

Inspection of a school judged good for overall effectiveness before September 2024: Oakmeadow Church of England Primary and Nursery School

Longmeadow Site, Bayston Hill, Shrewsbury, Shropshire SY3 0NU

Inspection dates:

17 and 18 December 2024

Outcome

Oakmeadow Church of England Primary and Nursery School has taken effective action to maintain the standards identified at the previous inspection.

The headteacher of this school is Samantha Hill. The school is part of the Marches Academy Trust, which means that other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer (CEO), Sarah Finch, and overseen by a board of trustees, chaired by Alex Fry.

What is it like to attend this school?

This lovely school sits firmly at the heart of its community. Pupils respond wonderfully to the school's high expectations of them. This is evident in pupils' high attendance and their positive conduct. Pupils know how to behave and get along very well with one another. The nurturing and caring relationships between adults and pupils make the school a productive place of learning.

The school makes the most of its setting. Pupils love learning outdoors and the outdoor classroom where they learn valuable life skills. Pupils have many exciting learning and play opportunities in the well-designed outside spaces.

Pupils are delightful. They and their parents are proud of their school. For example, the 'stay and play' or 'snuggle up to read' sessions give parents a chance to find out about their child's day in the early years and learn how to help them at home.

The motto of 'live life in all its fullness' permeates every aspect of the school. Pupils gain confidence from the meaningful activities that introduce them to life beyond the school gates. They develop their character in many ways, such as by performing at the local church, running fundraising events or learning about living healthy lives.

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

The school is highly ambitious and aspirational for every pupil. Its commitment to 'educating the whole child' with the knowledge and skills to thrive is being realised. The main driver to realise these ambitions is its well-designed curriculum. It clearly lays out the knowledge and skills pupils should learn in each subject over time, including in the early years. This helps pupils to achieve very well.

Reading is celebrated here. Expert teaching of phonics ensures that pupils become fluent readers. The school makes sure that all staff and pupils use the same words to describe the school's approach to teaching reading. For example, children speak confidently about phonemes and graphemes. A strong reading culture is evident because pupils love reading and do so often.

Staff, including support staff, have strong subject knowledge because of the highly effective training they receive to deliver the ambitious curriculum well. Teachers check skilfully on what pupils can do. Staff quickly spot if a pupil has fallen behind. They adapt their teaching to address any gaps or misconceptions. Consequently, pupils do well. Occasionally, teaching does not move pupils on when they are ready to learn new things. When this happens, it slows pupils' learning.

Pupils with special educational needs and/or disabilities (SEND) are extremely well supported. They receive targeted support at every level. This includes in their lessons and in individual intervention sessions. Staff are highly skilled at identifying pupils' educational needs and ensure pupils get the help they need quickly. All of this means that pupils with SEND flourish and achieve well.

The early years provision is magical. It is the bedrock of the school. Children settle quickly and begin learning as soon as they arrive. Strong care and nurture ensure that children swiftly learn the routines and expected behaviours of daily school life. The curriculum is highly effective in ensuring that children are extremely well prepared for Year 1. Adults work skilfully to further children's personal development. In addition, staff have created a learning environment that deliberately supports children to blossom.

The school's work to promote pupils' personal development is exceptional. This work includes a plethora of clubs, visits and after-school activities which pupils keenly attend. The school's curriculum to develop pupils' character is exemplary and includes a range of activities to promote pupils' positive mental health and well-being. Pupils, for instance, knowledgeably talk about values such as kindness and equality. Many pupils represent the school in the local community, support younger peers and help their teachers. As a result, pupils are exceptionally well prepared to be active citizens in British society.

The trust works closely with the school to make sure that everyone is working together in the best interests of children. Leaders and governors have a forensic understanding of the school's strengths and what needs to improve. Staff feel fully involved in making important decisions. Leaders make sure that staff's workload and well-being are

considered as part of changes they make. One member of staff summed up the feelings of many when they commented that 'this school is a family that works hard for all the children'.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Occasionally, teaching does not deepen the learning of pupils who are ready to learn new things. When this happens, their learning slows. The school should ensure that all staff effectively support pupils' learning.

Background

Until September 2024, on a graded (section 5) inspection we gave schools an overall effectiveness grade, in addition to the key and provision judgements. Overall effectiveness grades given before September 2024 will continue to be visible on school inspection reports and on Ofsted's website. From September 2024, graded inspections will not include an overall effectiveness grade. This school was, before September 2024, judged to be good for its overall effectiveness.

We have now inspected the school to determine whether it has taken effective action to maintain the standards identified at that previous inspection. 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's work has improved significantly or that it may not be as strong as it was at the last inspection, then the next inspection will be a graded inspection. A graded inspection 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 first ungraded inspection since we judged the predecessor school, Oakmeadow Church of England Primary and Nursery School, to be good for overall effectiveness in May 2016.

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	147830
Local authority	Shropshire
Inspection number	10344173
Type of school	Primary
School category	Academy converter
Age range of pupils	2 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	458
Appropriate authority	Board of trustees
Chair of trust	Alex Fry
CEO of the trust	Sarah Finch
Headteacher	Samantha Hill
Website	www.oakmeadowprimary.co.uk
Date of previous inspection	Not previously inspected

Information about this school

- The school is larger than the average-sized primary school. It joined the Marches Academy Trust in May 2020.
- Oakmeadow Church of England Primary and Nursery School converted to become an academy school in May 2020. When its predecessor school, Oakmeadow Church of England Primary and Nursery School, was last inspected by Ofsted, it was judged to be good for overall effectiveness.
- The school runs a daily breakfast club, as well as after-school and holiday clubs for its pupils.
- The school does not use any providers of alternative provision for its pupils.

Information about this inspection

- 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. The inspector discussed the impact of the pandemic with the school and has taken that into account in this evaluation of the school.
- The inspector met with the headteacher, deputy headteacher, assistant headteacher and other senior leaders. The inspector held a meeting with the local governing body, including the chair and vice-chair. Meetings were held with representatives from the multi-academy trust, including trustees, the CEO and the executive director of education. The inspector held a telephone meeting with the school's improvement adviser. The inspector met with curriculum leaders, early career teachers and teaching staff.
- The inspector visited a sample of lessons, spoke to some pupils about their learning and looked at samples of pupils' work. The inspector visited the school's early years provision.
- The inspector listened to some pupils read to a familiar adult.
- 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.
- The inspector observed pupils' behaviour and interactions during lessons and at breaktimes and lunchtimes and spoke to many pupils during the inspection.
- The inspector took account of parents' free-text comments and the responses to the Ofsted Parent View survey. They also spoke to parents at the school gate. The inspector also considered the responses to the pupil and staff surveys.

Inspection team

Bianka Zemke, lead inspector

His Majesty's Inspector

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