

St Martins School (3–16 Learning Community)

Moors Bank, St Martins, Oswestry, Shropshire SY10 7BD

Inspection dates

8–9 May 2019

Overall effectiveness	Requires improvement
Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Requires improvement
Personal development, behaviour and welfare	Good
Outcomes for pupils	Requires improvement
Early years provision	Good
Overall effectiveness at previous inspection	Not previously inspected

Summary of key findings for parents and pupils

This is a school that requires improvement

- Although pupils' achievement is improving, they could still be doing better in reading, writing, mathematics and science across the key stages.
- Teachers are not always asking questions that deepen pupils' understanding. This limits opportunities for pupils to master higher levels of understanding.
- Pupils in key stages 1 and 2 with the potential to reach or exceed age-related standards in writing and mathematics do not always do so.
- Pupils do not have enough opportunities to improve their writing. Many pupils make unnecessary spelling and punctuation errors.
- Pupils in key stages 3 and 4 do not make enough progress in science because teaching is not yet good.
- The teaching in some classes is not challenging enough. Uneven improvements to pupils' achievements across the school reflect inconsistencies in teaching. As a result, not enough pupils in key stage 4 attain the highest grades in English, mathematics and science.

The school has the following strengths

- This is an improving school. The head of school and her leadership team have identified the right priorities for sustained improvement. Leaders, governors and the trust are acting decisively to eliminate weak teaching.
- Good systems are in place to improve teaching and assessment. The strongest practice is being shared, laying secure foundations for sustained improvement.
- Effective support and assessment of disadvantaged pupils and pupils with special educational needs and/or disabilities (SEND) helps these groups of pupils to make good progress.
- Children in the early years get off to a good start.
- The curriculum and enrichment activities, such as sport, music, drama and art, interest and energise pupils. Pupils are effectively taught British values of respect and tolerance of all faiths, customs and cultures. The school makes a strong contribution to pupils' spiritual, moral, social and cultural development.
- Pupils are well behaved, respectful and polite. There are very positive relationships between pupils and staff. The pastoral support, care and attention given to vulnerable pupils and their families are first class.

Full report

What does the school need to do to improve further?

- Build on the good practice that exists to improve teaching and learning so that pupils are offered the right level of challenge in all classes. Do this by:
 - planning work and extension tasks specifically for pupils in key stages 1 and 2 who have the potential to reach or exceed age-related standards
 - making sure that teachers and support staff help pupils to correct mistakes when writing independently
 - ensuring that teachers ask more challenging questions, rather than going over too much work already learned, to help pupils think harder and deeper about their learning
 - improving the teaching of science in key stages 3 and 4.
- Sustain improvements to pupils' progress and attainment across the school by:
 - using more consistent and effective methods to help pupils improve the accuracy of their spelling and punctuation
 - improving still further pupils' reading skills in key stages 1 and 2 so that they can all use more effective methods, such as phonics, to read unfamiliar words; and providing more challenging and varied books for the most able pupils to read
 - giving more attention, particularly in key stages 2 and 3, to extending pupils' mastery of knowledge and skills in mathematics, helping them to think logically and apply the most effective methods to solve problems
 - building on the improvements to pupils' progress in key stage 4 so that more pupils attain higher grades at GCSE in English, mathematics and science.

