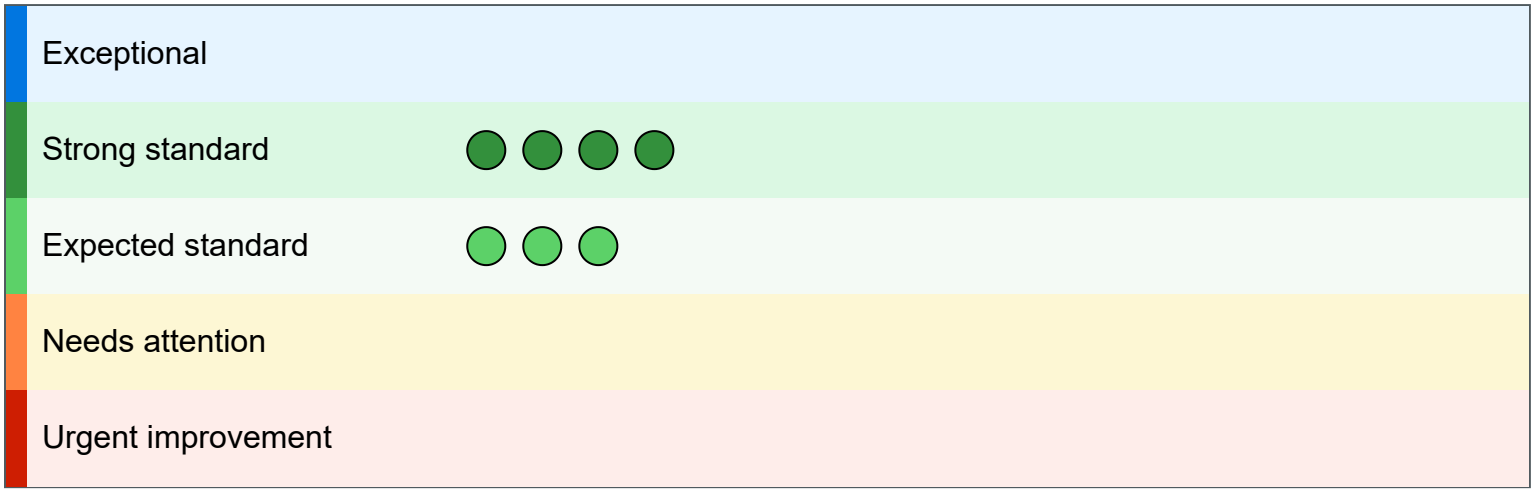
Stoke Prior Primary School

Address: Stoke Prior, Leominster, Herefordshire, HR6 0ND

Unique reference number (URN): 150128

Inspection report: 6 October 2026



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' commitment to all pupils attending school regularly is clear. They want them to benefit fully from all the opportunities they make available. Therefore, pupils love coming to school. They value being part of the caring and family-orientated ethos. This ensures that attendance is consistently high and above national averages over time.

Positive attendance habits are created as soon as children start school. This is achieved through effective transitions and strong family engagement. Attendance is monitored carefully, particularly for vulnerable pupils and those at risk of persistent absence. Leaders respond swiftly to any occasional absences. This prevents them from increasing and becoming a more serious problem.

Pupils behave extremely well. High expectations are applied consistently. This helps pupils develop the self-regulation skills they need to behave responsibly. Classrooms, social times and transitions are calm, orderly and purposeful. Positive relationships between staff and pupils support a culture where learning is valued. Staff understand individual needs extremely well. They make appropriate adjustments when required. This inclusive approach makes pupils feel safe and respected.

Leaders track behaviour incidents effectively and intervene swiftly. Pupils know that bullying and discriminatory behaviour are not tolerated. They know who to speak to if they are worried. Pupils trust adults to listen and help them solve any issues they have.

Early years

Strong standard

Children get off to an exceedingly positive start in early years. Nursery visits and parental workshops make sure staff know children extremely well before they start. Leaders use this information to design a well-structured and sequenced curriculum. On entry to school, staff identify barriers and prioritise needs quickly. Effective support ensures all children access the curriculum and engage fully with their classmates.

