

William Shrewsbury Primary School

Address: Church Road, Stretton, Burton-on-Trent, Staffordshire, DE13 0HE

Unique reference number (URN): 145097

Inspection report: 6 May 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 ●

The school's leadership of attendance and behaviour is highly effective. Leaders have a comprehensive understanding of the barriers to positive behaviour and regular attendance that some pupils face. They use this understanding to support pupils in developing the character and attitudes they need to flourish at school. Indeed, leaders' work with pupils has a demonstrable impact on pupils' behaviour and attendance.

Attendance is well above the national average. Pupils want to be at school and this is reflected in pupils' high levels of attendance, from early years to key stage 2. The number of pupils who are regularly absent from school is significantly lower than in national averages. Leaders rigorously monitor attendance and act quickly when concerns arise. The pastoral team works with families to remove barriers and provide bespoke support.

Pupils consistently demonstrate positive attitudes to learning. Around the school and at social times, pupils behave extremely well. Bullying is rare. Any form of bullying or discrimination is dealt with quickly and effectively. Pupils are polite and respectful. They arrive at school in a calm and organised manner. Pupils who sometimes find it difficult to manage their behaviour are supported skilfully and effectively by staff. Leaders ensure that pupils who need it get targeted support that helps them to manage their own behaviour.

Early years

Strong standard ●

Children in early years make a really positive start to their school life. Staff quickly establish warm and caring relationships with children. This helps children to feel safe and secure. Routines and expectations are clear. Children follow routines and meet expectations consistently well.

The early years curriculum prioritises early reading, writing and mathematical knowledge and understanding. Staff support children's learning through effective questioning, modelling and high-quality interactions. Staff are deliberate and precise in the way in which they develop children's language and communication. Staff use children's interests to engage children in learning and to extend children's learning and development. Children enjoy daily 'drawing club', at which teachers model high-quality creative writing. Children's interest and excitement in this aspect of their learning is clearly evident in how they talk about the stories that they helped to create.

Children with special educational needs and/or disabilities (SEND) progress well from their individual starting points. Leaders are adept at early identification of children's needs. They ensure that effective support is quickly put in place for children. Indeed, support for children with SEND and disadvantaged children begins before children start in early years. Time is spent to ensure that transition arrangements are effective so that staff know the children and their families well.

Inclusion

Strong standard 

This is a genuinely inclusive school where every child is valued as an individual. Leaders are relentless in their approach to removing barriers to pupils' learning and wellbeing. As a result, pupils thrive here. Staff identify pupils' needs quickly and accurately. They draw on all available information, alongside their professional insight, to build a full picture of each pupil. Staff provide thoughtful, tailored provision that helps pupils to succeed.

Pupils known to social care receive sensitive, consistent and nurturing support from the school's pastoral team. Staff understand the complex circumstances that these pupils face. Staff form stable and trusting relationships with these pupils that helps them feel safe.

More broadly, the school communicates effectively with families to ensure pupils' needs are met. Pastoral staff check on pupils' wellbeing closely and act promptly to address any concerns. This helps pupils to feel that they are valued members of the school community and supports pupils' readiness to learn.

Leaders use evidence-based approaches to inform the school's inclusive culture. Leaders use additional funding well to support disadvantaged pupils, both academically and pastorally. Leaders are rigorous in their evaluation of the impact of the school's inclusive practices. As a result, pupils with special educational needs and/or disabilities and disadvantaged pupils experience success, attend school regularly and participate fully in school life.

Leadership and governance

Strong standard 

Leaders have an unwavering ambition for all pupils to feel included and to achieve well. They have a detailed and accurate view of the quality of school provision. Leaders identify the right priorities for improvement, informed by careful consideration of what will have the greatest impact on pupils' experiences and achievement. Leaders have worked at pace to develop and improve areas of the curriculum such as writing and phonics. Leaders' actions are making a positive difference to pupils' achievement across the school.

The school supports disadvantaged pupils effectively through thoughtful and strategic use of pupil premium funding. Leaders know disadvantaged pupils extremely well and understand the challenges that these pupils face. Leaders ensure that disadvantaged pupils receive high-quality teaching, targeted support and pastoral care. Crucially, leaders listen to pupils' aspirations and work with parents and carers to capture these aspirations in a 'pupil premium passport'. This helps to shape the support that disadvantaged pupils receive. Parents value this approach.

