

# Inspection of Longnor CofE Primary School

Frodesley Road, Longnor, Shrewsbury, Shropshire SY5 7PP

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Inspection dates: 21 and 22 November 2023

<b>Overall effectiveness</b>	<b>Outstanding</b>
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 September 2011.

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

Pupils thrive at Longnor CofE Primary School. Every pupil takes an active part in school life, be it through taking part in sports events, running lunchtime clubs or taking on a variety of roles and responsibilities. Pupils' voices are listened to. For example, the eco-committee members changed the reward system and moved to an electronic system instead of raffle tickets, so they could save paper.

The school has very high expectations of what pupils can achieve, including pupils with special educational needs and/or disabilities (SEND). The curriculum is ambitious and, as a result, all pupils develop a depth of knowledge in all subjects.

Pupils' behaviour is excellent. They work hard in lessons and fallings out are extremely rare. Pupils take pride in their learning, and this is reflected in the effort they put into their work. There are strong relationships across the school. Pupils feel safe because they know both their friends and adults will help solve issues should they arise.

Pupils have a wide range of opportunities to develop interests, such as producing podcasts, running clubs and playing in the school band. At this school, no child is excluded and all are encouraged to find their individual gifts and talents.

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

Leaders have crafted an exceptionally well-considered curriculum. They have carefully sequenced the small steps of learning so that they build progressively from early years to Year 6. No aspect of the curriculum has been left to chance. Leaders have ensured that teachers know exactly what pupils should learn and when. The curriculum is structured in a way that builds on pupils' prior learning and revisits the important learning pupils need to remember. An example of this is how pupils are taught about graphs in mathematics, before then applying this knowledge in science.

There is an embedded culture of reading across the school. Every book that adults read with pupils is chosen for a very specific reason. For example, carefully chosen books are used to promote an awareness of diversity and inclusion. Through these, pupils learn about topics such as autism, racism, refugees and different families.

Children learn to read from the moment they start in Reception. Staff are very well trained in the school's phonics approach. Any pupil who needs additional practice receives high-quality support that addresses learning gaps as they arise. For pupils who need more intensive support, interventions are quickly put in place to enable them to catch up.

Children in early years settle quickly into school. Routines are very well established and children show excellent independence and autonomy. For example, they organise the trikes and scooters after playing outside. Staff know the individual

children exceptionally well, which allows them to target questions effectively to support learning. This means that children make strong progress and are very well prepared for Year 1.

The school has highly effective systems to identify the needs of pupils with SEND. Staff are knowledgeable about supporting pupils with a range of needs, and adaptations are put in place to ensure that these pupils learn successfully. In addition to this, staff ensure that all pupils are fully included in the life of the school. For example, pupils with SEND take part in inclusive sports such as boccia and curling.

Pupils' behaviour is exemplary. Older pupils are role models to younger children. They display excellent manners that are echoed by the younger ones. For example, older and younger pupils greet adults with a warm 'Good morning' and hold the door open for others. This positive behaviour allows pupils to learn without disruption.

The school's approach to personal development is exceptional. The school ensures that pupils' experiences are strategically planned and considered. Fundamental British values and diversity are at the heart of the curriculum. For example, pupils learn about how, during Roman times, people of different ethnicities came to Britain. In addition to this, the school challenges stereotypes, for example by inviting both male and female firefighters and Paralympians into school. Leaders ensure that this is not done in a tokenistic way, but through 'planned inclusivity'.

Pupils talk passionately about the different jobs they can take on. Pupils understand that they make a difference in their school. For example, the school council members lead the reverse advent calendar, where they bring things in each day to donate to the local food bank. Pupils know they make a positive contribution to society.

Governors are highly effective. They know their roles and responsibilities well and hold leaders to account effectively, including for the quality of the curriculum. They understand their responsibilities in relation to safeguarding and managing workload and well-being.

## **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>	123482
<b>Local authority</b>	Shropshire
<b>Inspection number</b>	10267951
<b>Type of school</b>	Primary
<b>School category</b>	Voluntary controlled
<b>Age range of pupils</b>	3 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	93
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Thomas Phoenix
<b>Headteacher</b>	Lisa Edgerton
<b>Website</b>	<a href="http://www.longnorschool.org.uk">www.longnorschool.org.uk</a>
<b>Dates of previous inspection</b>	21 and 22 September 2011, under section 5 of the Education Act 2005

## Information about this school

- The headteacher was appointed in September 2021.
- The school does not make use of alternative provision.
- The school runs a breakfast and after-school club.
- The school has a Christian religious character. The school's most recent section 48 inspection took place in November 2016. The school's next section 48 inspection will be within eight school years.

## Information about this inspection

Inspectors 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. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.

- Inspectors met with the headteacher and other leaders. They held discussions with representatives of the local authority and the Diocese of Hereford, and members of the governing body, including the chair of governors.
- Inspectors carried out deep dives in these subjects: reading, mathematics and music. For each deep dive, inspectors held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- Inspectors also considered the curriculum in other subjects.
- 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.
- Inspectors spoke to pupils during lesson visits. They observed pupils' behaviour in lessons and at breaktimes and lunchtimes. The inspectors spoke to staff about behaviour and about their workload in the school.
- The inspectors considered responses to Ofsted's online survey for parents, Ofsted Parent View, and the responses to the pupil and staff surveys.

### **Inspection team**

Eve Morris, lead inspector

His Majesty's Inspector

Paul Whitcombe

Ofsted Inspector

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