July 2013.

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](#)' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	124232
Local authority	Staffordshire
Inspection number	10256973
Type of school	Primary
School category	Voluntary controlled
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	215
Appropriate authority	The governing body
Chair of governing body	James Ashenden
Headteacher	Bronwen Gleave
Website	www.hugomeynell.co.uk
Date of previous inspection	10 October 2017, under section 8 of the Education Act 2005

Information about this school

- The school is part of the Church of England Diocese of Lichfield. The school's last section 48 inspection was carried out in February 2017. The school's next section 48 inspection will be within eight years of the previous inspection.
- The school does not currently use any alternative provision.
- The school provides a before- and after-school club.

Information about this inspection

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the school and has taken that into account in their evaluation of the school.
- The inspector held meetings with the headteacher and acting deputy headteacher to discuss school development.

- The inspector met with representatives of the governing body and had a telephone conversation with a representative of the local authority.
- The inspector scrutinised a wide range of documents, including those relating to safeguarding, pupils' personal development, and behaviour and attendance.
- The inspector carried out deep dives in these subjects: early reading, mathematics and geography. For each deep dive, the inspector discussed the curriculum with subject leaders, visited lessons, spoke to teachers, spoke to some pupils about their learning and looked at pupils' work.
- The inspector also considered the curriculum in other subjects.
- The views of parents and staff were also considered, including through Ofsted's surveys.
- To evaluate the effectiveness of safeguarding, the inspector: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.

Inspection team

Pamela Matty, lead inspector

Ofsted Inspector

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