

Brockton CofE Primary School

Address: Brockton, Much Wenlock, Shropshire, TF13 6JR

Unique reference number (URN): 123463

Inspection report: 24 March 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

Personal development and wellbeing

Expected standard 

Pupils develop their knowledge through the taught personal development programme. They understand about healthy relationships and making healthy choices. They learn about life in modern Britain and visit different places of worship. Pupils' understanding of fundamental British values is evident, although this is not always explored in sufficient depth. Most pupils develop confidence and resilience and are supported to reflect on their own experiences and actions.

Pupils are taught about how to stay safe online and in the local community. They take part in water and road safety lessons, including learning to cycle on roads. Leaders place importance on pupils' wider development through a broad range of experiences. There are inclusive opportunities to develop pupils' talents and interests through extra-curricular activities such as sports, music and arts, for example art, cross-country running and multi-sports club. The curriculum is further enriched through a wide variety of different visits, such as to the theatre, museums and residential visits in key stage 2. There are opportunities for pupils to perform in theatre productions and take part in outdoor woodland lessons.

Pupils can take on a responsibility, such as being a school councillor and bronze ambassador. School councillors help to organise and run fundraising events involving the local community. Bronze ambassadors help staff to organise sports tournaments and to set up games for sports activities. These opportunities help to develop pupils' leadership skills.

Pastoral support is an effective feature of the school's work and supports pupils' emotional wellbeing. For example, staff provide bespoke support for pupils who need this. The school provides pupils with some careers information, going beyond what is expected of them. Pupils have visited a local racecourse as part of this work. This helps pupils to recognise the importance of their education in planning for a future career.

Needs attention

Achievement

Needs attention 

Outcomes over time show that some pupils have not achieved as well as they should in reading, writing and mathematics. Published results are below national averages. Current pupils do not consistently make sufficient progress from their starting points. While there are some aspects of the school's work, such as in securing early mathematical knowledge, where pupils generally achieve well, this is not consistent across subjects or year groups.

Some pupils achieve securely against curriculum expectations, particularly where teaching builds carefully on prior learning. However, pupils with gaps in their knowledge, including those with barriers to learning, do not catch up quickly enough. Inconsistencies in curriculum adaptation and assessment mean that gaps in learning persist across subjects for some

pupils. As a result, not all pupils are as well prepared as they should be for the next stage of their education.

Attendance and behaviour

Needs attention 

Leaders have set clear expectations for attendance and encourage pupils to be present every day. By identifying and addressing specific barriers, they have ensured that most pupils attend school well. However, systems for analysing absence are not effective enough. Leaders do not routinely check patterns closely enough to secure sustained improvement, particularly for pupils who are persistently absent. Current improvements are recent and not yet embedded.

The school is calm and safe. Staff have high expectations for how pupils should behave. In lessons, they listen and concentrate appropriately. They are respectful towards one another and towards adults. They understand the school's expectations for behaviour. During lunchtimes and playtimes, pupils' behaviour is very positive. Pupils know that staff will deal with any problems that arise, such as unkind behaviour, although this is incredibly rare. Pupils think that consequences are fair. Reasonable adjustments and effective support are in place to help pupils to manage their behaviour. Suspensions are used appropriately.

Curriculum and teaching

Needs attention 

Leaders do not consistently have a secure understanding of the quality of the curriculum. Some subjects have not been monitored or evaluated systematically. This means that some leaders are not always well informed about how effectively the curriculum is implemented across different subjects and phases. As a result, weaknesses are not identified or addressed quickly enough. In addition, while staff are aware of pupils who have not secured strong foundations in reading, writing and mathematics, teaching does not consistently build on pupils' starting points. This is particularly evident in key stage 2, where some pupils have historic gaps in their learning that are not addressed sufficiently well. The curriculum is not adapted consistently or effectively enough to meet the needs of pupils who require additional support.