Trustees and local governors have an accurate and astute understanding of the school's strengths, priorities and approach to inclusion. Trustees ensure that all statutory duties are met fully. Trustees and governors have robust systems and processes for holding the school to account. They provide school leaders with robust and well-informed challenge. There is a high level of collaboration between the trust and the school in planning and implementing school improvement strategies.

Staff are overwhelmingly positive about the school. Leaders ensure that professional development is rooted in strong and proven educational research. Staff appreciate the wider opportunities to work collaboratively across the trust.

Expected standard

Achievement

Expected standard 

At the end of Year 6, pupils' results in national reading, writing and mathematics tests are broadly in line with the national average. Leaders are working to address the quality of pupils' writing, particularly those pupils with lower prior attainment who, in previous years, did not achieve as well as they might in the national reading test. Generally, pupils write with appropriate fluency and teachers address errors in pupils' handwriting, spelling and grammar well. However, the quality of some older pupils' writing remains a priority for leaders to ensure that pupils reach the expected standard in writing at the end of Year 6.

Overall, pupils progress well in learning the curriculum and secure the foundational knowledge that they need for future learning. Disadvantaged pupils and pupils with special educational needs and/or disabilities make suitable progress from their starting points. Typically, pupils are well prepared for their next stage of education.

Curriculum and teaching

Expected standard 

Leaders have designed an ambitious curriculum for all pupils. From early years through to Year 6, the curriculum is well sequenced and designed to build pupils' knowledge over time. Leaders have an accurate view of the quality of teaching and learning. The school has an appropriate focus on developing the essential knowledge in reading, writing and mathematics that pupils need. Leaders have high expectations of children in early years. Children confidently apply their phonics knowledge to their independent writing. Most pupils have an age-appropriate understanding of handwriting, spelling and grammar. However, some gaps in knowledge remain for older pupils. While teachers provide additional support for pupils to fill these gaps in knowledge, some pupils do not write with fluency and confidence.

Teachers have secure subject knowledge. Leaders have done notable work in establishing consistent approaches to teaching across the school. Generally, teachers use questioning and modelling well to secure and extend pupils' learning. Leaders prioritise the development of pupils' oracy and language skills. Staff deepen pupils' learning through the use of sentence starters and carefully considered partner work. These approaches have particularly supported pupils with special educational needs and/or disabilities to develop their oracy skills.

Personal development and wellbeing

Expected standard 

The school has established a personal development programme that is informed by the school's values. Leaders have recently introduced an enquiry-led approach to pupils'

learning. This approach promotes a deep understanding for pupils with regard to spiritual, moral, social and cultural education. The school fosters pupils' social and moral development through respectful discussion, restorative approaches to conflict and meaningful opportunities to think of others, for example fundraising.

The personal development programme is well structured and comprehensive, with weekly personal, social and health education (PSHE) lessons. Pupils gain an age-appropriate understanding of healthy relationships, health and wellbeing, and keeping safe in the wider world, including online. The school enriches the programme through assemblies and opportunities that enable pupils to learn about different faiths, cultures and backgrounds, as well as fundamental British values. Inclusion is central to the school's approach to pupils' personal development. Resources and teaching approaches reflect diversity and promote understanding of difference, contributing to a strong sense of belonging across the school.

The school also offers pupils a wide range of activities to develop their talents, interests and character. Pupils have opportunities to take part in sport, arts and cultural activities, alongside a carefully planned programme of educational visits and residential trips. Leaders ensure that pupils with special educational needs and/or disabilities and disadvantaged pupils are supported to participate in all aspects of school life. The school provides financial and targeted support to help all pupils access the range of activities on offer. However, disadvantaged pupils do not take part regularly in clubs or extra-curricular activities.

Pastoral support underpins pupils' personal development. Appropriately trained staff identify pupils who need additional pastoral support and work effectively with pupils and families. Pupils can also ask for pastoral support themselves, for example through the school's 'ask it basket'. The school provides well for pupils' pastoral support needs through trusted adults and pupil wellbeing ambassadors.

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

William Shrewsbury Primary is a large school with a family spirit. Pupils receive a warm and nurturing start to the school day. Staff greet pupils by name. Indeed, genuine, trusting relationships are at the heart of the school. Staff care for pupils and pupils care for each other. The school's values of care, achieve, respect and equity are not just words. Pupils and staff live out these values in their everyday actions. For example, staff show equity by making sure that every pupil has what they need to learn. Pupils show equity by making sure every pupil has someone to play with.