Well-designed indoor and outdoor learning environments provide purposeful opportunities for learning. These support development across all areas of the curriculum. Through high-quality interactions, staff develop children's confidence, independence and resilience. Reading is introduced promptly. Daily phonics sessions help children recognise sounds and read familiar words confidently. Staff teach phonics with accuracy and precision. Early writing and mathematical development are equally well taught.

Children behave very well. They engage positively with adults and their classmates and show high levels of kindness and cooperation. Strong routines are embedded from day one, helping children to feel safe, secure and settled. Relationships with parents and carers are highly effective. Staff work closely with families to address any concerns quickly and ensure children receive the support they need. All children, including those who are vulnerable, achieve effectively from their starting points. They are exceedingly well prepared as they move into key stage 1.

Inclusion

Strong standard

Leaders, staff and governors make inclusion an absolute priority. They have high expectations for all pupils, regardless of their background or need. This ensures that vulnerable pupils, including those with special educational needs and/or disabilities (SEND), have every opportunity to succeed. Here, they thrive both academically and socially.

Skilled leaders identify SEND early, including in the pre-school provision. They act swiftly to put the right support in place. Staff benefit from regular, high-quality training. It provides them with the knowledge and skills they need to effectively support pupils' additional needs. Vulnerable pupils learn effectively alongside their peers. Staff use clear expectations, visual prompts and carefully planned adaptations to help pupils access the curriculum successfully. Strong relationships with families ensure that all pupils benefit from a well-planned and joined-up approach.

Pupils are viewed as individuals, with bespoke pathways provided if they need them. Leaders carefully check provision and continually review and alter the support they receive. In addition, leaders work extensively with external specialists, including the trust. This effectively enhances the provision they offer. This means all pupils make measurable progress towards their targets. Additional funding for disadvantaged pupils is used effectively. It improves both the provision and outcomes.

Personal development and wellbeing

Strong standard

Stoke Prior’s personal development curriculum supports pupils extremely effectively. It helps them to develop knowledge and understanding over time. For example, thoughtful adaptations to relationships and sex education mean pupils learn about the changes to their bodies in a timely and age-appropriate way.

Staff teach pupils how to keep themselves safe, both online and offline. Pupils share their detailed knowledge and understanding of British values, such as tolerance and respect, effectively. They know that people lead different lives and come from different backgrounds. They have a respect for these differences. This contributes strongly to the school's inclusive culture. Pastoral support is provided in a timely way for pupils who may have worries or need extra support.

Pupils have a strong sense of belonging within the school community. They proudly take on leadership responsibilities. These include roles such as school councillors, sports captains and school buddies. These opportunities give pupils an active voice and allow them to make positive contributions both to the school and the wider community.

Leaders provide a wide range of carefully chosen experiences, both within and beyond the classroom. These help pupils become independent and resilient learners. For example, members of the school choir take part in local concerts and regional competitions. This develops their confidence to perform to large audiences and represent their school with pride. Pupils enjoy a wide range of after-school activities, including cricket, art and computing clubs. They are rightly proud of their sporting achievements at local and regional competitions. These include cross-country events and the School Games. Visits to seaside towns and musical performances further enrich the curriculum. Residential opportunities for

older pupils improve their understanding of personal responsibility. Leaders carefully track participation for all experiences and remove barriers. This enables all pupils to access any opportunity available. Pupils are well prepared for the next stage of their education.

Expected standard

Achievement

Expected standard

From early years onwards, pupils' work demonstrates effective progress over time. This is particularly evident for children who join in the pre-school or in Reception Year. Here, they benefit from early identification of needs, strong support and precise intervention. Vulnerable pupils are supported by well-targeted interventions and effective adaptations. They make suitable progress from their starting points. Attainment has increased over time due to improvements in early reading, writing and mathematics. For example, in the phonics screening check, outcomes are now above the national average.