The curriculum is suitable and well planned, overall. It is logically sequenced and designed to build pupils' knowledge over time. Leaders have identified aspects of the English curriculum that require further refinement and have taken steps to address these. Most teaching across the curriculum is generally effective. Leaders ensure that staff have access to appropriate professional development, including training in adaptive teaching strategies. All pupils in the early stages of reading receive daily phonics teaching through a systematic synthetic phonics programme, which is consistently well delivered.

Early years

Needs attention 

Some aspects of the early years curriculum are not taught regularly enough, which affects how well some children achieve. While leaders have a clear vision for what staff should teach and when, this is not understood or implemented consistently by all staff. As a result, opportunities for high-quality interactions are not typically evident across the provision. Although staff have some expertise in developing children's vocabulary, this training is not

applied consistently. Consequently, some children, particularly those who face barriers to learning, do not acquire a broad vocabulary as quickly or comprehensively as they should.

Leaders have ensured that staff possess appropriate knowledge to teach the curriculum, and some staff apply their training effectively to support children's development. The curriculum is well thought through, overall, and is appropriately sequenced. Children are taught to read as soon as they join the school. They swiftly and comprehensively develop phonics knowledge. This enables them to begin reading with increasing accuracy.

Children settle quickly into the school day and follow established routines. They engage sensibly and with growing independence in activities that support gross and fine motor development, letter formation and number formation. Children particularly enjoy reading books and role playing in the class kitchen. They are well cared for and nurtured, which helps them feel safe and secure in the setting.

Inclusion

Needs attention 

Identification of pupils' barriers to learning is not consistently precise or timely. For some pupils, identification of need does not take place quickly enough. This means that support is not always introduced at the point it is most needed. Where support is in place, it does not consistently reduce barriers to learning effectively. Pupils with multiple or emerging needs are not always supported through provision that is reviewed systematically. As a result, some pupils with barriers to their learning do not make the progress they should across the curriculum.

Leaders recognise these weaknesses and have begun to strengthen systems and procedures to improve identification, assessment and review. Pupils with special educational needs and/or disabilities receive individual support intended to meet their needs. Disadvantaged pupils are identified and supported appropriately. Leaders work with external agencies, including those responsible for those in care, to help ensure that pupils' wider needs are considered. Additional funding, such as pupil premium for pupils from disadvantaged backgrounds, is monitored to check its impact. However, these improvements are at an early stage of development and are not yet embedded well enough to ensure consistently strong outcomes for all pupils.

Leadership and governance

Needs attention 

Leaders understand the school's context and its strengths and areas for improvement. Priorities are appropriate and action has been taken to address areas of the school's work that need improvement. However, leaders do not evaluate and monitor some aspects of the school's work closely enough. This limits how quickly weaknesses are identified and addressed. Leaders have begun to strengthen systems in these areas, but the pace of improvement has been too slow.

The professional learning of staff is linked to the school's improvement priorities. However, there is more work to do to make sure that there are opportunities to apply and embed what staff have learned, for example with adapting the curriculum and the use of assessment information.

Leaders have implemented appropriate provision to support the wellbeing needs of disadvantaged pupils. However, more precision is needed to identify and address barriers to learning for these pupils.

Governors know their roles and uphold their statutory responsibilities. They are knowledgeable about the work of the school. They generally know what is working well and the aspects that need further improvement. Governors make appropriate checks on how leaders manage staff workload and support their wellbeing.

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

This is a small, welcoming school at the heart of its local community. Pupils are well cared for and feel safe. They begin each day calmly and behave sensibly in lessons. Playtimes are a happy, social time where pupils play games and get along well with each other. Older pupils provide positive role models for younger children. Bullying is rare. Pupils are confident that staff will deal with any concerns quickly and fairly.

Pupils enjoy a broad curriculum. They have opportunities to take part in clubs, visits and residential experiences, particularly in key stage 2. Pupils enjoy taking on roles such as school councillor and bronze ambassador. These positions help them to build confidence and to feel that they contribute to the school community. Pastoral support plays an important role in helping pupils feel cared for and ready to learn.

