

Condover CofE Primary School

Address: Condover, Shrewsbury, Shropshire, SY5 7AA

Unique reference number (URN): 145275

Inspection report: 19 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.

Expected standard

Achievement

Expected standard 

Pupils at the school achieve well over time. Published outcomes show that pupils achieve above the national average in the Year 1 phonics screening check and in writing at the end of key stage 2. Pupils attain significantly above average in the multiplication tables check at the end of Year 4. This means that most pupils acquire the essential knowledge needed for the next stage of their education.

Leaders ensure that pupils secure early foundations in reading and mathematics. This supports them to access the wider curriculum with increasing confidence as they move through the school. Pupils who need additional help to learn to read typically receive effective support. As a result, most of these pupils catch up with their peers.

Pupils with special educational needs and/or disabilities generally achieve well from their starting points. Staff provide support that helps them to become more independent. Pupils are well prepared for their next stage of education and learning.

Attendance and behaviour

Expected standard 

Pupils' attendance is currently just above the national average. Leaders have recently renewed their approach to managing attendance, and this is already having a positive impact. They thoroughly check reasons for absence and act quickly to provide support to families. This includes work with external agencies where appropriate. Leaders have ensured that staff understand that attendance is everyone's responsibility. As a result, attendance is improving over time for all groups of pupils.

Behaviour across the school is positive. This is because leaders' high expectations and the school rules help pupils to understand what is expected of them. Staff apply the behaviour policy positively and consistently. When pupils require additional support, leaders use individual approaches such as a behaviour toolkit or a bespoke wellbeing offer. This helps pupils to take responsibility for their behaviour and make improvements. Trusting relationships between staff and pupils mean that pupils feel safe and supported. Bullying is not accepted, and pupils are confident that staff deal with concerns quickly and effectively. This results in a calm, purposeful learning environment. Pupils are respectful, responsible and ready to learn.

Curriculum and teaching

Expected standard 

Leaders have ensured that a broad and balanced curriculum is in place. It is well structured and allows pupils' knowledge to build sequentially over time. Leaders have provided teachers, including those new to the profession, with effective training and support. As a result, they understand the curriculum and typically deliver it well.

Teachers generally demonstrate secure subject knowledge and use a range of effective teaching strategies. Scaffolds, prompts and modelling enable pupils to learn and make progress in all subjects. Regular checks on learning allow staff to assess pupils'

understanding and plan their next steps. As a result, pupils know more and remember more as they move through the curriculum.

Leaders make sure that pupils acquire the important skills and knowledge they need, including handwriting, spelling and number facts. Phonics is taught effectively. As a result, most pupils gain the skills they need to learn to read. Pupils who need extra help are supported to catch up quickly.

Staff know pupils' needs and adapt their teaching to support them. This ensures that all pupils can access their learning. Leaders monitor these adaptations and make changes when needed. They now need to ensure that the quality of teaching is consistently high across the school.

Early years

Expected standard 

Leaders have recently strengthened the early years provision by taking over the on-site nursery. This means that children can benefit from the early years offer sooner and experience a smooth transition to the Reception Year class.

Children in the early years are supported well to settle, feel safe and enjoy learning. Leaders have clear priorities for the early years and make sure staff continue to develop their skills. The curriculum is designed to meet children's needs from the point they start nursery. A focus is placed on communication and language, helping children develop their speaking and listening skills. Carefully planned opportunities for mark-making support children's early writing development.

Teaching helps children to become more independent and develop a thirst for learning. Staff encourage children to concentrate, explore and talk about their ideas. In the Nursery Year, children enjoy songs, rhymes and role play. This builds the foundation for the Reception Year, where they learn to read using their phonics knowledge.

The number of children achieving a good level of development at the end of the Reception Year is above the national average. Most are prepared well for the move into Year 1. Leaders are working on refining their early years curriculum to ensure that it is cohesive across the full age range.

Inclusion

Expected standard 

The school's welcoming and inclusive culture helps pupils feel a sense of belonging. When pupils arrive at school, leaders quickly and accurately identify their needs and any barriers they may face. This includes disadvantaged pupils, those with special educational needs and/or disabilities and those known (or previously known) to social care. Leaders use this information to put support in place for those who need it.

Clear systems and processes help staff respond to pupils' needs. Staff receive high-quality training and know pupils well. They typically make thoughtful adaptations to their teaching and the environment that enable pupils to access the full curriculum. Leaders work closely with parents and external specialists to ensure that pupils receive the support they need. As a result, pupils' barriers to learning and wellbeing reduce over time.

The needs of pupils eligible for pupil premium funding are identified and addressed effectively through academic, wellbeing and extra-curricular provision. Progress is carefully tracked, and leaders ensure that all pupils can participate in wider opportunities.

Children known (or previously known) to children's social care are supported well. For example, leaders work effectively with external agencies to ensure that these pupils can belong, flourish and learn.

Leadership and governance

Expected standard 

Leaders know their school well. They understand the strengths of the school and know where they need to make improvements. They work closely alongside the trust to accurately identify priorities. Leaders are focused on improving the consistency of teaching and learning so that all pupils benefit from good practice.

Those responsible for governance provide a suitable balance of support and challenge. Governors meet their statutory duties and have a clear understanding of the school's performance. They ask thoughtful questions and hold leaders to account while working constructively with them in the best interests of pupils.

Staff feel supported and value the consideration leaders give to their workload and wellbeing. Leaders ensure that staff have access to high-quality professional learning. Staff benefit from opportunities to work with colleagues across the trust. Teachers who are new to the profession visit other schools to learn from effective practice. This strengthens staff confidence and contributes to an effective learning environment for pupils.

