

Inspection of Salford Priors CofE Academy

School Road, Salford Priors, Evesham WR11 8XD

Inspection dates:	1 and 2 October 2024
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

The headteacher of this school is Mrs Helen Bowen. This school is part of The Diocese of Coventry Multi 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), Michael Cowland, and overseen by a board of trustees, chaired by Barry Cockcroft.

What is it like to attend this school?

This is a small school which sits at the heart of this rural community. Pupils are proud of their school and would highly recommend it. Relationships between pupils and staff are warm and positive. Pupils know who to talk to if they are worried. As a result, pupils feel safe in the school's nurturing environment.

The school has high expectations of what pupils can achieve. The curriculum is ambitious for all, including pupils with special educational needs and/or disabilities (SEND). Carefully tailored support and a well-delivered curriculum ensure that most pupils are achieving well. As a result, outcomes are improving.

Pupils typically behave well in lessons and around the school. Older pupils act as excellent role models for younger pupils around school. A rich range of wider opportunities enhance and further the curriculum. Pupils benefit from the different extra-curricular clubs and trips. These are thoughtfully planned alongside the curriculum and mean that pupils broaden their horizons. The sporting offer for all pupils is a particular strength. Pupils eagerly take on leadership roles to ensure they play an active part in the life of the school. Pupils develop their confidence and leadership skills in these valued roles.

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

The school's curriculum, underpinned by the school's vision of 'rooted, growing, thriving,' carefully orders the important knowledge to be taught in each subject. The curriculum builds pupils' learning progressively from the start of the early years to the end of Year 6.

In lessons, staff explain key information clearly and revisit prior learning with pupils. There is a focus on the key vocabulary pupils need to know. Staff check pupils' understanding carefully and address any misconceptions. This helps pupils to retain important knowledge and make the progress they should. In subjects such as mathematics and English, pupils remember essential information well. However, in some subjects, the curriculum is relatively new and pupils have gaps in their knowledge.

Pupils begin learning to read as soon as they start at school. Trained staff deliver the phonics programme well. Pupils read books matched to their stage in learning. This helps to build their confidence and develop their reading fluency. The school regularly checks how well pupils are progressing with their reading. Any pupil at risk of falling behind is supported to keep up with their peers. Older pupils are passionate about reading. They talk confidently about their reading choices.

Children in the early years make a strong start. Routines and behaviours are established quickly. Children benefit from planned adult activities and child-led opportunities to further their learning. A well-resourced environment provides lots of chances for independent learning. Adults check children's progress regularly to ensure children achieve well.

Staff have invested time to understand the strengths and specific needs of pupils in the school. Advice from professionals is used to support pupils with SEND well. Adaptations to

tasks and additional resources help pupils complete the work set. Pupils with complex needs receive bespoke support. Staff care about pupils and help them to succeed. As a result, most pupils with SEND achieve well.

The school has high expectations of pupils' behaviour. Classrooms are typically calm and productive places. Pupils' attitudes to their learning are positive. They are attentive and eager to share their thoughts about their learning. Most pupils move calmly around the school. While most pupils behave well, some pupils find it hard to meet the school's expectations of behaviour. This has a negative impact on their learning.

The school monitors pupils' attendance carefully. It works closely with individual families to identify reasons for the low attendance rates of some pupils. It takes swift and effective action to provide support for these pupils and their families. As a result, pupils' rates of attendance are improving.

A range of opportunities is offered to pupils to support their personal development, for example after-school clubs such as choir, recorders and multi-sports. Pupils are taught how to live healthy lifestyles and how to stay safe. They are taught about faiths and beliefs that are different to their own. This helps them to develop their respect for and mutual understanding of others.

There is a strong sense of teamwork at the school. Staff are proud to work here. They appreciate leaders' consideration of their well-being and workload when new initiatives are introduced, as well as the commitment to their ongoing professional learning.

Governors and trust members are regular visitors to school and have a firm understanding of its effectiveness. The recent appointment of the new headteacher and support from trust members have helped the school to make rapid progress. This is appreciated by both staff and parents and carers.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some subjects, changes in curriculum content are relatively recent. Staff are still addressing gaps in pupils' knowledge and coverage from the previous curriculum. The school should ensure that the new curriculum is embedded so that pupils learn the intended knowledge in each subject consistently well.
- A small number of pupils find it hard to meet the school's expectations around behaviour. This results in them missing key learning. The school should continue to work with all pupils to help them meet the expectations of the behaviour policy, amending their strategies as needed if they are not proving to be 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

Unique reference number	145415
Local authority	Warwickshire
Inspection number	10344143
Type of school	Primary
School category	Academy sponsor-led
Age range of pupils	5 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	66
Appropriate authority	Board of trustees
Chair of trust	Barry Cockcroft
CEO of the trust	Michael Cowland
Headteacher	Helen Bowen
Website	www.salfordpriors.covmat.org
Date of previous inspection	10 and 11 May 2022, under section 5 of the Education Act 2005

Information about this school

- The school is part of The Diocese of Coventry Multi Academy Trust.
- The headteacher took up her role in April 2024.
- The school uses one registered alternative provider.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005. During a graded inspection, we grade the school for each of our key judgements (quality of education; behaviour and attitudes; personal development; and leadership and management) and for any relevant provision judgement (early years and/or sixth form provision). Schools receiving a graded inspection from September 2024 will not be given an overall effectiveness grade.

- 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.
- During the inspection, inspectors met with the headteacher, other leaders, the special educational needs coordinator, representatives of the trust, including the CEO, and pupils.
- Inspectors carried out deep dives in early reading, mathematics and geography. They met with subject leaders to discuss 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 discussed the curriculum in other subjects.
- Inspectors met with members of the academy governance committee.
- Inspectors scrutinised a range of documentation provided by the school. This included improvement plans, leaders’ self-evaluation, minutes of the academy governance committee and documents relating to behaviour and attendance.
- Inspectors examined safeguarding records, checked staff’s safeguarding knowledge and spoke with pupils. An inspector met with the designated safeguarding lead.
- Inspectors considered responses to the online survey, Ofsted Parent View, and free-text comments. They took into consideration responses to the staff survey and responses to the pupil survey. They also spoke to parents and carers at the school gate.

Inspection team

Karen O’Keefe, lead inspector

Ofsted Inspector

Khalid Din

Ofsted Inspector

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