Pupils generally develop the knowledge and skills leaders intend. This now needs to be consistent across all subjects. Pupils' learning is built on effectively, particularly in reading, writing and mathematics. Outcomes reflect this and are broadly in line with national averages. However, a greater number could achieve higher standards. Leaders know this. Pupils are, therefore, typically well prepared for their next stage of education.

Curriculum and teaching

Expected standard

Leaders have worked hard over the last few years to fully redesign their curriculum. It is now ambitious and of a high quality, with effective sequencing to build knowledge over time. It places a strong emphasis on the key knowledge pupils need, particularly in reading, writing and mathematics. By the end of key stage 2, it allows pupils to engage in increasingly complex work. This is particularly the case in history, science and religious education. These subjects really broaden pupils' understanding beyond school. They prepare them well for both life in modern Britain and the next stage of their learning.

Phonics is delivered consistently. Staff have a firm knowledge of the programme. Younger children develop a secure understanding of letters and sounds. They use this knowledge successfully to master the phonics code.

Leaders accurately identify the support staff need to implement the curriculum effectively. There has been a sharp focus on developing pupils' language and vocabulary. This allows pupils to share their thinking and engage confidently in discussions. Staff know how to check pupils' understanding. They make effective adaptations that enable pupils with additional needs to learn successfully.

Overall, the curriculum is typically well taught. However, some variation remains in pupils' knowledge and application of their key skills across the whole curriculum. This is especially the case regarding writing opportunities for the most able.

Leadership and governance **Expected standard**

The school is highly inclusive and ambitious for all pupils. Staff know pupils and their families extremely well. Leaders have an accurate understanding of the school's strengths and areas for development. Self-evaluation is thorough and informed by effective monitoring. Current priorities include further strengthening of writing outcomes. They are also continuing to develop their curriculum, which now successfully allows pupils to know and remember more over time.

Professional learning is a high priority. Leaders develop staff expertise effectively through high-quality training and ongoing support. This is strengthening teaching and improving outcomes for pupils, particularly in phonics.

Staff speak very highly of leaders, describing them as approachable and supportive. They value the thought given to their workload and wellbeing. They appreciate leaders' visibility and open communication. Staff morale is high and there is an extremely strong sense of teamwork across the school. Parents and carers are also overwhelmingly positive about the school's work.

Leaders, including those from the trust and those responsible for governance, have a robust knowledge of the school. They understand their roles clearly and fulfil their statutory responsibilities successfully. Through appropriate challenge and support, they contribute meaningfully to the school's continued improvement. Effective work with the trust has successfully supported the introduction of a new, high-quality curriculum. This has improved the quality of teaching across school. As a result of effective leadership at all levels, the school is well placed to build on its strengths and secure consistently high standards across all areas of its work.

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

Pupils love being part of this caring and inclusive community. Each day, they arrive at school happily and on time. They value the warm welcome they receive from the staff, who they know care deeply about them. Pupils' day-to-day experiences reflect a strong sense of belonging. Parents say this is due to the school's family ethos.

A high-quality, well-sequenced curriculum helps pupils develop effective basic skills. It also builds their knowledge securely over time. Carefully planned support is provided to pupils requiring extra help. This enables them to successfully access their learning. Pupils talk confidently about trusted adults. They know that staff will listen carefully if they have any worries.

Children in the early years settle quickly and feel secure. They follow routines confidently and engage enthusiastically in activities, for example, when sharing the story of 'The Enormous Turnip'. Children play cooperatively with their classmates. They demonstrate strong basic skills, especially in early reading.

Pupils behave extremely well. They move calmly around the school and respond respectfully to all adults. Concentration from pupils in lessons is excellent. They work hard

and show high levels of respect towards their classmates. Pupils enjoy their learning and take part enthusiastically in discussions. They respond confidently to their teachers' questions. At social times, pupils always include one another in games and activities. They work hard to ensure that no one is left out. Bullying is rare. However, if unkind behaviour occurs, pupils are confident that staff will address it quickly.

