

Inspection of Onny CofE (A) Primary School

Onibury, Craven Arms, Shropshire SY7 9AW

Inspection dates: 10 and 11 January 2023

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|------------------------------|----------------------|
| 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 | Requires improvement |

What is it like to attend this school?

The school is at the heart of a rural village community. Staff know pupils and families well. Leaders have created a caring school, where everyone is welcome. Pupils new to the school are well supported.

Pupils are polite and well mannered. They show the school rules of 'be respectful, be ready and be safe'. They show respect to all people and for those who are different to them. They say that school is like a family. Bullying is rare. Concerns are followed up quickly. Pupils are happy and safe.

Pupils enjoy a range of activities at play time. This includes an outdoor gym and books, and they enjoy watching sheep on the surrounding hills. Some pupils are given specific responsibilities, such as being peer mentors. Mentors support pupils during play times.

Relationships between pupils are friendly and respectful. They are kind to each other. Pupils take turns when playing. They help each other during lessons and around school.

Leaders have high aspirations for pupils. They understand how education improves the life chances of pupils. Leaders focus on building vocabulary, starting with the youngest pupils. Leaders provide opportunities for pupils to experience the wider world. Pupils enjoy the experience of a range of visits and visitors to the school.

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

Leaders have successfully focused on creating a new curriculum. This supports their aspirations for pupils at the school. Leaders have included wider experiences and opportunities pupils will need. For example, visits to urban communities prepare pupils for life beyond their own community. Leaders have set out the key information and vocabulary they expect pupils to learn, including pupils in early years. The curriculum is well sequenced, from the early years to Year 6. However, some subjects are not as well developed as others. Leaders know what they need to do to develop these further.

Teachers have contributed to the design of the curriculum. As a result, most staff know and implement the curriculum well. Some inconsistencies in implementation are being addressed by leaders. Subject leaders' knowledge of their subject is secure. Many are new to leadership. They do not yet have the experience to check the impact of their subject. This is currently being addressed by senior leaders.

Teachers recap on what pupils have already learned. Pupils build on their prior learning and remember more of the curriculum as a result. Generally, teaching resources are well matched to activities. Pupils with special educational needs

and/or disabilities (SEND) learn alongside their peers. However, some pupils with SEND are not consistently given the resources they need. As a result, they are not able to fully access their learning. Systems to identify pupils with SEND are secure. However, leaders do not consistently evaluate how well staff support pupils with SEND.

Reading is a high priority across the school. Phonics is taught from the start in the early years. Staff teach with accuracy, but some staff do not address misconceptions quickly enough. Pupils read a wide range of books and poetry. Books match the phonic ability and fluency of pupils. Leaders track how fluently pupils can read. Pupils who are falling behind read with an adult regularly.

Leaders have successfully focused on positive behaviour strategies. Pupils are eager to learn and approach their lessons with enthusiasm. Training has supported staff to understand pupils' individual needs. Behaviour is dealt with consistently across the school. Pupils are calm and behave well as a result. Where pupils need extra support, this is dealt with quickly. However, leaders do not consistently evaluate behaviour policies for pupils with additional needs.

Pupils experience a range of opportunities. They look forward to residential visits and theatre productions. Through performances by visiting organisations, Christian stories come to life. Pupils know about the Houses of Parliament and who makes laws in Great Britain. Pupils in the early years learn about families and different cultures. They respect people from different religions and ethnic backgrounds.

Leaders and governors promote the school motto, 'Growing to be the best that we can be for God, ourselves and each other'. This applies to the whole school community. Pupils are taught to not give up when they find something hard. Staff are supported through their own professional development. Governors have high aspirations for pupils. They consider the well-being and workload of staff when implementing new policies.

Most, but not all, parents express positive opinions about their child's experiences at school. For example, they value the support pupils are given when they first join the school.

Safeguarding

The arrangements for safeguarding are effective.

Leaders take timely action to follow up any safeguarding concerns raised by pupils and staff. They identify pupils who may need early help accurately. Leaders work closely with other agencies. Appropriate support is put in place quickly. Leaders have a secure understanding of a range of risks, including domestic abuse and county lines. Staff know how to raise concerns about other staff. There are clear recruitment checks in place when new staff join the school.

Pupils know how to keep themselves safe online. They understand the importance of healthy relationships. They can name adults who will help them. Pupils feel safe at school.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Many subject leaders are new to their roles. They have not yet evaluated the impact of their subject across the school. Leaders should ensure that subject leaders are able to develop their roles, including understanding the impact of the curriculum on pupils' learning.
- Some pupils with SEND do not always receive the support they need. As a result, they are not always able to access their learning. Leaders should evaluate how consistently pupils with SEND are supported, to ensure they all realise their potential.

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](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

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|--------------------------------------------|------------------------------------------------------------------------------------------------|
| Unique reference number | 123560 |
| Local authority | Shropshire |
| Inspection number | 10256925 |
| Type of school | Primary |
| School category | Maintained/ Voluntary aided |
| Age range of pupils | 2 to 11 |
| Gender of pupils | Mixed |
| Number of pupils on the school roll | 104 |
| Appropriate authority | The governing body |
| Chair of governing body | Leah Hughes |
| Executive Headteacher | Victoria Reynolds |
| Website | www.stmichaelsfed.shropshire.sch.uk/ |
| Date of previous inspection | 12 and 13 March 2019, under section 5 of the Education Act 2005 |

Information about this school

- Since the last inspection, there has been a new leadership team. The headteacher joined the school in September 2019.
- The school is part of St Michael's Federation, with one other school. The headteacher is the executive headteacher across both schools. The senior leaders and special educational needs coordinator work in both schools.
- Pupils are taught in mixed year group classes.
- A Statutory Inspection of Anglican and Methodist Schools (SIAMS) inspection to evaluate the distinctiveness and effectiveness of the school as a Church of England school took place on 3 December 2019.
- The school has a breakfast club and an after-school club operating on the site. This provision is operated by the school.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with school leaders and have taken this into account in their evaluation of the school.
- The lead inspector met with the headteacher and two assistant headteachers. She met with five members of the governing body, including the chair. The lead inspector also spoke with a representative of the local authority.
- Inspectors held meetings with a range of leaders to discuss safeguarding, early years, provision for pupils with SEND, pupils' behaviour and attendance.
- Inspectors carried out deep dives in early reading, mathematics and science. For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to pupils about their learning, and looked at samples of pupils' work.
- An inspector observed pupils reading to a familiar adult.
- Inspectors spoke to groups of pupils formally and informally about their learning and experiences at school. Two separate groups of pupils accompanied inspectors on learning walks around the school.
- Safeguarding documents were reviewed, including the checks that leaders make on staff suitability to work with children. The inspectors examined how staff implement safeguarding policies and procedures effectively across the school.
- Inspectors considered responses to Ofsted Parent View, Ofsted's online survey, and the free-text responses received during the inspection.
- Inspectors reviewed the responses to Ofsted's staff survey.
- Inspectors looked at a range of documentation provided by the school. This included the school's self-evaluation, school improvement priorities, school policies, curriculum documents, SEND records, behaviour records, attendance records and minutes of meetings held by the governing body.

Inspection team

Anna Vrahimi, lead inspector

His Majesty's Inspector

Justine Lomas

Ofsted Inspector

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