

# Inspection of a good school: Bryn Offa CofE Primary School

Rockwell Lane, Pant, Oswestry, Shropshire SY10 9QR

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Inspection dates:

2 February 2023

## **Outcome**

Bryn Offa CofE Primary School continues to be a good school.

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

Bryn Offa is a happy, welcoming school at the heart of the community. Everyone looks out for each other and there is a strong ethos of teamwork. Pupils love coming to school and feel safe. As one parent said, 'They always come home with a smile on their faces.' Pupils say they can talk to staff about their worries, and staff will always listen and sort things out.

Pupils are polite and kind. They learn about important values of fairness, forgiveness and respect. Bullying is rare and, if there are any problems, staff sort things out quickly. In lessons, pupils behave well, work hard and enjoy talking about their learning. Leaders have high expectations of what pupils can learn, especially in mathematics and reading, and pupils enjoy this challenge.

There are a wide range of opportunities to develop pupils' talents and interests. These include many sporting clubs and competitions, trips and residentials, as well as working to gain an environmental award. Pupils enjoy helping in the community, whether it is singing at the Memorial Hall or raising funds for charity.

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

Leaders have designed a curriculum that is broad and ambitious. They have high expectations of what pupils can achieve and make sure that the work given to pupils builds on what they already know. Leaders have identified the key knowledge and skills that pupils need to learn in most subjects. For example, in mathematics, science and design and technology, the curriculum is well planned and sequenced. Teachers use assessment well to identify and address any gaps in pupils' understanding.

In a few subjects, including history and geography, the curriculum is not sequenced as clearly. Leaders have not identified the precise knowledge that they want pupils to learn. Teachers do not always check what pupils already know. This means that lessons can be

disjointed and based on activities that do not help pupils to know and remember more over time.

Pupils learn to read as soon as they join the school. They quickly gain the knowledge and skills they need to read with confidence and enjoyment. Books match the sounds pupils are learning in class. Teachers make sure that any pupils who are falling behind are identified and get the help they need so that they can catch up quickly. Leaders have invested in new resources and attractive reading corners where pupils enjoy recommending new authors to each other. In this way, a love of reading is promoted.

The early years is well organised. Staff work closely together to make sure the curriculum is carefully planned according to the needs of the children. This means that children learn quickly to be independent, to tackle new activities and to be confident. For example, they love to explore the forest school in the grounds.

Pupils with special educational needs and/or disabilities are very well supported. They experience the same broad curriculum as their peers. Leaders are rigorous in making sure that all teachers know exactly what they need to do to ensure pupils succeed. They check learning targets regularly. Leaders work well with external services to make sure pupils with social and emotional needs get the help they need quickly.

Pupils behave well because the Bryn Offa values are at the heart of this school. They are proud to represent the school in the local community. Even the very youngest pupils welcome visitors and have impeccable manners. They are thoughtful in reflecting on their own faith and that of others. Pupils visit places of worship and talk about the importance of pilgrimage and prayer in different faiths. The school's offer is rooted within the local landscape and caring for the environment. Pupils learn orienteering, bushcraft, forest management and canoeing. A wide range of clubs, including chess, dance, gardening club and football, are well attended.

Leaders, including governors, listen to staff and pay attention to their well-being. They work as a team to support each other with workload. Governors have changed the way that they work and now offer more challenge when needed.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders know the context of the school well and keep a close eye on any changes in pupils' behaviour. There are clear systems in place to identify pupils who are at risk. Staff are well trained and know what to do if they have a concern. They get weekly updates, and safeguarding is on the agenda of every meeting. The headteacher works closely with external services to ensure pupils and their families get the help they need.

Pupils feel safe in school and know what to do if they are worried. They learn about looking after themselves both physically and mentally. Pupils know how to keep themselves safe, whether out in the local area or online.

## What does the school need to do to improve?

### (Information for the school and appropriate authority)

- Leaders have not identified the subject-specific knowledge and vocabulary that pupils need to learn in a few subjects. Where this is the case, lessons do not enable pupils to know and remember more over time. This means that pupils have gaps in their knowledge and understanding in these subjects. Leaders should work with teachers to make sure that the important knowledge and skills in these subjects are identified, so pupils build on what they already know.
- Teachers do not check closely enough what pupils have remembered from their previous learning in some subjects. This means that teachers do not always identify where pupils have gaps in their understanding, so do not build on what they already know. Leaders should make sure that checks on pupils' learning are used consistently well, so that pupils achieve as well as they can.

## Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. 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 would now receive a higher or lower grade, then the next inspection will be a graded inspection, which 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 second ungraded inspection since we judged the school to be good in April 2013.

## 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

<b>Unique reference number</b>	123528
<b>Local authority</b>	Shropshire
<b>Inspection number</b>	10240257
<b>Type of school</b>	Primary
<b>School category</b>	Voluntary controlled
<b>Age range of pupils</b>	5 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	139
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Rev. Kathy Trimby
<b>Headteacher</b>	Paul Thompson
<b>Website</b>	<a href="http://www.brynoffa.shropshire.sch.uk">www.brynoffa.shropshire.sch.uk</a>
<b>Date of previous inspection</b>	16 May 2017, under section 8 of the Education Act 2005

## Information about this school

- The school does not use any alternative provision.
- The school is a voluntary controlled Church of England school within the Diocese of Lichfield. The last section 48 inspection was in October 2019. The next section 48 inspection is due in 2024.

## Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors met with the headteacher, the deputy headteacher and the acting special educational needs coordinator (SENCo).
- The inspection team carried out deep dives into these subjects: 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 listened to pupils read with a familiar adult.

- Inspectors also looked at a range of curriculum documents, pupils' books and displays about other subjects.
- Inspectors met members of the governing body and the school improvement adviser from the local authority.
- Inspectors considered the responses to Ofsted Parent View and the views of staff and pupils in Ofsted's online surveys.
- Inspectors reviewed a wide range of safeguarding documentation, including the school's single central record. Inspectors met with the designated safeguarding leader and the acting SENCo.

### **Inspection team**

Johanne Clifton, lead inspector

Ofsted Inspector

Mike Cladingbowl

Ofsted Inspector

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