Inspection of Sheriffhales Primary School and Preschool

Sheriffhales, Shifnal, Shropshire TF11 8RA

Inspection dates:	17 and 18 June 2025
The quality of education	**Good**
Behaviour and attitudes	**Outstanding**
Personal development	**Outstanding**
Leadership and management	**Outstanding**
Early years provision	**Outstanding**
Previous inspection grade	Not previously inspected under section 5 of the Education Act 2005

What is it like to attend this school?

Pupils thrive and flourish at this nurturing school. The school is highly ambitious and wants the best for pupils. Pupils from the early years through to Year 6 progress well through the curriculum. They gain a love of learning and develop the range of knowledge and skills they need to prepare them exceptionally well for their next steps.

Pupils benefit from studying a broad and exciting curriculum that helps them to develop extremely well. They are proud of their achievements. Pupils love coming to school and say it is a place where all are included. Parents value the work of the school.

Pupils have extremely positive attitudes to school and are keen to learn. They have huge respect for each other, seeing everyone as equal. Pupils feel safe in school and learn how to understand their feelings and behaviour. They show kindness and consideration to others. Pupils feel valued and supported by staff, who deal swiftly with any concerns they may have.

Pupils benefit from responsibilities they take on. They carry out these roles with maturity and pride. These include being school councillors, house captains and ambassadors. Those who are elected to these roles are advocates for those who need their support.

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

The school is exceptionally well led and managed. Leaders have identified the correct priorities for school improvement. Highly trained staff deliver the curriculum effectively.

The school prioritises reading from the start. The teaching of phonics is delivered by highly skilled staff. Pupils at the early stages of reading receive timely and effective support, ensuring they are helped to catch up. Pupils develop into strong and confident readers and have a love of books. They know why reading is important.

Teachers demonstrate strong subject knowledge and introduce new learning well in lessons. Pupils benefit from working together and sharing ideas. They talk confidently about what they know and receive feedback on their work. Pupils are extremely proud to share their work. The school has developed its approach to teaching writing. However, some pupils do not form or position letters correctly when writing, and opportunities are missed to correct these. Furthermore, the more confident writers are not given time to correct their spellings and improve their presentation.

Staff identify and support pupils with special educational needs and/or disabilities (SEND) very effectively. They carefully adapt the curriculum to meet the individual needs of these pupils. Consequently, pupils with SEND work alongside their peers and achieve well.

Children prosper in the early years. They make an exceptionally strong start in pre-school and continue to progress well in Reception. They are extremely well prepared for Year 1. The curriculum and environment in the early years are vibrant and exciting. Children show exceptionally high levels of interest, curiosity and independence and remain focused for

sustained periods. The extremely high expectations for behaviour and attitudes begin as soon as they start school. This helps children to be confident and well-rounded learners.

Pupils behave exceptionally well in school. Their maturity helps them to discuss sensitive issues with kindness and empathy. Pupils appreciate the support they receive to do their best. They understand why being away from school affects their education and friendships. The school works in partnership with parents to encourage regular attendance.

The school's provision for pupils' personal development is impressive. Pupils gain from a range of wider curriculum opportunities that enhance their learning. These include clubs, trips and visitors to school. Pupils show excitement about the school garden and how this helps them to learn. They have residential experiences that develop their teamwork and resilience. They support the local community through a range of activities. Pupils understand fundamental British values and have a deep understanding of the world and their role as citizens, confidently talking about world events such as wars, politics and disasters. Pupils learn how to stay healthy, safe and to show respect for each other. This helps to prepare pupils for life beyond school.

Governors know the school well and are committed to their roles. They are fully aware of what the school does well and what it needs to do to improve. They have extremely high ambitions for all pupils and check the impact of their actions to develop the school. Staff work together for the greater good of pupils. Staff feel well supported by leaders. Leaders are mindful of the workload and well-being of staff.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Some pupils do not form or position letters correctly when writing. Opportunities are missed to correct these, meaning that misconceptions become embedded. Furthermore, more-confident writers are not given time to correct their spellings and improve their presentation. The school should support pupils to write to the best of their abilities.

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	123396
Local authority	Shropshire
Inspection number	10378229
Type of school	Primary
School category	Community
Age range of pupils	5 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	97
Appropriate authority	The governing body
Chair of governing body	Sara Cannon
Headteacher	Justine Keeling-Paglia
Website	www.sheriffhalesschool.org
Dates of previous inspection	3 and 6 March 2023, under section 8 of the Education Act 2005

Information about this school

- The school does not use any alternative provision.

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 the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- The inspectors held meetings with the headteacher and other leaders.

- The lead inspector spoke to representatives from the governing body and the local authority.
- Inspectors carried out deep dives in these subjects: early reading, mathematics and geography. 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.
- The lead inspector listened to pupils reading to a familiar adult.
- The inspectors scrutinised a wide range of documents, including those related to safeguarding arrangements, behaviour and attendance.
- The inspectors held informal and formal discussions with pupils.
- 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 survey.
- 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.

Inspection team

Rob Johnstone, lead inspector	Ofsted Inspector
Justine Lomas	Ofsted Inspector

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at http://reports.ofsted.gov.uk/.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: http://eepurl.com/iTrDn.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2025