Parental views of the school are mixed. Many parents value the school's warm, friendly and nurturing environment where their children flourish. Some parents feel that communication could be better. In response, leaders are working to strengthen relationships and gain trust. They are well placed to continue to improve and enhance this community, with its vision for pupils and staff of 'love each other and know we are loved'.

Personal development and wellbeing

Expected standard 

Leaders have designed an effective personal development programme. It equips pupils with the knowledge and experiences they need to respect others, develop their social skills and enhance their appreciation of culture and heritage. Pupils understand the importance of treating everyone equally and appreciate the wide range of opportunities on offer to them during their time at the school.

The personal, social and health curriculum is well sequenced and adapted to meet pupils' needs and their local context. Pupils understand the difference between healthy and unhealthy friendships and know how to manage risks to their wellbeing, both online and in the local community. They have an awareness of how to stay physically and mentally healthy and can recognise the difference between right and wrong. Pupils demonstrate an understanding of British values. They can share examples of how these values are applied in school and explain why they are important.

Leaders ensure that pupils access a wide range of experiences while at school. For example, there are trips to local museums and opportunities to sing and play sports both locally and further afield. Older pupils can also take part in an annual residential visit. During careers week, a variety of visitors are invited into school, such as professionals from the police, fire service and National Health Service. This helps to broaden pupils' aspirations. Pupils benefit from numerous leadership opportunities during their time in school, such as being part of the safety, worship and eco committees. They appreciate being able to have a voice and are proud of the work they do.

Leaders ensure that all pupils, including those who are disadvantaged, are able to take part in the full breadth of opportunities available. Leaders plan to expand their provision, for example by enabling pupils to visit places of worship and large cities. Pupils benefit from rich and ambitious experiences and are well prepared for life in modern Britain.

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

Pupils at Condover C of E Primary School are enthusiastic, happy and confident. They enjoy coming to school because it is a positive place to learn and play. The school values of love, forgiveness and trust are lived out through warm, caring relationships between staff and pupils.

Pupils behave well in classrooms and on the playground. They are polite and helpful and show respect to others. Pupils feel safe at school and are well cared for. The school dog, Inca, helps them to settle and feel calm. Bullying is rare, and pupils trust adults to help them resolve problems swiftly and fairly.

When pupils start school, staff get to know them well. This means that any barriers they may face can be addressed quickly and support put in place. As a result, most pupils thrive at school. Pupils enjoy learning and take pride in their work. They find the broad and balanced curriculum engaging and inspiring. Adaptations are made to ensure that all pupils, including those who are disadvantaged, can access their learning. This means that most pupils achieve in line with or above national averages at all stages of their primary education.

Pupils benefit from a range of opportunities that broaden their experiences and allow them to develop their talents and interests. These include extra-curricular clubs, visits to local museums and places of interest and residential stays. Pupil leadership committees enable pupils to have a voice in the running of their school. By the time they leave the school, pupils are well prepared for their next stage of learning.

Next steps

- Leaders should continue their work to secure consistently effective teaching.
- Leaders should continue to embed provision so that there is cohesion between the newly acquired nursery and the Reception Year class.

- Leaders should continue strengthening partnerships with all stakeholders.
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About this inspection

This school is part of the Diocese of Hereford Multi-Academy 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), Andrew Teale, and overseen by a board of directors, chaired by Rob Pizii.

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 the executive headteacher and executive deputy headteacher during the inspection. They also spoke with representatives of the trust, including the CEO, deputy CEO and special educational needs coordinator and representatives of the local academy board.

The inspectors confirmed the following information about the school:

The school does not use alternative provision.

Executive Headteacher: Rebecca Elvins

Lead inspector:

Claire Medhurst, His Majesty's Inspector

Team inspector:

Darryl Asbury, 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 19 May 2026

School and pupil context

Total pupils

116

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

140

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)

6.90%

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

3.45%

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

15.52%

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	63%	61%	Close to average
2024/25 (final)	75%	62%	Above
2023/24 (final)	65%	61%	Close to average
2022/23 (final)	53%	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)	83%	75%	Above
2023/24 (final)	82%	74%	Above
2022/23 (final)	74%	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	71%	72%	Close to average
2024/25 (final)	75%	72%	Close to average
2023/24 (final)	71%	72%	Close to average
2022/23 (final)	68%	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	77%	73%	Close to average
2024/25 (final)	83%	74%	Above
2023/24 (final)	82%	73%	Above
2022/23 (final)	68%	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		46%	
2024/25		47%	
2023/24 (final)	S	46%	S
2022/23 (final)	50%	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%	
2024/25		63%	
2023/24 (final)	S	62%	S
2022/23 (final)	67%	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		59%	
2024/25		59%	
2023/24 (final)	S	58%	S
2022/23 (final)	67%	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%	
2024/25		61%	
2023/24 (final)	S	59%	S
2022/23 (final)	50%	59%	Close to average

‘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 (final)	50%	66%	-16 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		80%	
2024/25		81%	
2023/24 (final)	S	80%	S
2022/23 (final)	67%	78%	-12 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		78%	
2024/25		78%	
2023/24 (final)	S	78%	S

Year	This school	National non-disadvantaged score	School disadvantage gap
2022/23 (final)	67%	77%	-11 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		80%	
2024/25		81%	
2023/24 (final)	S	79%	S
2022/23 (final)	50%	79%	-29 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 (3 term)	4.5%	5.2%	Close to average
2023/24 (3 term)	4.4%	5.5%	Below
2022/23 (3 term)	4.0%	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)	6.0%	13.0%	Below
2023/24 (3 term)	8.0%	14.6%	Below
2022/23 (3 term)	7.8%	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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