

Inspection of Shobdon Primary School

Shobdon, Leominster, Herefordshire, HR6 9LX

Inspection dates: 21 and 22 May 2024

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 achieve very well at Shobdon Primary School. It is a welcoming school which sits at the heart of the community. Pupils and adults build strong relationships. The school's vision lies at the heart of its work. Pupils 'value education and value each other.'

Pupils take on meaningful leadership roles in the school. They value having the opportunity to make a difference. For example, school librarians promote the importance of reading to younger pupils. They organise the library to encourage other pupils to borrow books and build a love for reading. Pupils feel valued and state, 'we have a voice and the adults listen.'

The school has high expectations for pupils' behaviour. Pupils meet these expectations, demonstrating positive attitudes to learning. They are polite and well-mannered. There is a calm and purposeful environment in classrooms and around the school. Pupils respect each other. They celebrate the fact that everyone is different. Pupils enjoy attending this inclusive village school.

Pupils feel safe in school and learn how to stay safe online. They feel confident to share any worries with trusted adults in school. There is a culture of support and kindness to others. One pupil stated, 'everyone knows and looks after each other at Shobdon.'

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

The curriculum is broad and ambitious for all pupils. It sets out what pupils will learn in a logical order. Learning is sequenced well to build pupils' knowledge as they move through the school. The school has considered its locality when developing the curriculum. Pupils study local historical buildings and landmarks. They learn the purpose of these and how they have changed over time. Pupils describe how learning from experiences helps them to remember more of their learning.

Pupils recap their learning regularly. They revisit their prior learning in mathematics every morning through fluency practice. This helps them to deepen their knowledge and understanding. Where activities are engaging, pupils recall their prior learning well. For example, early years pupils enjoyed re-enacting Scott of the Antarctic's expedition to the South Pole. They link their prior learning about cold climates to the conditions Scott would have faced. Pupils talk confidently about the results of science investigations. They understand how to conduct a fair test and look for patterns in their results. However, in some areas of the curriculum pupils find it more difficult to make links between their current learning and what they have learned previously. As a result, they do not build their knowledge as well as they could.

Reading is a priority at Shobdon. The school has implemented an effective reading curriculum. Children in the early years start to read as soon as they start school. They learn early sounds well. The books they read match the sounds they have

learned. Pupils are assessed regularly to ensure they are building their phonic knowledge. If pupils fall behind, they receive support to help them catch-up quickly. As pupils move through the school their enthusiasm for reading continues. They build on their phonic knowledge to become confident and fluent readers. Pupils recommend books to each other. They talk enthusiastically about their favourite stories and authors. Pupils also learn about diversity through the reading curriculum.

Staff understand how to support pupils with special educational needs and/or disabilities (SEND). The school has effective processes for identifying pupils who may need additional help. Adaptations in the classroom precisely meet each pupil's needs. As a result, pupils with SEND overcome the barriers to learning they have. They progress well through the curriculum alongside their peers.

The school supports pupils' personal development well through the curriculum. They are well prepared for the next stage of their education. Pupils are provided with a broad range of experiences, trips and extra-curricular opportunities. There is a focus on developing pupils to be active and responsible citizens. Pupils are well prepared for life in modern Britain. A visitor from the Houses of Parliament taught them how democracy works. Pupils then voted for their peers to take on leadership roles in school. The school has a strong pastoral offer to support pupils' physical and mental health. Pupils know how to keep themselves healthy. For example, early years children explained the importance of brushing their teeth and eating healthily.

Governors know the school's strengths and priorities well. They provide appropriate support and challenge to the school. Staff are positive and proud to work at the school. They work together and support each other well. They are reflective about their work. Staff say that the school thoughtfully manages their workload and well-being.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some subjects pupils are not consistently able to recall their prior learning. When this is the case, they are not able to connect what they are currently learning with what they have learned previously. The school should ensure that, as the curriculum is embedded, pupils are consistently able to recall prior learning in all their subjects so that they can deepen their understanding across the full breadth of the curriculum.

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	116734
Local authority	Herefordshire
Inspection number	10322742
Type of school	Primary
School category	Community
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	89
Appropriate authority	The governing body
Chair of governing body	Elizabeth Connolly
Headteacher	Mary Freeman
Website	www.lustonshobdonfederation.org.uk
Date(s) of previous inspection	5 December 2018, under section 8 of the Education Act 2005

Information about this school

- The school is federated with Luston Primary School. The federation is known as the Luston and Shobdon Community Primary Federation.
- The federation shares an executive headteacher and governing board.
- The school does not use any alternative provision.
- The school provides a breakfast club for its pupils.

Information about this inspection

The inspector(s) 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 the school and has taken that into account in their evaluation of the school.

- The inspectors met with the executive headteacher, head of school, inclusion lead and early years leader for the school. Inspectors also met with a range of teaching and support staff.
- The lead inspector met with representatives of the local governing board.
- The lead inspector held a phone conversation with the school's improvement partner.
- 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 carried out deep dives in these subjects: 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 some pupils about their learning and looked at samples of pupils' work.
- The inspectors also discussed the curriculum in other subjects.
- The lead inspector listened to pupils in Year 1, 2 and 3 read to an adult.
- The inspectors observed pupils' behaviour in lessons and around the school site.
- The inspectors gathered parents' views by considering the responses to Ofsted's online survey, Ofsted Parent View, and by talking to parents before and after school. The inspectors also evaluated responses to Ofsted's staff and pupil surveys.

Inspection team

Matt Fletcher, lead inspector

His Majesty's Inspector

Paul Whitcombe

Ofsted Inspector

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