

# Inspection of a good school: Gobowen Primary School

School Lane, Gobowen, Oswestry, Shropshire SY11 3LD

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Inspection dates: 10 and 11 July 2024

## Outcome

Gobowen Primary School continues to be a good school.

## What is it like to attend this school?

Gobowen Primary school is ambitious for all its pupils to succeed and to receive a broad and balanced curriculum. The school's values of 'nurture, grow, flourish' are realised in all aspects of the school's work. Pupils achieve very well academically, personally and socially. Pupils with special educational needs and/or disabilities (SEND) are fully included in school life. One parent's comment was typical of many when they stated, 'I have been so impressed with how the curriculum is implemented, the school works very hard to make sure learning is engaging and meaningful.'

The school has a very calm and orderly environment. Pupils are friendly and polite. Pupils say that staff sort things out quickly when any concerns occur. Pupils are excited about their learning. They love to talk about their work, but also listen to each other respectfully. Pupils have a very clear understanding of their human rights and responsibilities. One pupil commented, 'We all deserve these rights.'

Pupils are encouraged to debate issues from an early stage. This is a significant strength of the school. They discuss issues confidently, such as 'should mobile phones be allowed in schools' and 'should we all have an electric car.'

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

The school has designed a broad and ambitious curriculum. It enables pupils to learn essential knowledge, ideas and vocabulary. Pupils' learning across subjects is organised in a logical manner. There is a real focus on developing and extending pupils' vocabulary. For example, children in early years are introduced to words such as 'in front', 'next to' and 'behind'. This directional language lays the foundation for further work in mathematics in key stages one and two. Pupils understand how to transfer knowledge they have learned to other subjects, for example how mathematical knowledge can be applied in science, design and technology and physical education.

Pupils benefit from a range of well-planned educational visits which help them make sense of their learning. For example, one pupil explained how a visit to a Victorian town enabled them to understand what life was like for a child at the time.

Teachers have secure knowledge of the subjects they teach and present new knowledge clearly to pupils. They assess pupils' work regularly and plan further work based on what pupils have learned. However, on occasion, teachers do not always check thoroughly enough on how well some pupils are learning in lessons. This results in errors and pupils' misunderstandings not being addressed as quickly as they could be. This, therefore, slows learning for these pupils.

The school inspires pupils to enjoy books from the moment they enter Nursery. It has invested heavily in books across the curriculum and in the new library provision. The phonics programme begins in early years and any pupils who fall behind are quickly identified and receive the support they need to become confident, fluent readers. Pupils read books matched to their ability. A love of reading is fostered, for example by pupils taking part in 'bookfest' and regular reading assemblies.

The school identifies pupils with SEND as early as possible. These pupils receive appropriate support, including through adaptations to teaching and extra adult support. This helps them to access the same curriculum as their peers. The school ensures that pupils benefit from specialist support where possible, including from external agencies. Some parents are concerned about the school's support for their children. However, these concerns were not borne out through inspection evidence. Parental frustration with regard to SEND stems from a lack support for their needs that lies beyond the school's work.

The school uses a range of different strategies to improve attendance and lower persistent absence. It provides additional support for families who need help in ensuring their child attends school regularly.

The provision for pupils' personal development is a strength of the school. Through the curriculum, as well as assemblies, pupils have very many opportunities to develop their awareness of British values. Pupils are keen to access the wide range of sporting, cultural and artistic activities on offer. Pupils' talents and interests are celebrated in weekly assemblies and in an annual eisteddfod. Pupils take on leadership roles such as school councillors, eco councillors or house captains. Pupils relish taking on these roles.

Leaders and staff work closely together as a team. Leaders are mindful of staff workload and staff are extremely appreciative of this. Governors know the school well. They play an active part in school life and provide very effective support and challenge to leaders.

## **Safeguarding**

The arrangements for safeguarding are effective.

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

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

- On occasion, staff do not always check thoroughly enough on how well some pupils are learning in lessons. This means that sometimes misunderstandings and errors are not identified and addressed, so some pupils' learning is slowed. The school should make sure that teachers consistently check on how well pupils are learning throughout lessons and address any gaps they identify swiftly.

## 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 2015.

## 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

<b>Unique reference number</b>	123366
<b>Local authority</b>	Shropshire
<b>Inspection number</b>	10343841
<b>Type of school</b>	Primary
<b>School category</b>	Maintained
<b>Age range of pupils</b>	3 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	216
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Sheila Leech
<b>Headteacher</b>	Ronan Walsh
<b>Website</b>	<a href="http://www.gobowenschool.co.uk">www.gobowenschool.co.uk</a>
<b>Date of previous inspection</b>	3 April 2019, under section 8 of the Education Act 2005

## Information about this school

- The school does not make use of any alternative providers.
- The school operates a before- and after-school provision.

## Information about this inspection

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the school and has taken that into account in his evaluation of the school.
- During the inspection, the inspector held meetings with the headteacher and deputy headteacher. He also met three members of the governing body, including the chair of governors. The inspector held a phone conversation with a representative of the local authority.
- To evaluate the effectiveness of safeguarding, the inspector 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.

- The inspector carried out deep dives in early reading, mathematics and physical education. He met with subject leaders, visited lessons, spoke with teachers and pupils and viewed examples of pupils' work. The inspector also spoke to pupils about science, history and art and design.
- The inspector observed children in the early years and pupils in key stages 1 and 2 read to a trusted adult.
- The inspector spoke with members of staff about their workload and well-being.
- The inspector observed pupils' behaviour in lessons and around school.
- The inspector considered the responses, including the free-text comments, to Ofsted Parent View. He also considered the responses to the staff survey. The inspector spoke to parents at the end of the school day.
- The inspector looked at a range of documentation provided by the school. This included the school's self-evaluation, school improvement priorities, school policies, curriculum documents, SEND records, behaviour records, attendance records and minutes of meetings held by the governing body.

### **Inspection team**

Barry Yardsley, lead inspector

His Majesty's Inspector

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