

Clunbury CofE Primary School

Address: Clunbury, Craven Arms, Shropshire, SY7 0HE

Unique reference number (URN): 123541

Inspection report: 10 February 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.

Strong standard ●

Attendance and behaviour

Strong standard ●

Leaders maintain a strong focus on securing high attendance and ensuring pupils feel a genuine sense of belonging. Leaders monitor patterns meticulously and act swiftly to remove barriers because of well-established system. Staff have strong relationships with parent and carers and hold constructive conversations to promote positive routines and expectations of attendance. Pupils understand the importance of being in school every day and respond well to the encouragement and recognition that they receive. As a result, leaders have secured rapid improvement in the attendance of individuals and groups of pupils, including those who are disadvantaged or have special educational needs and/or disabilities.

Leaders have established a culture where expectations of pupils' behaviour are very high. As a result, pupils benefit from a very calm and purposeful environment where pupils thrive and flourish. Staff model highly positive behaviour and relationships, helping pupils respond respectfully and regulate their emotions effectively. Routines are fully embedded from the early years. Younger pupils learn how to behave extremely well by following the example of older pupils, who are very positive role models. Pupils move around the school sensibly and settle into their learning quickly. Playtimes and lunchtimes are orderly and inclusive. Pupils treat each other with kindness and respect. Any form of discrimination, including bullying, is extremely rare.

Early years

Strong standard ●

Children make a strong start in the early years. Staff establish clear routines and high expectations from the outset. Adults know the children exceptionally well, which allows them to tailor support with precision. Regular checks on learning help staff identify gaps quickly. They adapt activities so that all children, including those with special educational needs and/or disabilities, build knowledge securely across all areas of the early years curriculum.

Language development sits at the heart of the provision. Staff use every opportunity to model ambitious vocabulary and encourage children to speak in full sentences. For example, in the nursery, children eagerly name the fruits in shopping baskets and eagerly describe these. Carefully chosen stories, rhymes and songs enrich children's daily experiences. Early reading is prioritised with phonics taught consistently effectively and practised through meaningful play. Therefore, children have the skills to segment and blend words with confidence.

Routines are well established and high expectations for behaviour are consistently modelled. Children in the early years happily learn and play alongside one another. As a result, they develop independence, resilience and a enthusiasm for learning. Very positive relationships with parents strengthen children's learning. Staff share really useful guidance that helps families support learning at home. By the end of Reception, children are very well prepared for the demands of Year 1.

Inclusion

Strong standard 

Inclusion is at the heart of the school's work. Staff warmly welcome pupils of all levels of need, including those with special educational needs and/or disabilities, into the Clunbury 'family'. They have very ambitious expectations for every child to succeed.

From the early years, staff quickly identify and assess pupils' needs precisely. A well-planned programme of professional development ensures staff have the knowledge and expertise to support pupils extremely effectively. These highly trained staff gain a very accurate understanding of pupils' needs quickly. Leaders build trusting relationships with parents and carers so that everyone is aware of how to do their best for each pupil. Where appropriate, the school draws on links with specialist professionals. As a result, pupils' barriers to learning are reduced very effectively. This allows pupils to thrive and achieve.

Leaders, including those responsible for governance, have robust processes in place to ensure that the pupil premium and other additional funding is carefully allocated and monitored to address disadvantage. For example, pupils have full access to after-school clubs, which develops their talents and interests. Leaders maintain a comprehensive overview of the achievement of disadvantaged pupils. As a result, achievement and attendance for this group of pupils are typically high.

Expected standard

Achievement

Expected standard 

Pupils typically achieve well as they move through the school. They acquire secure knowledge in reading, writing and mathematics, enabling them to access learning confidently across subjects. Teachers check pupils' understanding regularly and provide timely support that helps most pupils to keep up. Consequently, disadvantaged pupils and those with special educational needs and/or disabilities make steady progress from their varied starting points. Pupils' attainment in national assessments reflects this, with most pupils reaching the expected standard by the end of key stage 2.

