

St Edward's CofE Primary School

Address: Church Road, Dorrington, Shrewsbury, Shropshire, SY5 7JL

Unique reference number (URN): 145300

Inspection report: 9 June 2026

Exceptional	
Strong standard	
Expected standard	
Needs attention	
Urgent improvement	

Safeguarding standards met

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, pupils are made safer and feel safe.

How we evaluate safeguarding

When we inspect schools for safeguarding, they can have the following outcomes:

- **Met:** The school has an open and positive culture of safeguarding. All legal requirements are met.
- **Not met:** The school has not created an open and positive culture of safeguarding. Not all legal requirements are met.

Expected standard

Attendance and behaviour

Expected standard 

Leaders have a clear understanding of, and a strategic approach to, supporting regular attendance. Staff work closely with pupils and their families to make attendance expectations clear. Pastoral approaches to supporting regular attendance work successfully. Many pupils attend school regularly, and persistent absence has decreased over time.

Since recently joining the school, leaders have established high expectations for how pupils should behave. Staff maintain these high expectations. Rules and routines are now well established. Relationships between staff and pupils are positive. Staff act as positive role models. Pupils know, understand and follow the school rules and routines. They behave well, and the school's environment is calm and safe, both inside and outside the classroom. In lessons, pupils listen carefully and follow instructions. During lunchtimes and playtimes, pupils participate in purposeful play and cooperate well with one another. Older pupils provide positive role models for the youngest children, often supporting them with games and activities.

Pupils know that staff will deal with any problems that arise, such as unkind behaviour or bullying, although this is uncommon. Suspensions are used appropriately.

Early years

Expected standard 

Leaders have placed an emphasis on early years provision that is regularly reviewed and improved. Leaders possess a clear vision for what needs to improve further and are taking timely and appropriate action to address these areas. This clear vision for the early years is understood and implemented by staff.

The curriculum is well planned and appropriately sequenced with a clear focus on what children need to learn and when. Staff have the right subject knowledge required to teach the curriculum effectively.

Professional learning supports staff effectively in developing children's vocabulary through high quality interactions. Children's starting points are considered carefully, and most gaps in learning are quickly identified and addressed.

Work to ensure that the early years curriculum prepares pupils well for their next stage is having a positive impact. For example, children develop their fine motor skills through manipulating large and small objects and through, for example, playing in the outdoor area mud kitchen, turning on outdoor taps and mixing mud in bowls.

Phonics is prioritised and taught well, enabling children to develop early reading and communication skills. Overall, children make appropriate progress from their individual starting points.

Inclusion

Expected standard 

Leaders ensure that pupils' needs are identified quickly and accurately, including disadvantaged pupils, those with special educational needs and/or disabilities and pupils known (or previously known) to social care. They maintain high expectations for all vulnerable learners. Leaders ensure that support is targeted and effective in reducing barriers to learning. Where necessary, leaders actively seek and apply external specialist advice.

A well-embedded graduated approach underpins the school's inclusive practice. Pupils' needs are met through a combination of carefully planned support and ongoing assessments to check that learning is secured. Staff receive relevant training to enable them to adapt teaching, use resources effectively and implement strategies that meet a wide range of needs. Leaders demonstrate a secure and informed understanding of individual pupils, allowing them to respond proactively and adjust provision where required.

The pupil premium strategy identifies key barriers faced by disadvantaged pupils. The actions taken are closely matched to these challenges. Staff are aware of the strategy and play an active role in implementing it, ensuring that support is typically aligned with the school's inclusive vision.

Leadership and governance

Expected standard 

Leaders have quickly got to know the school well since recently joining the school. They understand the school's context and have a clear vision and high expectations for how well pupils should achieve. Leaders know what is working well and what needs to be improved on. Actions taken are strategic, well planned and targeted to improve the work of the school. Leaders have already identified aspects of the curriculum, teaching and achievement that require further improvement. Actions taken are appropriate, and some positive impact is evident.

Trustees and members of the local governing board (LGB) know their roles and uphold their statutory responsibilities. They are knowledgeable about the work of the school. They know what is working well and what aspects need further improvement. Trustees and members of the LGB fully support and challenge the work of the school. They make appropriate checks on how leaders manage staff workload and support their wellbeing. Staff feel valued and supported by leaders. The school maintains positive relationships with the community.

The professional learning of staff is linked to the school's improvement priorities. Staff work closely with a nearby school, sharing good practice. This helps to support the development of staff.

Personal development and wellbeing

Expected standard 

The personal development programme is appropriate and factors in the school's context. Leaders have built a school community that develops a real sense of belonging. Pupils are taught about diversity, equalities and inclusion. Pupils visit different places of worship and learn about life in modern Britain. They respect the beliefs and opinions of others.

Leaders adapt the curriculum to reflect the school's mixed-age classes, while making sure that pupils learn the right knowledge at an appropriate time. For example, staff teach pupils about relationships and health education in single-age groups so that they develop an age-appropriate understanding of important curriculum content. Pupils are taught a broad and varied personal development curriculum.