Inspection judgements

Effectiveness of leadership and management

Good

- When the academy opened in September 2016, leaders, governors and the Priory School Trust (trust) had many difficulties to overcome. Pupil numbers were significantly smaller than they are now, particularly in key stages 3 and 4, leaving governors and the trust with a restricted budget. Pupils were not achieving as well as they should because of inconsistent and weak teaching, and national assessments show that standards were low at all key stages.
- The head of school is a strong leader. Together with her deputy headteacher and senior leadership team of assistant headteachers, they have been determined and effective in overcoming many difficulties as the school grows in pupil numbers. Staff morale is high and there is a commitment and positivity about the direction the school is taking. The school is now making good progress and is turning a corner. Pupils' achievements and teaching are improving in all key stages, but leaders recognise that there is still more to do to sustain these improvements and raise standards further.
- Working with governors and the trust, leaders restructured the roles and responsibilities of senior and middle leaders to manage different phases of the school. This is working well and has been bolstered by the intelligent recruitment of effective teachers who have been deployed in all phases of the school to share best practice.
- Leaders have organised the curriculum and middle leadership of the school into three phases, 'activate', 'advance' and 'aspire'. These phases are managed well and aim to help pupils transfer from one key stage to the next, from the early years through to key stage 4. The curriculum is well organised, with a clear rationale to accommodate this cross-phase approach, although there is still more to be done to help all pupils achieve as well as they should.
- Having secured more effective leadership in each phase, leaders are now committed to maintaining an inclusive approach to the curriculum subjects offered to pupils in key stages 3 and 4. The school offers pupils a range of options at the end of key stage 3 without excluding anyone from aspiring towards ambitious goals and outcomes. A four-year strategic plan is now in place aiming to match the number of subjects pupils study in key stages 3 and 4 to their needs and abilities. For example, increasingly more pupils are being entered for the subjects that comprise the English Baccalaureate and all pupils have opportunities to study a wider range of subjects at GCSE. In addition, GCSE courses in modern foreign languages, identified as a relative weakness, are being bolstered by offering most Year 10 pupils the opportunity to study French or Spanish. This is an improvement but has yet to show its full impact on raising pupils' achievement in modern foreign languages subjects at key stage 4.
- The school's broader curriculum and enrichment programmes are having a very positive impact on pupils' personal development. This includes a very effective programme of life skills that prepares pupils well for the future. Personal, social and emotional support is of a very high standard and is managed extremely well by the deputy headteacher and the pastoral support team. Disadvantaged pupils, particularly those whose circumstances make them and their families vulnerable, benefit greatly from this pastoral support and welfare.

- The school's improvement and subject action plans identify the right priorities for improvement. Leaders and governors carry out accurate evaluations of pupil outcomes and some key aspects of teaching that need improving most. Self-evaluation such as this is used well to inform the school's improvement priorities and the actions taken to address weaknesses. For example, leaders recognise that subjects such as science in key stages 3 and 4 are not being taught well enough and that pupils' achievements in reading, writing and mathematics in key stages 2 and 3 need improving further. Leaders and governors are addressing these shortcomings by securing more effective appointments to the science department and deploying strong practitioners in key stages 2 and 3 to improve teaching and learning in English and mathematics. In addition, Year 10 pupils attend additional science lessons every two weeks at a local independent school. This is an effective partnership that has resulted in some good examples of pupils benefiting from these additional lessons.
- All pupils are provided with the opportunity to study creative, performing and fine arts, which has a positive impact on their personal, social and emotional development. Pupils choose from one of many arts options in Year 9, including fine art, dance, music, drama and creative media. Pupils told inspectors how these opportunities benefit them greatly by preparing them very well for the future, building their confidence, creativity and adaptability. Leaders plan to introduce a 'public services' option in Year 10, to improve pupils' confidence and skills in preparation for the world of work.
- Robust performance management and effective training and professional development of teachers and support staff are eliminating weak teaching across the school. The trust works closely with the school's improvement adviser from Shropshire local authority to monitor and moderate leaders' evaluations of teaching and learning.
- Newly qualified teachers receive effective support from strong practitioners and this is followed up after completing their first year of teaching. The vast majority of staff, responding to Ofsted's online inspection survey, confirm that they feel well supported, and, rightly, believe that the school is improving.
- Leaders and governors make good use of additional funding and monitor its impact. The primary school physical education sports premium is used well to provide a range of opportunities and resources for pupils to engage in team games, sports and activities that promote healthy and active lifestyles. The provision for pupils with SEND is managed well. Resources and additional funding are well used to deploy teachers and support staff, so they can provide effective intervention programmes that enable pupils with SEND to make good progress.
- Additional funding for pupils eligible for the pupil premium is targeted well at those that need to catch up. As a result, attainment gaps are closing in many year groups between disadvantaged pupils and other pupils. The Year 7 literacy and numeracy catch-up premium is used effectively to boost the progress that pupils make when they start key stage 3.

