

Longden CofE Primary School

Address: Plealey Road, Longden, Shrewsbury, Shropshire, SY5 8EX

Unique reference number (URN): 123546

Inspection report: 24 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 ●

Personal development and wellbeing

Strong standard ●

Pupils' personal development and wellbeing are a strength of the school. Leaders equip pupils well for later life through a well-planned and ambitious programme rooted in the school's values. Across the curriculum and in wider opportunities, pupils reflect on their own beliefs and experiences. They show respect for the views and values of others. Through discussion and curriculum learning, pupils show a strong sense of right and wrong. They explain why fairness and justice matter. Pupils build positive and respectful relationships with one another.

The curriculums for personal, social and economic education and relationships and health education are highly effective. Leaders make sure the curriculum reflects current issues and helps pupils stay safe. Pupils describe how they learn to recognise unhealthy behaviours, develop empathy and make informed choices about their wellbeing. For example, they practise communication strategies to resolve conflicts in a respectful way. This practice strengthens their self-awareness and cooperation skills.

Structured approaches to emotional wellbeing, along with a culture of well-understood and supported behaviour, help pupils to resolve conflicts and seek help when needed. Pupils speak confidently about managing their emotions, supporting their peers and taking responsibility for their wellbeing. They regularly discuss and identify emotions, which helps them manage their responses and to support others when upset. Leaders provide skilled and nurturing support to pupils who struggle with their wellbeing.

Pupils benefit from a wide range of enrichment and leadership opportunities. Leaders, such as school councillors and the wellbeing team, make real, visible contributions to school. Pupils understand what British values are. These are embedded across all aspects of school life.

Leaders ensure that disadvantaged pupils and those with special educational needs and/or disabilities access clubs, visits and wider experiences, overcoming barriers where needed.

Expected standard ●

Achievement

Expected standard ●

Across the curriculum, pupils make progress from their starting points. Pupils become increasingly confident learners. They speak positively about what they have learned in subjects such as science, geography and design and technology. Overall, pupils build important foundations for learning that enable them to become fluent readers, writers and mathematicians. This prepares them well for their next steps in education.

Pupils consistently achieve above national scores in the phonics screening check in Year 1. By the time they are in Year 6, they achieve very well in national curriculum tests in reading. Pupils also usually achieve outcomes close to national averages in mathematics at the end

of Year 6. Pupils become very confident mathematicians who can reason and solve problems. Pupils do not achieve as well in writing as they do in reading and mathematics. Leaders are aware of this and have identified it as an area for further development.

Attendance and behaviour

Expected standard 

Leaders prioritise attendance and monitor it closely. Effective systems are in place to identify pupils at risk of persistent absence. Leaders take prompt, proportionate action to tackle this where necessary. Leaders address persistent absence early by engaging supportively with families and, where appropriate, external agencies. Disadvantaged pupils and those with special educational needs and/or disabilities receive targeted support to remove barriers to attendance when needed. As a result of leaders' work, attendance has improved over time and most pupils now attend regularly.

The school has clear, high expectations for pupils' behaviour. These are well understood by staff, pupils and parents. The behaviour policy has been co-constructed with representatives of the school community, resulting in shared ownership and clarity. For example, pupils reward each other with tokens for demonstrating the school's values. Staff apply the policy with consistency. The environment is calm, orderly and respectful. Pupils generally behave well in lessons and around the school. They demonstrate positive attitudes to learning and usually focus well in lessons. Pupils who struggle with their behaviour receive tailored support that enables them to focus and behave well. Bullying is not tolerated. Leaders address any friendship issues promptly and appropriately to avoid problems escalating. Consequently, incidents of seriously unkind behaviour are very rare.

Curriculum and teaching

Expected standard 

Leaders ensure that all subject curriculums are well sequenced and take into account the mixed-age classes in which pupils are taught. The curriculum builds logically from early years to Year 6. It identifies the important knowledge and vocabulary that pupils need to learn.