Pupils can take on a responsibility, such as being a member of the eco-committee and safety committee. Pupils have a positive impact on the local community. For example, they have carried out litter picks in the local area and planted trees in a community garden. Pupils fundraise for national and local charities. Each week, they donate to a local foodbank, for example.

Pupils take part in inclusive extra-curricular activities, such as sports, art and music, as well as chess and crochet clubs. Pupils can learn to play an instrument, such as the recorder, clarinet and violin. The curriculum is enriched through visits to museums linked to the science curriculum, large-scale concerts linked to the music curriculum and an annual residential visit in key stage 2. Pupils have performed songs at a local care home for older people.

Pastoral support provides effective support for pupils. For example, Inca, the school dog, provides emotional support for pupils who need this. In addition, staff provide regular and helpful wellbeing support for pupils.

Needs attention ●

Achievement

Needs attention ●

Most pupils are ready for the next stage in their education by the time they reach Year 6. The majority of pupils learn the knowledge and skills they need across the curriculum. The work they produce is generally of a variable standard across subjects and cohorts. In some subjects, such as reading, attainment and progress are not in line with national averages. There are some pupils with historic gaps in their basic knowledge and skills. This hinders the progress that these pupils make.

Leaders' actions to improve teaching and prioritise securing pupils' basic knowledge and skills are beginning to address this area. However, gaps in some pupils' basic knowledge and skills are not closing quickly enough.

Vulnerable pupils generally make suitable progress from their starting points. These pupils develop appropriate knowledge and skills across the curriculum over time. In many cases, gaps in their knowledge and skills are being addressed effectively.

Curriculum and teaching

Needs attention ●

Leaders possess an accurate understanding of the quality of the curriculum. For example, they know that the writing curriculum and its implementation is an area of development and that elements of teaching require some improvement. Most of the curriculum is suitable, well

planned and sequenced. However, some aspects of the curriculum need further development. Leaders are taking appropriate action to address this.

Leaders make sure that staff possess the knowledge they need to teach the curriculum. The teaching of phonics is generally effective. However, other aspects of the curriculum are not generally taught well enough. Staff know pupils' needs, but, for some pupils with gaps in their knowledge, the curriculum is not generally taught well enough. Staff make checks on pupils' knowledge and understanding, but inconsistencies in practice remain. As a result, some misconceptions are not identified and addressed quickly enough.

Leaders and staff are aware of pupils who have not secured basic knowledge and skills. All pupils in the early stages of reading are taught daily phonics. Pupils who need extra support in reading receive assistance that helps them to catch up successfully. However, there is more work to do to make sure that basic knowledge and skills are secured.

What it's like to be a pupil at this school

This is a very small school that sits at the heart of the local community. It is a very kind and caring environment in which pupils are settled and feel happy. Pupils know and understand the school's values of love, trust and forgiveness and enact these values. Pupils enjoy coming to school and feel safe there. They know that they can talk to staff about any worries they have and that staff will help to keep them safe.

Historic gaps in pupils' knowledge over time have contributed to some pupils not achieving well enough from their starting points. However, recent improvements in teaching mean that pupils' achievement is beginning to improve. The youngest children in early years achieve well from their starting points.

Pupils behave well. They know the school's rules and routines and follow these. Staff have high expectations for how pupils should behave. Pupils engage in purposeful learning and get along well with their friends. Playtimes are a positive time of the school day. At lunchtimes, older and younger pupils eat and play together like one big happy family. Pupils are expected to attend school regularly, and most do.

Pupils can take part in a range of extra-curricular activities, such as choir and multi-sports clubs. They take part in sports competitions such as football and cross-country running. The curriculum is enriched through trips and visits, including to a theatre and to sites of historic significance, such as to a nearby site to learn about Roman settlements. Pupils attend an annual outdoor learning residential visit with pupils from a nearby school. They enjoy taking part in outdoor woodland activities.

In preparation for the move to secondary school, pupils in Year 6 complete a range of transition activities and visits. This prepares them well for the next stage in their education.

Next steps

- Leaders need to ensure that the quality of teaching improves so that it is typically effective and enables pupils to secure foundational knowledge.
 - Leaders need to ensure that gaps in pupils' knowledge and skills are identified and addressed to ensure that they are closed as quickly as possible.
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About this inspection

This school is part of the Diocese of Hereford 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), Andrew Teale, and overseen by a board of trustees, chaired by Robert Pizii.

Inspectors carried out this full inspection under section 5 of the Education Act 2005.

Following our renewed inspection framework, all inspections are now led by His Majesty's Inspectors (HMIs) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

Inspectors spoke with school leaders, including the executive headteacher, executive deputy headteacher, special educational needs coordinator and other leaders. They also spoke with representatives of the trust, including the CEO, the chair of the trust board, members of the local governing body and a representative of the Diocese of Hereford during the inspection.

The inspectors confirmed the following information about the school:

This school is registered as having a Church of England religious character. The most recent section 48 inspection took place in September 2017.

The school currently uses no alternative provision.

Executive Headteacher: Rebecca Elvins

Lead inspector:

Emma Titchener, His Majesty's Inspector

Team inspector:

Madeleine Griffin, Ofsted Inspector

Facts and figures used on inspection

The data was used by the inspector(s) during the inspection. More recent data may have been published since the inspection took place.