Governance of the school

- Governors are committed to ensuring that the school continues its current recovery. The local governing body is diligent in exercising its duties to oversee and steer the school's work.

- Governors carry out a range of monitoring activities with leaders at all levels of responsibility, holding them to account for their oversight of phases, subjects and the quality of teaching and learning.
- Governors gather a range of first-hand evidence from direct observations of the school's work with senior leaders. This provides them with a firm basis to evaluate and challenge leaders.
- The school's improvement plans and subject action plans are set out well for governors to gauge the impact of leaders' actions on sustaining improvements to standards and teaching.
- Governors are very committed to the school community and make sure that the needs of the most vulnerable families are being met through regular contact with the school's leadership and pastoral support teams.

Safeguarding

- The arrangements for safeguarding are effective.
- There is a strong and vigilant culture of safeguarding throughout the school to ensure that pupils are safe, protected, healthy and happy in school.
- Many parents commented in their free-text responses and Ofsted's online questionnaire, Parent View, that their children receive the right support and guidance and are confident that the staff care and value their children.
- The staff are well trained to keep children safe and are aware of the school's arrangements for reporting concerns. Staff undertake first-aid training, including paediatric first aid for early years children.
- Leaders, staff and governors are vigilant in protecting children from radicalisation, extremism and child exploitation. Pupils in Year 10 and 11 provided very mature and knowledgeable responses when asked about the risks of radicalisation and how to manage these. 'We are taught to be tolerant and respectful citizens,' they affirmed when asked about how to respond to racist or discriminatory behaviour.
- The school has a very strong pastoral and welfare team, including tutors and mentors who support vulnerable pupils and their families. The deputy headteacher leads this aspect of the school's work and is very successful in gaining the confidence of some hard-to-reach and vulnerable families. Leaders, staff and governors are very committed to the well-being and safety of every pupil as this lies at the heart of the school's work.
- Pupils are taught about online safety and how to manage risks. This is good practice, particularly for older pupils in key stages 3 and 4, as they have increasing knowledge and access to social online media.

Quality of teaching, learning and assessment

Requires improvement

- Teaching is improving in all key stages but has not yet led to good achievement for all pupils. There is a mixed picture to report, which is partly because of a legacy of some weak teaching, with some of the strongest practitioners now having to help pupils make up lost ground.

