

Inspection of Shobnall Primary & Nursery School

Shobnall Road, Burton-on-Trent, Staffordshire DE14 2BB

Inspection dates: 6 and 7 December 2023

Overall effectiveness

Outstanding

The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Early years provision

Outstanding

Previous inspection grade

Not previously inspected

Ofsted has not previously inspected Shobnall Primary & Nursery School under section 5 of the Education Act 2005. However, Ofsted previously judged Shobnall Primary School to be outstanding, before it opened as Shobnall Primary & Nursery School as a result of conversion to academy status.

The headteacher of this school is David Adams. This school is part of the John Taylor Multi-Academy Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Mike Donoghue, and is overseen by a board of trustees, chaired by Colin Hopkins.

What is it like to attend this school?

Pupils are proud to attend this exceptional school. They thrive in their education and take an active part in all aspects of school life. This gives them a great sense of belonging. They know the school is a special place to be and they love attending. The school's vision for 'happy children, inspired learners' is being realised to the full.

Pupils learn a broad range of subjects that they study in great depth. They become engrossed in their studies and make excellent progress through the curriculum. They are knowledgeable. By the time they leave the school, pupils are fully equipped to be highly successful in the next stage of their education.

The school is a joyful and purposeful place for pupils to learn. Bullying is not tolerated. As one pupil stated, 'If bullying happens, we are upstanders never bystanders.' Adults know pupils and families well. They care about them and include them. This gives the school a strong community spirit.

Children from the early years onwards benefit from many high-quality experiences that boost their interests and talents. From art clubs to ballet lessons, karate to construction, staff go out of their way to arrange inspiring opportunities for everyone.

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

Subject leaders are experts in the curriculum areas they lead. They draw on research and collaborate within professional networks. This has helped them design an ambitious curriculum that all pupils access. This work has included the school identifying the precise knowledge and vocabulary that pupils are expected to know and remember. Pupils build this knowledge logically, step-by-step, to make progress over time. For example, in music, pupils in key stage 1 recognise the rhythm of a beat. They learn to represent such rhythms through pictures and patterns. This means that they are well prepared to begin using formal musical notations in Year 3. By Year 6, they confidently describe how minims, crotchets and quavers can be used when composing music.

Teachers teach a series of lessons that deepen pupils' knowledge. They provide clear explanations and model successful strategies and methods. They revisit prior learning and make regular recaps. This helps pupils to connect their learning over time. In addition, adults regularly make checks on pupils' understanding and they act quickly to address any misconceptions. All this ensures that pupils make exceptional progress through the curriculum. They build an impressive knowledge of the subjects they study and can discuss a range of topics in a meaningful way. The success of the curriculum is reflected well in the very high standards that pupils achieve in end of key stage tests.

The school's approach to teaching reading is highly effective. Staff begin this work right away in Nursery. Children learn to distinguish between sounds and are

immersed in a language-rich environment. The school's formal phonics curriculum builds on this solid foundation. Staff implement the phonics programme extremely well. They ensure that pupils practise regularly and help them to pronounce and read sounds accurately. As a result, pupils become fluent readers by the time they reach Year 3. This builds their confidence and sparks their love of reading. Most pupils are capable and accomplished readers by the time they move on to secondary education.

Staff have a deep understanding of the needs of pupils with special educational need and/or disabilities (SEND). They work determinedly to ensure these needs are met. For example, teachers make careful adaptations to ensure that all pupils access the curriculum. They arrange for pupils with SEND to use additional resources that support their learning. These approaches are proving to be highly effective. The curriculum sparks the interests of pupils with SEND. They make strong progress from their starting points.

Pupils focus sharply on learning in lessons. They appreciate the recognition and rewards that they receive for their positive behaviour, but their primary motivation is that they really want to learn. They are interested in their education and eager to succeed. Their mature attitudes to learning are a distinct feature of the school's culture.

Leaders have placed serious emphasis on promoting pupils' personal development. For instance, pupils learn about the importance of well-being and positive mental health. They study the human brain and learn about how the mind works. Pupils then experience the active promotion of their well-being through their lived experiences at the school. They look after one another and display empathy. Some act as 'happiness heroes' taking the lead in making the school a safe place to express emotions.

Leaders, including those responsible for governance, have fostered a vibrant school culture where everyone is valued. Staff appreciate the opportunities they have to professionally develop. Their morale is very high and they are rightly proud of their work. Parents and carers also express extremely positive views about the school. They recognise that pupils are given every opportunity to reach their full potential and flourish.

Safeguarding

The arrangements for safeguarding are effective.

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	145794
Local authority	Staffordshire
Inspection number	10290647
Type of school	Primary
School category	Academy converter
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	229
Appropriate authority	Board of trustees
Chair of trust	Colin Hopkins
Headteacher	David Adams
Website	www.shobnallprimaryschool.co.uk
Date of previous inspection	Not previously inspected

Information about this school

- The school is part of the John Taylor Multi-Academy Trust.
- The school does not use alternative provision.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- 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 inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors met senior leaders and curriculum subject leaders.
- The lead inspector met the trust chief executive officer. He also held discussions with the chair of the board of trustees and those responsible for governance.
- Inspectors carried out deep dives in these subjects: early reading, mathematics, music and computing. For each deep dive, inspectors discussed the curriculum

with subject leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.

- To evaluate the effectiveness of safeguarding, inspectors: 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.
- Inspectors observed pupils' behaviour in a range of different classes and at different times of the day.
- Inspectors considered responses on Ofsted's Parent View, including parent free-text responses. Inspectors also took account of responses to staff and pupil surveys.

Inspection team

Jonathan Leonard, lead inspector

His Majesty's Inspector

Sarah Sadler

Ofsted Inspector

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