Staff typically deliver the curriculum as leaders intend. Subject leaders support staff effectively to do this. Staff carry out regular checks through units of work to ensure that pupils understand and remember what they learn. Mathematics is taught well, and staff ensure that pupils learn and secure important number knowledge. Staff make sure that pupils learn to read fluently as early as possible. Staff typically teach writing well. Overall, they focus on important foundations for learning in spelling, handwriting and punctuation. However, not all pupils secure these foundations as well as they could. In addition, work given in English for some older pupils is too hard for them because it is not well matched to what they know and can do.

Staff understand that pupils learn in different ways and have a range of needs. They adapt lessons when needed so that pupils can take part and succeed. These adaptations are effective in reducing barriers for pupils who need additional support. Other pupils with special educational needs and/or disabilities also receive well-matched adjustments that help them learn confidently.

Early years

Expected standard 

Children make a positive start to school in the early years. Staff get to know the children quickly. They establish positive relationships from the start. Routines are well embedded. The curriculum is well sequenced. Leaders have established important 'check points' for children throughout their time in early years. This ensures they are well prepared for Year 1.

Children learn through engaging activities, indoors and outside. Staff focus on developing children's language skills. They model sentences and vocabulary well. For example, while playing in sand with toy fruit, they name the fruit clearly and encourage children to respond. Two-year-old children learn alongside their older friends in Nursery. Staff ensure that they receive targeted group work that supports their learning well. Typically, staff interact well with children during their play. This helps them to secure what has previously been taught.

Children learn about sounds in words from Nursery. In Reception, they confidently learn letter sounds and use these to decode and write words and sentences. Parents attend regular 'open afternoons' where they can play alongside their child and support learning in that term's theme, singing rhymes and songs that their children have learned.

Inclusion

Expected standard 

Leaders create a culture where staff spot the needs of pupils early. Appropriate staff meet often to discuss pupils' needs and how to remove barriers to learning. Leaders visit classes to observe pupils who may have special educational needs and/or disabilities (SEND). They give staff clear advice on how to meet these pupils' needs. Staff use this guidance to make reasonable adjustments so pupils can access the curriculum and learn well. They generally act effectively on leaders' advice and adapt their teaching for pupils with SEND well.

Leaders set outcome-led, measurable targets for pupils with SEND. They review these targets often to check if the support provided has been effective. When it has not, leaders adapt the targets and provision. This means pupils' needs are well met.

Leaders work well with external agencies who give staff specific advice and support to support pupils. Staff draw on their professional learning to provide teaching that supports pupils effectively. Pupils who need it get tailored pastoral support. This support helps them to engage well in school life. Leaders use additional funding for disadvantaged pupils well and target it to meet their needs.

Leadership and governance

Expected standard 

Leaders are reflective and focused on school improvement. They have an accurate understanding of the school's strengths and areas for development. Consequently, there is a clear rationale behind key decisions. Leaders have addressed issues identified at the previous inspection quickly and effectively. Subject leaders support staff to ensure that the curriculum is well planned. They are now focused on ensuring that teaching helps pupils to understand and secure key learning. This is particularly important in subjects where curriculum developments have been more recent.

Governors are well informed and involved. They work effectively to support leaders in developing the school further. For example, link class visits are centred on school improvement priorities and achieving leaders' goals.

Leaders focus staff professional learning on the school's priorities for improvement. They base much of this learning on current educational research and guidance. Staff feel that leaders are sympathetic and understanding of their workload. This can be high given that this is a small school. One member of staff's comment, typical of many, was, 'Leaders are understanding of time restraints and are practically minded when considering workload.'

Parents are typically pleased with the school and the role it plays in the community. One comment summed up these views when a parent stated, 'Staff have worked very hard to create a wonderful school community where children are nurtured and encouraged throughout their learning.'

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

At the heart of Longden CofE Primary are the school's values of friendship, respect and compassion. Pupils say that the best thing about this school is that 'everyone is friendly'. Pupils learn how to get on well with each other. This is because staff establish positive relationships with them from the start. Pupils behave well in lessons and around school because they all know the code of conduct of 'care, share and be fair'. Bullying is rare at this school and always well dealt with. Pupils attend well because leaders' work on attendance has been highly effective.

This is a school at the centre of its community. Because staff get to know pupils well and care deeply for them, pupils feel safe and have trusted adults to talk to if needed. Leaders have high ambition for all pupils to achieve well. They actively tackle barriers to learning. As a result, pupils enjoy learning and achieve well. Many parents agree. One comment was typical of many when they stated, 'Staff clearly care deeply and work hard to build positive, supportive relationships with the children, creating a gentle and inclusive environment.'

