

# Inspection of Adderley C of E Primary School

Adderley, Market Drayton, Shropshire TF9 3TF

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Inspection dates: 11 and 12 June 2024

## **Overall effectiveness**

**Outstanding**

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The quality of education

**Outstanding**

Behaviour and attitudes

**Outstanding**

Personal development

**Outstanding**

Leadership and management

**Outstanding**

Early years provision

**Outstanding**

Previous inspection grade

Good

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

Pupils flourish at this inclusive and nurturing school. Staff have created a caring and supportive environment where everyone is respected. Relationships between staff and pupils are highly positive.

Staff are united in their ambition for every pupil to achieve their full potential. Pupils make strong progress as a result of the well-planned curriculum and high-quality, personalised teaching. Pupils remember what they have been taught in past years and talk about current learning with enthusiasm and interest.

Pupils' behaviour and attitudes are excellent. They are respectful, well mannered and polite. Pupils enjoy their learning and are proud of their school. They know that adults listen to their concerns and help them. There is a strong sense of belonging and togetherness. This is demonstrated in the genuine care pupils show towards each other.

Pupils take part in a range of inclusive extra-curricular activities, including fencing, archery and ultimate frisbee. They are enthusiastic to take on jobs that require them to help others, such as play leaders. Parents are very positive about the school and value the school's proactive approach in supporting every pupil to be the best that they can be.

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

The school is highly aspirational for all pupils. Over the past few years, the school has developed a broad, balanced and ambitious curriculum. This has been carefully constructed so that all staff understand how learning builds from the early years to Year 6 across the mixed-age classes. Teachers then skilfully use this curriculum to create interesting and exciting lessons.

Teaching helps pupils to learn and remember the curriculum well. Teachers frequently check pupils' understanding and quickly help those who are stuck or need extra help. As a result, pupils enthusiastically remember what they have learned. For example, they confidently discuss learning about the Earth and other planets in the solar system in science and coding games in computing. In history, pupils discuss their understanding of using different sources, such as the census, to explore the impact of the Industrial Revolution. Pupils make connections across the subjects they study and use subject-specific language accurately.

Children in the early years get off to a strong start. They settle quickly as a result of familiar and consistent routines. Relationships between staff and children are warm and caring. Staff plan activities to develop children's knowledge and skills in early reading and mathematics. They use every opportunity to move children on in their learning.

No time is lost in starting to learn to read. The school ensures that staff teach early reading consistently and frequently. Staff immerse children in stories and rhymes as soon as they start in the nursery. Pupils quickly learn their sounds in Reception through daily phonics sessions. Staff are quick to spot any pupils who need extra help to keep up. Pupils love to read regularly at school and at home. Books are everywhere in this school and pupils read or share them widely and often. As a result, pupils develop a real enthusiasm for reading.

This school is highly inclusive. Pupils with special educational needs and/or disabilities (SEND) are welcomed into the school, and they receive excellent support. Every pupil who starts at the school benefits from the 'Warm Welcome' induction package. Pupils with SEND achieve very well in all key stages because teaching staff make skilful adaptations to ensure that these pupils access and learn the same curriculum as their peers.

There is an impressive personal development programme. Pupils have a strong understanding of diversity, equality and human rights. This is preparing them well for future life. Pupils enjoy a wide range of extra-curricular activities, which help them cultivate new interests and develop their talents. Their participation rates in these activities are high. Pupils are encouraged to have high aspirations for their future and were introduced to a range of job options during the recent careers week. Pupils know that they are listened to by adults. They have a voice and contribute to the school vision.

There is a strong culture of mutual support and teamwork among the staff. They are positive about the support they receive from school leaders. All staff are passionate about ensuring that every child has the best possible chances to enjoy school and achieve well. Governors have a strong understanding of the school. They share leaders' strong ambition and are not complacent. Governors are highly effective at holding leaders to account.

## **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>	123457
<b>Local authority</b>	Shropshire
<b>Inspection number</b>	10294536
<b>Type of school</b>	Primary
<b>School category</b>	Voluntary controlled
<b>Age range of pupils</b>	2 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	30
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Helen Dutton
<b>Headteacher</b>	Stephanie Henney
<b>Website</b>	<a href="http://www.adderley.shropshire.sch.uk">www.adderley.shropshire.sch.uk</a>
<b>Date of previous inspection</b>	12 September 2018, under section 8 of the Education Act 2005

## Information about this school

- There is provision on site for two-year-olds.
- The school does not use any alternative providers.
- This is a much smaller than average primary school.
- As the school is designated as having a religious character, this is inspected under section 48 of the Education Act 2005. The last section 48 inspection of the school took place in January 2024.

## Information about this inspection

The 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.
- The inspectors held meetings with the executive headteacher and other leaders.

- The inspectors met with representatives of the governing body, including the chair and representatives from the local authority and diocese.
- The inspectors carried out deep dives in reading, mathematics and physical education. For each deep dive, the 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. Additionally, an inspector also looked at samples of work and spoke to pupils about art and design, science, history, geography and computing.
- An inspector observed pupils reading to a familiar adult.
- The inspectors scrutinised a wide range of documents, including those related to behaviour and attendance. The inspectors also reviewed the school's evaluation of its own performance and the school's development plans.
- To evaluate the effectiveness of safeguarding, the 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 held informal and formal discussions with pupils and observed lunchtime.
- The inspectors reviewed responses to Ofsted's online survey, Ofsted Parent View, including additional free-text comments. They also took account of responses to Ofsted's online staff questionnaire.

### **Inspection team**

Emma Gater, lead inspector

His Majesty's Inspector

Sarah Dukes

Ofsted Inspector

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