This data is from 9 June 2026

School and pupil context

Total pupils

34

Well below average

What does this mean?

The total number of pupils currently at this school and how this compares to other schools of this phase in England.

National average: 272

School capacity

56

Well below average

What does this mean?

The total number of pupils who can attend the school and how this compares to other schools of this phase in England.

National average: 300

Pupils eligible for free school meals (FSM)

17.65%

Below average

What does this mean?

The proportion of pupils eligible for free school meals at any point in the last six years.

National average: 26.3%

Pupils with an education, health and care (EHC) plan

5.88%

Above average

What does this mean?

The proportion of pupils with an education, health and care plan. This covers pupils with more support than is available through special educational needs support.

National average: 3.5%

Pupils with special educational needs (SEN) support

17.65%

Close to average

What does this mean?

The proportion of pupils with reported special educational support needs at the school.

National average: 15%

Location deprivation

Below average

What does this mean?

Based on the English Indices of Deprivation (2019) and the school's location, we have calculated whether the school is located in a more or less deprived area.

Resourced Provision or SEND Unit (if applicable)

No resourced provision

What does this mean?

Whether school has Resourced Provision or SEND unit (if applicable).

All pupils' performance

Pupils reaching the expected standard in reading, writing and mathematics

The percentage of pupils meeting the expected standards in a combined reading, writing and mathematics measure.

Year	This school	National average	Compared with national average
Latest 3 year average	63%	61%	Close to average
2024/25 (final)	100%	62%	Above
2023/24 (final)	71%	61%	Above
2022/23 (final)	17%	60%	Below

Pupils reaching the expected standard in reading

The percentage of pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	89%	74%	Above
2024/25 (final)	100%	75%	Above
2023/24 (final)	86%	74%	Above
2022/23 (final)	83%	73%	Above

Pupils reaching the expected standard in teacher-assessed writing

The percentage of pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	79%	72%	Above
2024/25 (final)	100%	72%	Above
2023/24 (final)	86%	72%	Above
2022/23 (final)	50%	71%	Below

Pupils reaching the expected standard in mathematics

The percentage of pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	79%	73%	Close to average
2024/25 (final)	100%	74%	Above
2023/24 (final)	86%	73%	Above
2022/23 (final)	50%	73%	Below

Disadvantaged pupils' performance

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	67%	46%	Above
2024/25 (final)	S	47%	S
2023/24 (final)	S	46%	S
2022/23 (final)	S	44%	S

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	83%	62%	Above

Year	This school	National average	Compared with national average
2024/25 (final)	S	63%	S
2023/24 (final)	S	62%	S
2022/23 (final)	S	60%	S

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	83%	59%	Above
2024/25 (final)	S	59%	S
2023/24 (final)	S	58%	S
2022/23 (final)	S	58%	S

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	83%	60%	Above
2024/25 (final)	S	61%	S
2023/24 (final)	S	59%	S
2022/23 (final)	S	59%	S

‘S’ in the table above indicates the data has been suppressed, which is usually due to small cohorts. The suppression rules applied by the DfE when publishing the data have been mirrored and applied in the report card.

Disadvantaged pupils' performance gap

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after. The school disadvantage gap is the difference between the performance of the school's disadvantaged pupils compared to the performance of all non-disadvantaged pupils nationally.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics, including the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	67%	68%	-1 pp
2024/25 (final)	S	69%	S
2023/24 (final)	S	67%	S
2022/23 (final)	S	66%	S

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	83%	80%	4 pp
2024/25 (final)	S	81%	S
2023/24 (final)	S	80%	S
2022/23 (final)	S	78%	S

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	83%	78%	6 pp
2024/25 (final)	S	78%	S
2023/24 (final)	S	78%	S
2022/23 (final)	S	77%	S

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	83%	80%	4 pp
2024/25 (final)	S	81%	S
2023/24 (final)	S	79%	S
2022/23 (final)	S	79%	S

‘S’ in the table above indicates the data has been suppressed, which is usually due to small cohorts. The suppression rules applied by the DfE when publishing the data have been mirrored and applied in the report card.

Absence

Overall absence

The percentage of all possible mornings and afternoons missed due to absence from school (for whatever reason, whether authorised or unauthorised) across all pupils.

Year	This school	National average	Compared with national average
2024/25 (3 term)	4.5%	5.2%	Close to average
2023/24 (3 term)	4.0%	5.5%	Below
2022/23 (3 term)	6.0%	5.9%	Close to average

Persistent absence

The percentage of pupils missing 10% or more of their possible mornings and afternoons.

Year	This school	National average	Compared with national average
2024/25 (3 term)	19.4%	13.0%	Above
2023/24 (3 term)	10.3%	14.6%	Below
2022/23 (3 term)	23.3%	16.2%	Above

Our grades explained

Exceptional

Practice is exceptional: of the highest standard nationally. Other schools can learn from it.

Strong standard

The school reaches a strong standard. Leaders are working above the standard expected of them.

Expected standard

The school is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement

The school needs to make urgent improvements to provide the expected standard of education and/or care.

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Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
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