

Inspection of John Wheeldon Primary Academy

Corporation Street, Stafford, Staffordshire ST16 3LX

Inspection dates: 11–12 September 2019

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Early years provision **Good**

Overall effectiveness at previous inspection Requires improvement

What is it like to attend this school?

John Wheeldon Primary Academy prioritises pupils' health and well-being alongside their academic work. The school is at the heart of the community. The school's motto of being proud of all you do underpins learning and school life.

Leaders have high expectations that pupils achieve well, and that they will be well prepared for their future lives. Pupils enjoy learning in different subjects. Topics are interesting and teaching builds on what pupils already know. Pupils benefit from well-chosen experiences that make learning more interesting. These include learning outside of the classroom through residential visits and trips to museums and castles. Pupils are able to join in a range of activities such as the 'Rota-Kids' club linked to the Rotary Club and raise money for charities.

Pupils are happy to come to school, where they feel safe and well cared for. Relationships between adults and pupils and between pupils and one another are positive. Pupils behave well in lessons and as they move around school. Pupils that say if bullying occurs, teachers listen to what has happened and deal with the situation fairly.

What does the school do well and what does it need to do better?

Teachers ensure that learning activities are interesting and build well on pupils' previous learning in most subjects. Teachers are ambitious for pupils and have high expectations of the quality of work they will produce. This is particularly clear in English, mathematics and physical education (PE).

Pupils are proud of their work and can talk about what they have learned. For example, pupils in Year 6 demonstrated a thorough grasp of the poems they were studying in a discussion with an inspector about reading. Pupils develop their mathematical skills well, but do not always know the words to explain how they have arrived at their answers. PE lessons are well structured and fun. They enable pupils to develop the skills needed to be successful in competitive games. PE is a strength of the school.

The way teachers plan learning for pupils is not as organised in history, geography and in modern foreign languages (MFL).

In the early years, children in the Reception classes settle well into routines. Classrooms are set up to prompt questions and discussion. In the class role-play areas, children can be 'hairdressers' chatting to their 'customer' while styling their hair. They have meaningful reasons to talk and develop their vocabulary. Their imaginations and curiosity are also stimulated by many other things to see, touch and do, both indoors and outside. Staff nurture children so they feel safe and valued. Staff make good links with parents.

There has been a recent improvement in the standards that pupils reach at the end

of key stage 2. In reading and mathematics, teachers make good use of assessment to plan learning that builds on what pupils already know and can do. The use of assessment is not as effective in writing. Leaders ensure that reading is a high priority in the school. Phonics is taught daily and pupils in Year 1 and Year 2 are encouraged to read every day using books that match sounds they already know. Most pupils read fluently by the end of key stage 1.

Pupils behave well. They are rarely distracted from their learning and many take good care to produce work to the best of their abilities. Pupils understand their place in the world and show respect to others who have different beliefs.

Teachers understand the different needs of the pupils in their classes. Support for pupils with special educational needs and/or disabilities (SEND) is effective.

Leaders make appropriate use of the funding available for disadvantaged pupils. Class teachers are clear about which pupils need extra support and plan activities and use resources to meet those pupils' needs.

The school is well led and managed. Leaders, including governors and trustees, are ambitious for the school. They continue to develop the work they have started to put in place high-quality, exciting lessons. Leaders aim to ensure that pupils are well prepared for their future life in modern Britain. Staff enjoy working at the school and agree that leaders ensure that their workload is manageable.

Safeguarding

The arrangements for safeguarding are effective.

Staff know that safeguarding pupils is very important. Leaders train staff so that they know what to do if they have any concerns about pupils' well-being or safety. Records show that leaders understand the needs of vulnerable pupils. Leaders' quick responses provide support for pupils and their families when needed. Leaders and governors check staff are suitable before they begin work at the school.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Not all subjects are yet well planned and delivered. Leaders should ensure that the learning plans for teaching history, geography and MFL are as effective as they are for other subjects.
- Current assessment practices in writing are not yet used effectively to improve pupils' writing. Leaders should ensure that teachers use assessments more successfully.
- Not all teachers are developing pupils' mathematical vocabulary as well as they could. Leaders should ensure that there is a consistent approach to the teaching of mathematical terms across the school.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use Ofsted Parent View information when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you're not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	141186
Local authority	Staffordshire
Inspection number	10111682
Type of school	Primary
School category	Academy sponsor-led
Age range of pupils	5 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	519
Appropriate authority	Board of trustees
Chair of trust	Mary Walker
Principal	Richard Sutton
Website	www.johnwheeldon.staffs.sch.uk
Date of previous inspection	23–24 May 2017

Information about this school

- Following the last inspection, the school received support from a school improvement partner and from the trust.

Information about this inspection

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

- Inspectors looked at a range of work across the school. Inspectors made lesson visits, examined pupils' work, and considered published data about the school's performance.
- Inspectors observed pupils' behaviour and school routines, both within classes, at breaktimes and when moving about the school site.
- The inspection team considered 62 recent responses to Ofsted's online questionnaire, Parent View, and spoke to parents during the inspection. Inspectors spoke with pupils, staff including the headteacher, special educational needs coordinator, governors and trustees including the CEO of the trust. Inspectors also looked at the 29 responses to Ofsted's online questionnaire for staff.

- Inspectors examined school documents, including policies and records relating to behaviour, attendance, exclusions, health and safety, safeguarding and the curriculum. The school's website was also checked.
- Inspectors focused in particular on the following subjects: English, including both reading and writing, mathematics and PE. Inspectors looked at curriculum planning, made visits to lessons and spoke to pupils and subject leaders.

Inspection team

Heather Phillips, lead inspector

Her Majesty's Inspector

Kirsty Foulkes

Ofsted Inspector

Mary Maybank

Ofsted Inspector

Rob Bourdon-Pierre

Ofsted Inspector

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at <http://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2019