Across subjects, pupils' written work and discussions show that pupils revisit and build on previous learning. However, in some subjects opportunities for extended writing are limited. This restricts pupils' ability to write at length and develop their skills further. As a result, writing at the higher standard is not as strong as it could be as pupils do not consistently apply their writing skills and knowledge across the curriculum.

Curriculum and teaching

Expected standard 

The school has developed a thoughtfully sequenced curriculum that reflects its context and the needs of its pupils. It provides pupils with a logically ordered pathway for what pupils should learn and when. This ensures that knowledge builds securely from the early years through to the end of key stage 2. Leaders provide appropriate ongoing professional development to all staff. Staff adapt teaching appropriately for pupils with special

educational needs and/or disabilities so that they can develop their skills and knowledge. Teaching is typically effective.

The early years curriculum provides children with the key information they need to be ready for Year 1. In early reading, staff use consistent approaches that help children learn letter–sound correspondences quickly. Those who fall behind receive timely support. Pupils also have regular opportunities to rehearse number facts and apply mathematical knowledge in practical contexts.

Teachers typically check pupils’ understanding frequently and address gaps promptly. However, sometimes teaching does not help pupils enough with errors in their writing skills, such as handwriting. This hinders some pupils’ achievement and the presentation and quality of their work. Leaders are taking the right action to address this. This work is beginning to show signs of effective impact.

Leadership and governance

Expected standard 

School leaders and those responsible for governance form a cohesive team. They have a clear and confident understanding of their school’s context. Together, they accurately identify the key priorities for the school. Leaders act promptly and with a clear rationale. They review and evaluate their actions regularly to ensure these have the required impact. Leaders ensure that their decisions lead to improvements in pupils’ experiences at the school, particularly those who are vulnerable or who face additional challenges.

Governors provide effective strategic oversight. They challenge leaders appropriately to ensure that they have identified the right priorities and that progress is made against these. Governors regularly check on the impact of leaders’ work. As a result, they have a reliable understanding of how well pupils are kept safe and how effectively the curriculum is delivered. Governors and leaders are mindful of staff workload and wellbeing. They take sensible steps to ensure that new initiatives are introduced thoughtfully.

Staff value the collaborative culture that leaders have nurtured. They appreciate the high quality professional learning programmes which build confidence and expertise. Across the school, staff feel trusted to refine their teaching and try new approaches that will help pupils achieve more securely. As a result, staff feel valued.

Parents and carers are overwhelmingly positive about the school. They typically describe a community where communication is open and leaders are approachable. One parent summed up the views of many by stating that it is ‘a well-run school where the teachers and staff truly care about its pupils’.

Personal development and wellbeing

Expected standard 

The school’s personal, social and health education curriculum, relationships and sex education and health education programmes set out the essential knowledge and skills pupils need from Reception to Year 6. As a result, pupils grow into confident, considerate and informed young citizens. Staff weave this programme through everyday teaching and wider curriculum experiences so that pupils build a strong understanding of themselves and the world around them. From the early years onwards, pupils learn how to recognise their

emotions, manage disagreements and show empathy towards others. They speak with maturity about the importance of kindness and fairness.

Pupils learn how to keep themselves safe both online and offline. They benefit from assemblies, class discussions and visitors to the school. As a result, pupils understand how to make sensible choices and seek help when needed. Pupils know the importance of maintaining good physical and mental health. They can explain strategies that support wellbeing, such as exercise and having a good network of friends to talk to. Leaders ensure that learning about healthy relationships is age-appropriate and accessible to all pupils, including those with special educational needs and/or disabilities.

Leaders provide pupils with opportunities beyond the classroom to enrich pupils' experience. Pupils take part in an extensive range of clubs that nurture emerging talents and interests, for example science club, multi-sports club and kit car club. Leaders track attendance carefully so that every pupil, including those who are disadvantaged, can participate fully. Well-planned educational visits add to pupils' enjoyment of learning, for example trips to science museums, historical landmarks and theatres. As a result, pupils deepen their cultural understanding and curiosity.

Pupils take pride in contributing to their school community. Roles such as being a worship leader, playground leader and school counsellor help pupils understand responsibility and teamwork. Pupils recognise the impact these roles have on school life and beyond. They learn about other cultures and religions. Pupils benefit from meeting different faith leaders. Pupils typically have a secure understanding of fundamental British values. They gain the knowledge and skills they need for life in modern Britain.