However, there are weaknesses in how consistently the curriculum meets pupils' needs. Some pupils do not build knowledge securely enough over time, particularly where earlier gaps in learning have not been targeted effectively. This affects how well some pupils achieve across subjects, including reading, writing and mathematics. For a small number of pupils who face barriers to learning, support is not always identified or adapted quickly enough to help them progress as well as they should.

Children in the early years settle quickly into routines and are nurtured by attentive staff. They enjoy reading and role play and develop independence. Children are taught phonics from the start and begin to read with increasing accuracy. However, some parts of the early years curriculum are not implemented as intended and the quality of interactions is inconsistent. This limits how quickly some children develop language and secure key knowledge.

Next steps

- Leaders should strengthen monitoring and evaluation so subject leaders have a secure understanding of curriculum quality across all subjects and phases.
- Leaders should ensure that pupils' barriers to learning are identified swiftly and assessed accurately, with support reviewed regularly.
- Leaders should adapt the curriculum and teaching more effectively so all pupils build knowledge securely from their starting points.

- Leaders should improve assessment practice so gaps in learning are identified and addressed promptly across subjects.
 - Leaders should ensure that the early years curriculum is implemented consistently, with high-quality interactions that develop children's language and vocabulary.
 - Leaders should refine attendance tracking and analysis to secure sustained improvement for persistently absent pupils.
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About this inspection

The chair of the board of governors in this school is Simon James.

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.

Inspection activities:

Inspectors spoke with school leaders, including the executive headteacher and other leaders. They also spoke with a representative of Shropshire local authority, a representative of a virtual school, a representative of Hereford Diocese and members of the governing body, including the chair of the governing body.

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 May 2025.

The school currently uses no alternative provision.

Executive headteacher: Marilyn Hunt

Lead inspector:

Emma Titchener, His Majesty's Inspector

Team inspector:

Anna Vrahimi, His Majesty's 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 24 March 2026

School and pupil context

Total pupils

56

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

90

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)

0.00%

Well 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

1.79%

Below 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

12.50%

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	32%	61%	Below
2024/25 (revised)	33%	62%	Below
2023/24 (final)	38%	61%	Below
2022/23 (final)	25%	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	68%	74%	Below
2024/25 (revised)	78%	75%	Close to average
2023/24 (final)	63%	74%	Below
2022/23 (final)	63%	73%	Below

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	48%	72%	Below
2024/25 (revised)	67%	72%	Close to average
2023/24 (final)	50%	72%	Below
2022/23 (final)	25%	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	48%	73%	Below
2024/25 (revised)	56%	74%	Below
2023/24 (final)	50%	73%	Below
2022/23 (final)	38%	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		46%	
2024/25		47%	
2023/24 (final)	S	46%	S
2022/23		44%	

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		62%	

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

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		59%	
2024/25		59%	
2023/24 (final)	S	58%	S
2022/23		58%	

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		60%	
2024/25		61%	
2023/24 (final)	S	59%	S
2022/23		59%	

‘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		68%	
2024/25		69%	
2023/24 (final)	S	67%	S
2022/23		66%	

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		80%	
2024/25		81%	
2023/24 (final)	S	80%	S
2022/23		78%	

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		78%	
2024/25		78%	
2023/24 (final)	S	78%	S
2022/23		77%	

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		80%	
2024/25		81%	
2023/24 (final)	S	79%	S
2022/23		79%	

‘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 (2 term)	5.2%	5.2%	Close to average
2023/24 (3 term)	5.8%	5.5%	Close to average
2022/23 (3 term)	5.3%	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 (2 term)	13.2%	13.3%	Close to average
2023/24 (3 term)	15.7%	14.6%	Close to average
2022/23 (3 term)	8.8%	16.2%	Below

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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