The school has an impressive array of extra-curricular clubs on offer. There is something for everyone. Nearly all pupils attend a club after school. Clubs such as 'pick and mix', 'loopy-loos', LEGO and challenge club promote pupils' talents and interests well. A range of visits further enhance pupils' learning. For example, pupils can explain how a visit to an air museum had helped them understand the Battle of Britain in World War 2. The sense of community is further enhanced by the whole school enjoying regular walks in the country. All this work prepares pupils very well for later life.

Next steps

- Leaders should ensure that staff consistently enable pupils to secure and apply important spelling, handwriting and punctuation knowledge and skills in their writing.

- Leaders should continue to support subject leaders to monitor their subject well and act on their findings so that pupils remember important knowledge over time.
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About this inspection

The chair of the board of governors in this school is Jacinta Walton.

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 headteacher, deputy headteacher and other leaders during the inspection. The lead inspector spoke with members of the governing body, including the chair of the governing body. He spoke with a representative of the local authority and a representative of the diocese.

The inspectors confirmed the following information about the school:

This school is registered as having a Church of England religious character. The school is part of the Diocese of Hereford. Its most recent section 48 inspection, for schools of a religious character, took place in March 2020.

The school uses no alternative provision.

Headteacher: Sally Johnson

Lead inspector:

Barry Yeardsley, His Majesty's Inspector

Team inspector:

Darren Lennon, 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 24 February 2026

School and pupil context

Total pupils

143

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

105

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)

5.60%

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

0.70%

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

11.19%

Below average

What does this mean?

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

National average: 15%

Location deprivation

Well 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	66%	61%	Close to average
2024/25 (revised)	64%	62%	Close to average
2023/24 (final)	57%	61%	Close to average

Year	This school	National average	Compared with national average
2022/23 (final)	72%	60%	Above

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	84%	74%	Above
2024/25 (revised)	73%	75%	Close to average
2023/24 (final)	79%	74%	Close to average
2022/23 (final)	92%	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	72%	72%	Close to average
2024/25 (revised)	64%	72%	Below
2023/24 (final)	64%	72%	Below
2022/23 (final)	80%	71%	Above

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	78%	73%	Close to average
2024/25 (revised)	91%	74%	Above
2023/24 (final)	79%	73%	Close to average
2022/23 (final)	72%	73%	Close to average

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	30%	46%	Below
2024/25 (revised)	S	47%	S
2023/24 (final)	S	46%	S
2022/23 (final)	43%	44%	Close to average

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	70%	62%	Above
2024/25 (revised)	S	63%	S

Year	This school	National average	Compared with national average
2023/24 (final)	S	62%	S
2022/23 (final)	86%	60%	Above

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	40%	59%	Below
2024/25 (revised)	S	59%	S
2023/24 (final)	S	58%	S
2022/23 (final)	57%	58%	Close to average

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%	60%	Close to average
2024/25 (revised)	S	61%	S
2023/24 (final)	S	59%	S
2022/23 (final)	43%	59%	Below

‘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	30%	68%	-38 pp
2024/25 (revised)	S	69%	S
2023/24 (final)	S	67%	S
2022/23 (final)	43%	66%	-23 pp

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	70%	80%	-10 pp
2024/25 (revised)	S	81%	S
2023/24 (final)	S	80%	S
2022/23 (final)	86%	78%	7 pp

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	40%	78%	-38 pp
2024/25 (revised)	S	78%	S
2023/24 (final)	S	78%	S
2022/23 (final)	57%	77%	-20 pp

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	60%	80%	-20 pp
2024/25 (revised)	S	81%	S
2023/24 (final)	S	79%	S
2022/23 (final)	43%	79%	-36 pp

‘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)	5.7%	5.2%	Close to average
2023/24 (3 term)	7.0%	5.5%	Above
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 (2 term)	16.7%	13.3%	Above
2023/24 (3 term)	20.8%	14.6%	Above
2022/23 (3 term)	19.8%	16.2%	Close to average

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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