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

Pupils enjoy attending this highly inclusive school where everyone is valued. Staff greet pupils warmly each day. Staff know the pupils and their families well. Pupils have very positive relationships with adults and their peers. There is a sense of community and belonging across the school that makes pupils feel safe and cared for. Pupils have high levels of attendance.

Pupils demonstrate the school's values of trust, joy, love, respect, thankfulness, friendship and perseverance. In the playground, pupils of all ages play well together and make sure everyone is included in their games. Pupils insist that bullying does not occur. They know they have a trusted adult they can talk to if they have any worries.

Pupils behave very well in lessons and at social times. They follow the school's rules and move in and around the school sensibly. This begins in the early years, where routines are very well established and understood. As a result, the school is calm and orderly.

Staff are ambitious for all pupils. Disadvantaged pupils and those with special educational needs and/or disabilities receive high-quality support. Leaders ensure that pupils can fully participate in their learning and in the many wider opportunities on offer. Overall, pupils achieve as expected by the end of key stage 2. This prepares them well for the next stage of their education.

Pupils understand that our world is diverse. They are proud of their own heritage as well as those of others. Pupils participate enthusiastically in a wide range of enrichment opportunities, including football, art club and kit car club. Pupils also enjoy leadership roles. For example, they serve as worship leaders, playground leaders and school councillors. These opportunities broaden pupils' experiences and help them to live out the school's vision, 'Teach children how they should live, and they will remember it all their lives.' As a result, pupils are prepared well for life in modern Britain.

Next steps

- Leaders should ensure that pupils are given opportunities to apply their extended writing skills more broadly across the curriculum to enhance and deepen their learning.
 - Leaders should continue to ensure that teaching supports pupils to build consistently on their early letter formation skills to help them secure fluent, accurate and legible handwriting.
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About this inspection

The school is part of a federation called Blue Hills Federation.

The chair of the board of governors in this school is Di Cosgrove.

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, the deputy headteacher and other senior and curriculum leaders. The lead inspector spoke with a representative of the local authority, the Diocese of Hereford, the chair of governors and other members of the governing board during the inspection. Inspectors considered responses to the online survey, Ofsted Parent View, including free-text comments. Inspectors also considered responses to Ofsted's staff survey. Inspectors visited lessons, talked to pupils and looked at pupils' work.

The inspectors confirmed the following information about the school:

The school is registered as having a Christian religious character. It is a Church of England school which is part of the Diocese of Hereford. It received a section 48 inspection for schools of a religious character in September 2022. The next inspection is due within 5 years from this date.

The school does not make use of any alternative provision.

Lead inspector:

James Dean, His Majesty's Inspector

Team inspector:

Johanne Clifton, 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 10 February 2026

School and pupil context

Total pupils

60

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)

9.43%

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

0.00%

Well 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

13.33%

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

Above 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	52%	61%	Below
2024/25 (revised)	67%	62%	Close to average
2023/24 (final)	44%	61%	Below
2022/23 (final)	50%	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	78%	74%	Close to average
2024/25 (revised)	100%	75%	Above
2023/24 (final)	67%	74%	Below
2022/23 (final)	75%	73%	Close to average

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	65%	72%	Below
2024/25 (revised)	67%	72%	Close to average
2023/24 (final)	78%	72%	Close to average
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	74%	73%	Close to average
2024/25 (revised)	100%	74%	Above
2023/24 (final)	67%	73%	Close to average
2022/23 (final)	63%	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%	

Year	This school	National average	Compared with national average
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%	
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

Year	This school	National non-disadvantaged score	School disadvantage gap
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)	4.6%	5.2%	Close to average
2023/24 (3 term)	3.4%	5.5%	Below
2022/23 (3 term)	4.6%	5.9%	Below

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)	9.3%	13.3%	Below
2023/24 (3 term)	4.4%	14.6%	Below
2022/23 (3 term)	11.5%	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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) inspects services providing education and skills for children and learners of all ages, and inspects and regulates services that care for children and young people.

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