

# Inspection of Lilleshall Primary School

Limekiln Lane, Lilleshall, Newport, Shropshire TF10 9EY

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Inspection dates:	26 and 27 November 2024
The quality of education	<b>Outstanding</b>
Behaviour and attitudes	<b>Outstanding</b>
Personal development	<b>Outstanding</b>
Leadership and management	<b>Outstanding</b>
Early years provision	<b>Outstanding</b>
Previous inspection grade	Outstanding

Until November 2020, the school was exempt from routine inspection because it was judged as outstanding at its previous inspection under section 5 of the Education Act 2005. The school has not been inspected under section 5 of the Act since May 2013. Since September 2024, schools have not been awarded an overall effectiveness grade.

## **What is it like to attend this school?**

'Make your learning fly' is the motto at this friendly school with a real 'family' feel. It is not just learning that flies. Adults have high expectations, and pupils excel in all aspects of school life. Everyone is supported to achieve their best, particularly those with special educational needs and/or disabilities (SEND). Pupils achieve exceptionally well from early years to Year 6.

Pupils quickly learn and live by the school's rules. They are HAPPY: helpful, ambitious, polite, prepare and 'your best'. Adults and pupils regularly discuss and celebrate the school's values of independence, effort, challenge, positive, taking risks and determination. These rules and values lead to an incredibly harmonious and productive atmosphere across the school.

Pupils have a highly developed sense of tolerance and equality. They regularly discuss and debate issues. Pupils accept that others may have different views to them. They have highly positive attitudes to their learning. Consequently, lessons proceed without disruption.

Parents and carers are overwhelmingly supportive of the school. One parent summarised the thoughts of many others by saying, 'The school fosters a nurturing and inclusive environment where each child is valued and supported to achieve their potential.'

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

Pupils study a rich and ambitious curriculum. Subject specialists have worked closely with early years staff to make sure each subject has a strong foundation. The knowledge pupils learn prepares them effectively for their next step in education. Pupils regularly revisit important knowledge. This helps them to connect prior learning to new, more complex curriculum content. For example, in computing, pupils can explain how their learning in early key stage 2 helped them design a simple computer game in Year 6.

The school ensures that teachers have the knowledge and expertise to bring the curriculum to life. Teachers provide clear explanations, using their expert subject knowledge. They pay particular attention to the needs of disadvantaged pupils and those with SEND. The specific needs of pupils are identified swiftly. Teachers carefully adapt the curriculum for those who need this. Teachers regularly check on pupils' learning, quickly addressing any gaps or misconceptions.

Children make a fantastic start in the early years. Children learn to be independent and resilient. Adults know the children very well and relationships are strong. Songs and rhymes permeate the environment. Children learn how to use these to remember what has previously been taught. For example, they sing a song to remind them how to construct a simple sentence when writing.

The school's reading curriculum is highly ambitious. Staff have the expertise required to teach reading very effectively. Those at the early stages of reading develop secure

phonics knowledge. Consistent teaching of a recently established phonics programme means that pupils achieve well. Pupils with gaps in their phonics knowledge get effective support to catch up. Pupils develop into fluent and confident readers. They develop a love of reading further through listening to books by 'authors of the moment'. Pupils regularly share books they have enjoyed reading at home.

Pupils are polite, friendly and respectful. They learn to understand their own and each other's feelings. Pupils suggest that the reason why bullying is so rare is because staff sort out any issues that occur quickly and successfully. Leaders understand the reasons for pupils' absence. They take appropriate action to reduce absence and support families where necessary.

Pupils benefit greatly from the school's unwavering focus on the wider curriculum. They speak enthusiastically about the array of meaningful enrichment activities on offer, for example how an experience at a theme park had enabled them to learn about forces in science. Pupils benefit from the wide range of clubs on offer. Talents and interests are further developed through events such as 'sports week', where pupils experience mountain biking, skiing, ice skating and martial arts.

The school has a focus on ensuring that pupils understand the need for healthy lifestyles. Pupils know that this is important, including a balanced diet and the need for positive mental health. Pupils have a firm understanding of fundamental British values; they are very aware of the range of cultures, religions and relationships in modern Britain. They say, 'Life would be boring if we were all the same.' As a result, pupils are well prepared for later life.

Staff say that leaders and governors are particularly supportive. Staff feel that leaders are considerate of their well-being and ensure that their workload is manageable. Governors support the school well. They are relentless in ensuring that the school continues to 'fly high'.

## **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

<b>Unique reference number</b>	123378
<b>Local authority</b>	Telford & Wrekin
<b>Inspection number</b>	10294533
<b>Type of school</b>	Primary
<b>School category</b>	Maintained
<b>Age range of pupils</b>	5 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	215
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Christine Raper
<b>Headteacher</b>	Christobel Cousins
<b>Website</b>	<a href="http://www.lilleshallprimaryschool.co.uk">www.lilleshallprimaryschool.co.uk</a>
<b>Dates of previous inspection</b>	2 and 3 May 2013, under section 5 of the Education Act 2005

## Information about this school

- The school does not use any providers of alternative provision.

## Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005. During a graded inspection, we grade the school for each of our key judgements (quality of education; behaviour and attitudes; personal development; and leadership and management) and for any relevant provision judgement (early years and/or sixth form provision). Schools receiving a graded inspection from September 2024 will not be given an overall effectiveness grade.

- Inspections are a point-in-time evaluation about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.

- During the inspection, the inspectors held meetings with the headteacher, the deputy headteacher, subject leaders, groups of staff and pupils.
- The lead inspector met with members of the governing body, including the chair of the governing body. The lead inspector held a meeting with a representative of the local authority. He also held a phone conversation with the school's improvement partner.
- 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.
- The inspectors carried out deep dives in early reading, mathematics, computing and history. They met with subject leaders, visited lessons, spoke with teachers and pupils and viewed examples of pupils' work.
- Inspectors spoke to leaders and pupils about the curriculum in some other subjects.
- An inspector listened to pupils from Years 1, 2, 3 and 4 reading to a familiar adult.
- The inspectors observed pupils' behaviour in lessons and around school.
- The inspectors considered the responses to the online survey, Ofsted Parent View. They also took into consideration the online staff and pupil surveys. An inspector spoke to parents at the beginning of the school day.

### **Inspection team**

Barry Yardsley, lead inspector

His Majesty's Inspector

Anne Bennett

Ofsted Inspector

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