Pupils feel safe and happy in school because of the extensive support they receive both academically and pastorally. Pupils behave well, both in class and at social times. If any pupils need additional help to manage their behaviour, dedicated staff support pupils through highly effective strategies. The school does not tolerate bullying, and pupils trust staff to act swiftly if concerns arise. Pupils show tolerance and respect. They understand and embrace difference, including showing respect for different cultures and faiths.

Pupils with special educational needs and/or disabilities and disadvantaged pupils thrive, supported effectively by specialist staff. Staff understand pupils' needs. Sensitive and

appropriate support and adaptations to learning ensure that pupils achieve well from their starting points.

Pupils' attendance is high. When necessary, the school supports families to remove any barriers that stop pupils from improving their attendance. Pupils do not want to miss a day at school. Pupils enjoy school. They are proud of the leadership roles they hold, such as being a member of the school council or a house captain.

Next steps

- Leaders should ensure that teachers address any errors in pupils' handwriting, spelling and grammar consistently and effectively. They should ensure that teachers enable pupils to become confident and fluent writers as quickly as possible.
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About this inspection

This school is part of Central Co-operative Learning 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), Richard Simcox, and overseen by a board of trustees, chaired by Andrew Bailey.

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 headteacher, pupils and parents. They also spoke with representatives of the trust, including the CEO and the chair of trustees, during the inspection.

The inspectors confirmed the following information about the school:

The school uses no alternative provision.

Headteacher: Melanie Murfin

Lead inspector:

Eve Morris, His Majesty's Inspector

Team inspectors:

Helen Quinn, Ofsted Inspector

Adam Montague-Clewes, Ofsted Inspector

Mark Gilbert, 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 6 May 2026

School and pupil context

Total pupils

636

Well above 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

578

Well above 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)

21.04%

Close to 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

4.40%

Close to 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

10.85%

Below average

What does this mean?

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

National average: 15%

Location deprivation

Close to 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	67%	61%	Close to average
2024/25 (final)	64%	62%	Close to average
2023/24 (final)	68%	61%	Close to average
2022/23 (final)	67%	60%	Close to average

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	79%	74%	Close to average
2024/25 (final)	78%	75%	Close to average
2023/24 (final)	81%	74%	Close to average
2022/23 (final)	78%	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	72%	72%	Close to average
2024/25 (final)	68%	72%	Close to average
2023/24 (final)	76%	72%	Close to average
2022/23 (final)	73%	71%	Close to average

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	80%	73%	Above
2024/25 (final)	79%	74%	Close to average
2023/24 (final)	81%	73%	Above
2022/23 (final)	82%	73%	Above

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	48%	46%	Close to average
2024/25 (final)	50%	47%	Close to average

Year	This school	National average	Compared with national average
2023/24 (final)	45%	46%	Close to average
2022/23 (final)	47%	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	62%	62%	Close to average
2024/25 (final)	59%	63%	Close to average
2023/24 (final)	73%	62%	Close to average
2022/23 (final)	58%	60%	Close to average

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	63%	59%	Close to average
2024/25 (final)	59%	59%	Close to average
2023/24 (final)	73%	58%	Above
2022/23 (final)	63%	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	62%	60%	Close to average
2024/25 (final)	59%	61%	Close to average
2023/24 (final)	55%	59%	Close to average
2022/23 (final)	68%	59%	Close to average

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	48%	68%	-20 pp
2024/25 (final)	50%	69%	-19 pp
2023/24 (final)	45%	67%	-22 pp
2022/23 (final)	47%	66%	-19 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	62%	80%	-18 pp
2024/25 (final)	59%	81%	-22 pp
2023/24 (final)	73%	80%	-7 pp
2022/23 (final)	58%	78%	-20 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	63%	78%	-14 pp
2024/25 (final)	59%	78%	-19 pp
2023/24 (final)	73%	78%	-5 pp
2022/23 (final)	63%	77%	-14 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	62%	80%	-18 pp
2024/25 (final)	59%	81%	-21 pp
2023/24 (final)	55%	79%	-25 pp

Year	This school	National non-disadvantaged score	School disadvantage gap
2022/23 (final)	68%	79%	-11 pp

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)	3.6%	5.2%	Below
2023/24 (3 term)	4.1%	5.5%	Below
2022/23 (3 term)	4.2%	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 (3 term)	5.4%	13.0%	Below
2023/24 (3 term)	7.4%	14.6%	Below
2022/23 (3 term)	7.7%	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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