

Inspection of a school judged good for overall effectiveness before September 2024: Shrewton CofE Primary School

Tanners Lane, Shrewton, Salisbury, Wiltshire SP3 4JT

Inspection date:

20 May 2025

Outcome

Shrewton CofE Primary School has taken effective action to maintain the standards identified at the previous inspection.

The executive headteacher, Emily Mullord, is responsible for this school and one other. The head of school is Anna Howell. This school is part of the Diocese of Salisbury Academy Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer (CEO), Mark Lacey, and overseen by a board of trustees, chaired by Sian Thornton.

What is it like to attend this school?

Shrewton CofE Primary School is anchored at the heart of the community. Respect and kindness underpin the relationships between pupils and staff. Pupils understand that their actions and words can help to power the school and each other with love. Pupils enjoy coming to a school where they feel safe and valued. One parent's view that their child looks forward to attending each day is shared by many.

The school wants its pupils to 'Achieve, Believe and Grow'. They ensure pupils learn the same broad, ambitious curriculum. Staff have high expectations for pupils to achieve their best. Pupils are motivated and engaged learners. They eagerly act on advice from teachers about how to improve their work. Published outcomes are in line with national averages, and pupils are well prepared for the next stage in their education.

Pupils are proud of their school. They are keen to take on extra responsibilities. These include healthy food ambassadors and being members of the 'clean team'. Through these roles, pupils contribute to supporting others in a meaningful way. Children from military families value the 'Red, White and Blue club'. It builds their sense of belonging and provides time for them to play and talk together.

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

The curriculum is carefully designed. It sets out the essential knowledge pupils need and the order in which they should learn it. From the early years onwards, learning is broken down into clear, manageable steps. Pupils revisit important concepts and build on them over time. For example, in art and design, children in the early years learn basic printing techniques. This supports them for more advanced work in key stage 2, such as relief printing, where they carve a design and print the raised parts onto paper.

Children in the early years make a strong start. They settle quickly, follow routines and engage well in activities. Regular phonics and number practice prepares them well for Year 1.

Staff are well trained in the delivery of the phonics scheme. This helps pupils to learn their sounds. Pupils take great delight in reading books matched to the sounds they know. This helps them to become confident, fluent readers. In early years and key stage 1, pupils use their phonics knowledge to develop their writing skills. Those pupils who have fallen behind receive targeted support, which helps them to catch up. Pupils take pleasure in reading books from a wide range of authors. They strive for their class to win the 'reading owl' through regular home reading.

Teachers provide many opportunities for pupils to practise key knowledge. For example, pupils apply new grammar and spelling knowledge in their 'two-minute writes'. Teachers check how well pupils are learning and accessing the curriculum. For instance, pupils in year 5, including those with special educational needs and/or disabilities (SEND), can identify angles in a range of shapes. They use this knowledge to calculate missing angles in shapes.

Staff design lessons with the needs of pupils with SEND in mind. Adaptations such as extra adult support and resources help pupils access their learning. However, in some cases, support does not match pupils' needs closely enough. When the school does not provide accurate information about these needs, some pupils with SEND do not receive the precise help they require. This can slow their progress and make it harder for them to build securely on what they have learned.

Expectations for pupils' behaviour are high. Through 'The Shrewton Way', pupils learn to 'own their actions'. This encourages them to take responsibility for themselves and repair any friendship issues. Staff skilfully help pupils to recognise their emotions and feelings. They support pupils to develop the tools to respond appropriately in a range of situations.

The school offers a comprehensive programme for pupils' wider development. Outdoor learning helps pupils connect with nature. They understand how this supports good mental health. Whole-school projects help pupils think about healthy food choices to fuel their bodies. Pupils build resilience and teamwork through practical activities such as using tools or tending the fire in the outdoor wooded area. Pupils know that people may lead lives different to their own. They learn about protected characteristics and the importance of treating everyone fairly and with respect.

Staff well-being is a priority. Leaders have introduced trust-wide systems to reduce workload, such as collaborative working. Staff appreciate this support. Governance is effective. Trustees and local governors fulfil their roles and responsibilities well. They have an accurate understanding of where to focus future development priorities.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- For some pupils with SEND, the school's guidance is not precise enough to enable staff to fully understand these pupils' needs and how best to support them. This means that, on occasion, pupils' needs are not well met. The trust needs to ensure that information about pupils with SEND is clear and specific, so they are supported to learn successfully at every opportunity.

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 school to be good for overall effectiveness in February 2020.

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

Unique reference number	144277
Local authority	Wiltshire
Inspection number	10374122
Type of school	Primary
School category	Academy sponsor-led
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	131
Appropriate authority	Board of trustees
Chair of trust	Sian Thornton
CEO of the trust	Mark Lacey
Executive headteacher	Emily Mullord
Head of school	Anna Howell
Website	www.shrewton.dsat.org.uk
Dates of previous inspection	12 and 13 February 2020, under section 5 of the Education Act 2005

Information about this school

- Shrewton CofE Primary School is part of the Diocese of Salisbury Academy Trust.
- This is a Church of England school in the Diocese of Salisbury. It was previously inspected under section 48 of the Education Act for schools of a religious character in July 2019. The next section 48 inspection is due within eight years.
- There is a breakfast and after-school club run by the school.
- The school currently uses one unregistered alternative provider.

Information about this inspection

- Inspections are a point-in-time evaluation about the quality of a school's education provision.

- Inspectors discussed any continued impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors held discussions with the executive headteacher, head of school and other school staff. The lead inspector met with representatives from the trust board, the CEO and the deputy CEO, and members of the local academy standards and ethos committee.
- Inspectors visited a sample of lessons, spoke to some pupils about their learning and looked at samples of pupils' work.
- The lead inspector listened to some pupils in Years 1, 2 and 3 reading to a familiar adult.
- 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 observed pupils' behaviour in lessons and during social times.
- Inspectors spoke with a range of staff to discuss how the school supports their workload and well-being.
- An inspector spoke with some parents at the beginning of the school day. Inspectors considered responses to Ofsted Parent View, including the free-text comments, as well as responses to Ofsted's staff and pupil surveys.

Inspection team

Faye Heming, lead inspector

Ofsted Inspector

Marie Thomas

His Majesty's Inspector

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