

Inspection of Coleham Primary School

Greyfriars Road, Shrewsbury, Shropshire SY3 7EN

Inspection dates: 19 and 20 March 2024

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

Good

The headteacher of this school is Tom Larkham. This school is part of the 3 to 18 Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, David O'Toole, and overseen by a board of trustees, chaired by Gary Turner.

What is it like to attend this school?

Pupils flourish at this dynamic and highly engaging school that is at the heart of its community. This is a school where all pupils are expected to be the best they can be, both academically and pastorally. The school's vision 'for every child, an excellent education' is lived out throughout all aspects of school life.

Staff have the highest expectations for all pupils. Pupils are committed to their learning and produce work of a high quality. They achieve exceptionally well.

Warm, nurturing working relationships between adults and pupils permeate the school. Staff know pupils well. They show a genuine care for them. Pupils know that if they have a worry, there is an adult who will listen to them. This means that they feel safe.

The school's ambition for pupils' education extends beyond the classroom and includes the school's comprehensive and thoughtful enrichment programme. This includes trips and visitors to enhance the curriculum and an extensive offer of after-school clubs. This captures pupils' imagination, developing their knowledge, skills, talents and interests. Pupils contribute to the development of the school community through different pupil leadership roles. The school listens to pupils and values their opinions.

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

The school provides an aspirational curriculum that goes beyond the core knowledge and skills that need to be taught. High-quality training for staff is made a priority. Consequently, staff teach all subjects confidently. They routinely check pupils' prior knowledge and provide opportunities for pupils to apply their learning to real-life concepts. This includes creating artwork for their in-school art gallery, examining artefacts in the school's Victorian museum and being environmental activists in the local community. These experiences really deepen their learning.

The programme for early reading is well sequenced. Adults are experts at teaching reading. Any pupils who may need extra support are quickly given the help they need to keep up. Books are carefully matched to the sounds that pupils know. This means that pupils quickly learn to read with fluency. Developing a passion for reading is a priority for the school. Pupils have clearly embraced the exciting opportunities provided, such as choosing a book from the secret bookshelf, relishing the opportunity to read with younger pupils in Buddy Reading Time or learning from authors and illustrators who frequently visit the school.

Staff identify early and accurately the needs of pupils with special educational needs and/or disabilities (SEND). Staff support pupils with SEND skilfully to access the same aspirational curriculum as other pupils. They also provide individual support targeted to pupils' needs. Pupils with SEND achieve well.

The school is resolute in developing the whole child. It places the highest value in its personal development curriculum with a focus on careers running throughout. The fantastic school grounds, including extensive outdoor play equipment, conservation area and 'little cubs' orchard, give pupils the opportunity to be active and inquisitive. Central to the school's approach is a set of values that underpins school life. Staff teach pupils how to be responsible and resilient and how to show respect to others. Pupils learn about relationships and equality and diversity in an age-appropriate way. Pupils understand what it means to be an active citizen. They take part in charity work in support of the local community and enjoy reading to residents in a local retirement home.

High expectations for behaviour are clear and consistently applied through three rules, 'be kind, be respectful and work well'. Pupils receive appropriate support on the rare occasions when their behaviour does not match the high expectations of staff. Pupils have extremely positive attitudes to learning. The school has robust procedures in place to support pupils to attend school regularly, and they do.

Children in the early years get off to an exceptional start. Staff have designed a carefully crafted curriculum, matched to children's needs, development and interests. High levels of concentration and positive learning behaviours are quickly established. Staff help children expertly to think, talk and be active. Children develop a first-rate knowledge of important information on which to build for the rest of their lives.

Trustees and governors are extremely knowledgeable about the school. They use their experience well to challenge and support leaders. Staff receive regular and highly effective professional development. They enjoy working at the school. The workload and well-being of all staff are carefully considered.

The school engages extremely well with the local community. Parents are overwhelmingly positive about the school. As one parent stated, 'This is an excellent community school which puts pupils at the heart of everything it does.'

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 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	144848
Local authority	Shropshire
Inspection number	10240642
Type of school	Primary
School category	Academy converter
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	424
Appropriate authority	Board of trustees
Chair of trust	Gary Turner
Headteacher	Tom Larkham
Website	www.colehamprimary.co.uk
Dates of previous inspection	7 and 8 December 2021, under section 8 of the Education Act 2005

Information about this school

- The school has joined the 3 to 18 Education Trust in July 2017.
- The school uses two alternative provisions to support pupils.

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.

- Inspectors discussed any continued impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- The inspectors met with the headteacher and senior leaders.
- The lead inspector met with representatives from the governing body and met with representatives from the trust.

- Inspectors carried out deep dives in these subjects: early reading, mathematics, geography and art. For each deep dive, inspectors held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at a sample of pupils' work. Inspectors also examined pupils' work in science and English.
- The lead inspector listened to pupils read to a familiar adult.
- The inspectors considered a range of school documents, including the school's self-evaluation and improvement plans. Minutes of governing body meetings were also scrutinised.
- Inspectors looked at records of pupils' attendance and behaviour. They observed pupils' behaviour in lessons and around school and talked to them about behaviour, bullying and welfare.
- To evaluate the effectiveness of safeguarding, the 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.
- The inspectors talked to parents at the start of the school day and considered the Ofsted Parent View survey and free-text comments. Inspectors also reviewed the responses to the pupil and staff surveys and gathered the views of staff and pupils through discussion.

Inspection team

Cathy Young, lead inspector	His Majesty's Inspector
Susan Hughes	Ofsted Inspector
Hayley Clarke	Ofsted Inspector

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