- The work in pupils' books, assessments of their progress and observations of parts of lessons show that many pupils can achieve more. Pupils are starting to catch up on previous lost ground but there remain inconsistencies across classes and subjects in what is expected of pupils during lessons.
- The work provided for pupils in some lessons does not extend or build on what they have learned before. Pupils go over too much work already learned in some lessons, so there is less opportunity for them to learn in greater depth. The most effective practice includes sharp questioning and opportunities for pupils to answer questions in detail. However, this is not yet common practice, as teachers sometimes ask questions but do not probe or follow these up to help pupils think deeply or extend their learning.
- In key stage 1, workbooks show that pupils are improving their reading and writing skills. However, teachers are not providing enough opportunities for pupils to correct mistakes when writing independently. Some of the work provided for pupils does not match their capabilities. As a result, the most able pupils should be doing better. The quality of phonics teaching in Years 1 and 2 is consistent as standards are improving in reading. However, pupils who struggle with their reading do not apply their phonic knowledge to read unfamiliar words. Pupils who are capable of reaching or exceeding age-related standards in reading are not always reading books that are challenging enough.
- In key stage 2, the quality of teaching varies across all four classes. The strongest practice is helping pupils to catch up on previously lost ground. For example, in Years 5 and 6, the teaching of mathematics is effective, but teachers and support staff are spending time going over basic number skills with some pupils because these were not taught sufficiently well in previous years. Like key stage 1, pupils' writing is improving in both its form and structure, but too many pupils make repeated or unnecessary spelling and punctuation errors.
- The teaching of science in key stages 3 and 4 requires significant improvement. Expectations of what pupils can achieve in science are too low, leaving pupils with work that is often too basic or undemanding. Assessments show some improvements in key stage 4 science outcomes. In addition, assessments also point to improved progress in mathematics compared with previous years because of some strong practice in lessons. Despite this, too few pupils reach age-related standards. Year 7 pupils are now doing better in both English and mathematics because the teaching is much more effective in assessing gaps or misunderstanding in pupils' learning.
- There is some strong practice in key stages 3 and 4, particularly in humanities, the arts and physical education. There have been improvements in the teaching of modern foreign languages but, as in other subjects, inconsistencies that exist across classes mean that pupils are not achieving as well as they should in all lessons and over time.
- Pupils with SEND are well supported both in lessons and when taught in groups for specific intervention programmes with a teacher or teaching assistant.
- Teachers are using assessment information to pinpoint the progress of different groups, including disadvantaged pupils and pupils with SEND. Good-quality support, including strong pastoral support, is provided for disadvantaged pupils, helping many to make good progress so that attainment gaps between them and other pupils in the school are closing. However, there is still scope for teachers and support staff to provide the right level of challenge in lessons for pupils of all abilities.

- The most effective teachers in all key stages adapt their planning to meet the needs of pupils of all abilities. However, this is not evident in some classes and results in pupils making slower progress, especially if they find the work too easy or repetitive.

Personal development, behaviour and welfare

Good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is outstanding.
- Many pupils join the school at different stages of the year and in different key stages of the school. The head of school and her leadership team encourage and embrace a clear commitment to inclusion. For example, pupils who were previously excluded from other schools are admitted with sensitivity and respect. The pastoral team is very effective in helping pupils who have emotional and behavioural difficulties to manage their behaviour.
- The staff are very committed to providing extensive enrichment and extra-curricular activities. Older pupils in key stage 4 told an inspector that they enjoy school because, 'Our teachers are willing to go the extra mile for us.' Another pupil said, 'There is a very strong ethos at this school,' reflecting how well they feel supported and encouraged by what they believe is a very committed staff team.
- Pupils are keen to answer questions or contribute to discussions in lessons and in their tutor groups. During a mathematics lessons in Year 6, for example, pupils offered suggestions and cooperated with other pupils to help them solve a complex number problem. The pupils listened to each other in groups and encouraged the most reluctant pupils to offer ideas. Pupils from Gypsy, Roma and Traveller communities thrive and settle into school very well. Like other pupils they make and keep friendships easily. The care and attention given to all groups and individual pupils, whatever their backgrounds or circumstances are first class.
- The school is successful in tackling any form of discrimination in a cohesive and supportive school community. Pupils' knowledge and understanding of the different cultural, religious and ethnic traditions that exist in the United Kingdom and beyond are encouraged by: the study of special topics; cultural and religious festivals and celebrations; and the wide range of educational visits and visitors that are arranged. These activities make a strong contribution to pupils' moral, social and cultural development.
- Pupils are confident, mature and responsible young people who look out for each other. There are positive and trusting relationships between adults and pupils and among pupils. Many pupils told inspectors that it is easy to make and keep friendships in school. The staff are very committed to ensuring that pupils are valued and treated with dignity and respect. This is also reflected in the wealth of opportunities, special events, visits and programmes the school offers. For example, pupils are encouraged to develop life skills for the future by: taking part in Duke of Edinburgh's Awards; engaging in special creative arts performances; and organising charity events for worthy causes and people in greatest need, such as the recent natural disaster in Nepal.
- There are effective systems used by staff to record concerns about an individual pupil

or group. These are followed up by senior staff and teachers so that any pupil at risk of harm or who may be worried about something has an adult they know they can trust. The staff are vigilant and caring and have been trained to prevent pupils from exposure to racist or extremist views. Pupils are respectful of each other's differences and the school successfully promotes British values of tolerance, democracy and the rule of law. Pupils who are members of the student leadership team or have other responsibilities carry out their roles very well and make a significant contribution to their school and community.