Pupils benefit from a well-structured and carefully planned personal development programme. They have an impressive inclusive attitude that celebrates diversity and values differences. Pupils take part in a wide range of experiences that enrich their learning. These also help them to develop confidence and a strong sense of responsibility. An example of this is their buddy role.

Next steps

- Leaders should improve the consistency of opportunities for all pupils, especially the most able, to enable them to practise and develop key skills, particularly in writing, across all subjects.
- Leaders should continue to use their effective strategies for school improvement, supported by the Trust, to ensure consistently strong standards across all areas of their work.

About this inspection

This school is part of the Three Counties 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), Martin Farmer, and overseen by a board of trustees, chaired by Mac Henderson.

Inspectors carried out this full inspection under section 5 of the Education Act 2005.

The inspection took place on 6 and 7 October 2026.

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, the deputy headteacher, the CEO, the trust primary lead practitioner, the trust assistant special educational needs coordinator and inclusion support officer, the trust education welfare and safeguarding support officer, the special educational needs coordinator, the school administrator, the chair of the board of trustees, trustees, governors from the local governing board, including the chair, parents and pupils during the inspection.

Executive Headteacher: Matt Lewis

Lead inspector:
Paul Newby, His Majesty's Inspector

Team inspector:
Liz Vautier-Thomas, Ofsted Inspector

Facts and figures used on inspection

This was the data available at the time of the full inspection, taken from different sources. More recent data may have been published since the full inspection took place.

The inspector(s) used this data during the full inspection on 6 October 2026

School and pupil context

Total pupils

82
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: 268

School capacity

77
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)

17.07%
Below average

What does this mean?

The proportion of pupils eligible for free school meals at any point in the last 6 years.

National average: 26.5%

Pupils with an education, health and care (EHC) plan

3.66%
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: 4.1%

Pupils with special educational needs (SEN) support

12.20%
Close to average

What does this mean?

The proportion of pupils with reported special educational needs support 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	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	80%	62%	Above
2023/24		61%	

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	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	90%	75%	Above
2023/24		74%	

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	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	80%	72%	Above
2023/24		72%	

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	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	80%	74%	Close to average
2023/24		73%	

The Key Stage 2 data we used for this inspection has not yet been published; therefore, we have not provided it alongside this school's report card. ‘R’ in the table indicates that the data is not yet available. We will update the table when the Department for Education publishes the data for the latest academic year.

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	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	S	47%	S
2023/24		46%	

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	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	S	63%	S
2023/24		62%	

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	R	R	R
2025/26 (provisional)	R	R	R

Year	This school	National average	Compared with national average
2024/25 (final)	S	59%	S
2023/24		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	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	S	61%	S
2023/24		59%	

The Key Stage 2 data we used for this inspection has not yet been published; therefore, we have not provided it alongside this school's report card. ‘R’ in the table indicates that the data is not yet available. We will update the table when the Department for Education publishes the data for the latest academic year.

‘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	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	S	69%	S
2023/24		67%	

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	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	S	81%	S
2023/24		80%	

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	R	R	R

Year	This school	National non-disadvantaged score	School disadvantage gap
2025/26 (provisional)	R	R	R
2024/25 (final)	S	78%	S
2023/24		78%	

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	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	S	81%	S
2023/24		79%	

The Key Stage 2 data we used for this inspection has not yet been published; therefore, we have not provided it alongside this school's report card. ‘R’ in the table indicates that the data is not yet available. We will update the table when the Department for Education publishes the data for the latest academic year.

‘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
2025/26 (1 term)	3.1%	5.1%	Below
2024/25 (3 term)	2.8%	5.2%	Below
2023/24 (3 term)	4.6%	5.5%	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
2025/26 (1 term)	4.2%	14.4%	Below
2024/25 (3 term)	1.3%	13.0%	Below
2023/24 (3 term)	7.5%	14.6%	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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