- Most parents who responded to Parent View, as well as those who expressed their views in writing, are very supportive of the school and what leaders and staff provide for their children. This positivity is reflected across the school community; as one parent, reflecting the views of most, commented: 'The school has a friendly, family ethos and a strong community approach.'

Behaviour

- The behaviour of pupils is good.
- In most of the lessons observed, inspectors found pupils to be attentive and well behaved. Pupils are keen to learn and do their best. They cooperate well when working in groups or with a partner. There are some occasions when pupils behave less well because the teaching is not engaging or challenging enough.
- Many pupils join the school at different times and many start with low skills and abilities. Some pupils with SEND transfer from other schools and some pupils transfer who have been excluded from other schools. A scrutiny of case studies and examples of improved or modified behaviour programmes show that leaders and staff manage pupils' conduct and behaviour well. Vulnerable pupils who are at risk of unacceptable behaviour are encouraged to control their emotions and receive very effective support and intervention. Exclusions are very rare and usually temporary, as the head of school and her staff encourage and promote an inclusive approach to managing pupils' behaviour.
- Staff with responsibility for managing pupils' behaviour and pastoral support, as well as class teachers and supervisory staff, keep diligent records and logs of incidents of poor behaviour, racism or bullying. These incidents are rare.
- Pupils have good manners, are polite and usually show respect for others' feelings. They are helpful and courteous to adults and visitors and respectful to pupils with disabilities.
- Leaders and staff keep robust records and monitor patterns of absence well. Staff have worked well with parents to encourage pupils to attend regularly and to come to school on time. As a result, attendance is improving but remains below the national average. The school is also using very effective measures to reduce persistent absence rates and work with vulnerable families and disadvantaged pupils. Special workshops, homework sessions and rewards trips and activities are successful in improving pupils' attendance. Many pupils come to school before the formal school day begins in order to attend special study groups or work in the library. This improves punctuality as more pupils attend school on time.

Outcomes for pupils

Requires improvement

- Senior leaders have correctly identified that there is still work to do to sustain improved achievement in all classes and for all pupils. Pupils are increasingly making better progress than previously. However, last year's national assessments and test results show that pupils' attainment at all key stages was below the national average. Pupils make uneven progress in relation to their starting points, reflecting inconsistencies over time in the quality of teaching.
- Most pupils join the school at different times and in different key stages. Many pupils join with low skills and abilities. The school provides effective support for pupils who struggle with their learning or for pupils with SEND. Pupils joining at different times during the school year settle into school and easily integrate. The improved transitional arrangements in each phase of the school help to prepare pupils for the next key stage and for life beyond key stage 4. There are improvements to pupils' progress and attainment in all key stages, although there is still scope to help pupils achieve better.
- Last year's national assessment results at key stage 4 show that pupils' Progress 8 measure was average and their attainment in English and mathematics was below average compared with other schools nationally and across the local authority. Disadvantaged pupils did slightly better than other pupils in the school. This is also reflected in current assessments across the school. Differences between disadvantaged pupils' attainment and progress are narrowing compared with other pupils nationally who are not disadvantaged. Test results also show that pupils underachieved in all disciplines of science compared with their attainment in other subjects.
- Improvements to teaching in key stages 3 and 4 are starting to have a positive impact. Assessment information shows that pupils are making better progress in English and mathematics now compared with previous years.
- There are signs of improvement in the attainment and progress in reading, writing and mathematics of pupils in key stages 1 and 2. However, pupils in these key stages could still be doing better. National assessment results last year show that pupils did not make enough progress in reading and writing in relation to their low starting points. They did better in mathematics. Currently assessments show improvement but there is still potential for more pupils to reach or exceed age-related standards in reading, writing and mathematics by the end of Years 2 and 6.
- The good start made in the early years is starting to improve pupils' achievement in Year 1. However, like other year groups, the national phonics screening test results last year show that some pupils fell short of the expected standard. Improved teaching in key stage 1 is having a positive impact but there is still more to be done to increase the proportion of pupils reaching and exceeding age-related standards in phonics, reading, writing and mathematics.

Early years provision

Good

- Three- and four-year-old children start school with skills and abilities that are typically below those expected for their age, particularly in their social development, language and communication. Good teaching and support in both the Nursery and Reception

class helps most children reach a good level of development by the time they start Year 1. This lays good foundations for their learning, especially in speaking, listening and communication.

- Good teaching, combined with strong pastoral support for both children and families, in the Nursery and Reception classes are getting the youngest children off to a good start. The staff have a good understanding of this phase of education and have built strong working relationships with children and their families. All staff have a well-developed knowledge of the early years assessment requirements.
- The youngest children in the Nursery settle very well into their class routines. Adults are always vigilant and attentive and provide tasks that are interesting, engaging and varied. Activities in both the Nursery and Reception classes are linked to children's own experiences, such as role-play shopping, cooking or making 'mud juice' after visiting the local woodland area. In both classes, children are encouraged to write and draw, which helps to improve their hand-eye coordination and accuracy when forming shapes and letters. Very calm and effective reading sessions, involving adults sharing books and reading aloud with small groups, are well planned to provide children with good quality stories and interesting books to share and read with their friends.
- There are good systems in place for staff to check on the progress made by children. Assessments are accurate so that teachers and support staff have a clear understanding of the needs of all children and a firm basis for planning children's learning. The children's learning journeys are catalogued electronically and individually for each child. These are accessible to parents and the staff can present these to show how much progress children make in each area of learning across the early years foundation stage curriculum. The children in both classes happily read aloud examples of their previous work or explain what they are making when constructing with toy blocks or sculpting shapes with malleable materials such as dough.
- The teaching is consistent and effective across the Nursery and Reception classes. There are daily opportunities for indoor and outdoor play and experimenting with the effects of different textures and materials, such as sand and water. The children explore the world around them and are energised by the many and varied opportunities they have to investigate the life cycle of plants when visiting the school's woodland area. The children were particularly excited during the inspection because, although it rained on both days, they enjoyed putting on their wellies and raincoats to get, as one child told an inspector, 'all scruffy and muddy'. These tactile experiences help children to adapt to different environments and express themselves, gaining self-confidence and learning about the world around them.
- Children, whatever their starting points or backgrounds, make good progress in early reading and writing. Teachers and support staff are good at linking the teaching of early reading with that of early writing. The staff insist that children form letters correctly when they teach the sounds that letters make. There is a strong emphasis on speaking and listening, which provides strong foundations for the children's development of early language and literacy. However, there are occasions during 'free-choice time' when some Reception children do not build on previous learning because the tasks provided lack structure or clear objectives for the children to achieve. This slows learning and does not extend or build on what the children have recently experienced or learned.

- There are regular opportunities each day for Nursery and Reception children to count objects and identify patterns in shapes and numbers. This provides firm foundations for the children's development of early mathematics.
- Reception children are developing their understanding of letters and sounds (phonics) to break down component sounds in unfamiliar words and this is increasingly being built upon in Year 1. However, there is still potential for more children to have opportunities to reach age-related standards in phonics in Year 1.
- The children in both classes are well behaved and attentive. Children are looked after well and are encouraged to play and work together with other children sensibly. Adults successfully encourage children to cooperate and take turns. Children quickly learn to treat each other with respect and kindness. Their attitudes are good, and they show a growing willingness and enthusiasm to work hard and do their best.
- Early years provision is well managed. The staff are vigilant in ensuring that all welfare and safeguarding requirements are met. Both indoor and outdoor areas are bright, clean and safe. The early years setting is a stimulating and strong feature of the school. This view is endorsed by the many parents who responded to online surveys or spoke with an inspector.

School details

Unique reference number	143142
Local authority	Shropshire
Inspection number	10088459

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	All-through
School category	Academy sponsor-led
Age range of pupils	3 to 16
Gender of pupils	Mixed
Number of pupils on the school roll	575
Appropriate authority	Board of trustees
Chair	Tim Jones
Head of school	Sue Lovecy
Telephone number	01691 776500
Website	http://stmartins3-16.org
Email address	reception@stmartins3-16.org
Date of previous inspection	Not previously inspected

Information about this school

- This school opened as a new academy in September 2016, becoming part of three schools within the Priory School Trust. The trust's scheme of delegation, approved by the Education and Skills Funding Agency, delegates responsibility for the governance of the school to a local governing body. The executive principal of the trust is also a member of the local governing body.
- This is its first inspection as an academy. The predecessor school was maintained by Shropshire local authority and opened in September 2012, having amalgamated St Martins School with a primary school to become an all-through school. The maintained school was inspected in May 2016 and judged to require improvement.
- St Martin's is smaller than most schools with secondary-aged pupils. Most pupils come from White British backgrounds. A small number of pupils come from other minority ethnic backgrounds or mixed heritages, with some from Gypsy, Roma and Traveller communities. The school is growing in numbers and a significant number of pupils join the school at different times of the school year. The early years and primary phases of

the school have one class in each year group. In key stages 3 and 4 the school is growing to four-form entry, with current Year 7 having all four classes.

- Early years provision comprises a Nursery class for three-year-olds who attend part-time or full-time, and one Reception class for four- and five-year-olds, who all attend full-time.
- The percentage of pupils with SEND is above the national average. The percentage of disadvantaged pupils who are eligible for pupil premium funding is above average.
- One of the local authority's school improvement advisers provides support and advice. In addition, the school has a well-established partnership with a local independent school, including representation on the local governing body. There is no alternative provision, on or off the school's site.

Information about this inspection

- Inspectors visited parts of lessons in most classes. Many visits were made jointly with the head of school and an assistant headteacher. Inspectors looked at samples of pupils' work in books, assessment information and records of previous work, including work displayed on walls in classrooms and corridors.
- Inspectors considered a range of documentation, including leaders' evaluations of the school's effectiveness, the school's improvement and action plans, assessment information and tracking data about pupils' achievement, progress and performance and some school documents and data relating to governance, teaching, attendance and safeguarding.
- Inspectors spoke to pupils during lessons. They met with two groups of pupils from key stages 1 and 2 to hear them read, and with two groups from key stages 3 and 4 to discuss their views about the school and their work, behaviour and safety. Inspectors spoke to pupils during break and lunchtimes to ask them for their views about the school. The lead inspector reviewed and analysed the 52 responses from pupils to Ofsted's online pupil questionnaire.
- The lead inspector spoke with some parents to seek their views about the school and analysed the 85 parental responses to Parent View, as well as the 84 free-text comments from parents. Inspectors considered the 47 responses from staff to Ofsted's online staff questionnaire. Inspectors also talked to leaders and staff to gauge their views about the support they receive and their workload.
- Inspectors held discussions with the head of school, deputy headteacher, assistant headteachers and teachers responsible for managing English, mathematics, the early years, and provision for pupils with SEND. The lead inspector held a meeting with seven governors, including the chair and vice-chair of the local governing body. A meeting was also held with the executive principal of the trust and one of Shropshire local authority's school improvement advisers. The lead inspector also spoke with the school's personal assistant to the head of school to check safeguarding and staff vetting records.

Inspection team

Charalambos Loizou, lead inspector	Her Majesty's Inspector
Elizabeth Ellis-Martin	Ofsted Inspector
Antony Edkins	Ofsted Inspector

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