

# Inspection of John Fletcher of Madeley Primary School

Upper Road, Madeley, Telford, Shropshire TF7 5DL

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Inspection dates: 18 and 19 October 2022

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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Early years provision	<b>Good</b>
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Previous inspection grade	Good
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## **What is it like to attend this school?**

John Fletcher of Madeley Primary is an inclusive and welcoming school. The vision of 'whatever you do, work at it with all your heart' encapsulates the approach taken by everyone to improve the school. Pupils are happy, feel safe and really enjoy their learning. They are polite, friendly and behave well. Bullying is rare. Pupils say that if they have a problem, it is sorted out quickly.

Leaders have high expectations of pupils' achievement. They recently revised the curriculum to make sure that pupils learn the most important content over time. Pupils are well supported to be successful and get help quickly when they need it. Pupils with special educational needs and/or disabilities (SEND) receive strong support and follow the same curriculum as their peers. Pupils with SEND achieve well.

Pupils have a strong understanding of fundamental British values. They take pride in their local area by working with artists and local historians. They learn about equality and celebrate Black History Month through learning about African music. There are a wide range of clubs and trips, including residential trips.

Parents and carers say that staff 'care about pupils as individuals' and appreciate the changes that have been made.

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

There has been a period of turbulence at the school since the last inspection. New leaders have made rapid improvements in all aspects of school life. They have established consistent approaches for the curriculum and pupils' behaviour that set high expectations for all pupils.

Leaders have prioritised early reading. They have made sure that all staff are trained and have the resources they need to deliver the reading curriculum well. Pupils who need help get it quickly so that they are supported well to catch up. Pupils read books that help them practise the sounds that they learn in lessons.

Leaders have identified the precise knowledge and vocabulary in every subject that they want pupils to learn. They have ensured that teachers are well trained so that they know how to deliver the curriculum effectively in most subjects. Teachers recap on pupils' previous learning to help pupils remember things they have learned in the past. However, in some subjects, teachers' checks on pupils' learning are not used consistently well. This means that, at times, pupils' learning does not build on what they already know. Occasionally, this causes some pupils to become distracted in class and they do not achieve as well as they should.

Changes to the curriculum have been driven by senior leaders. Some new subject leaders have not had the opportunity to review curriculum changes and check the

impact on pupils' learning for themselves. They are therefore not aware of what is working well and what could improve in their subjects.

Pupils with SEND are well supported. Teachers adapt the approach to lessons so that pupils can access the same curriculum as everyone else. Pupils in the specialist language unit are taught in a well-organised environment. Teachers focus on developing pupils' communication skills, while still ensuring that they experience a broad curriculum.

There are strong relationships between staff and children in the early years. Children settle quickly into school because routines are well established. There is a strong focus on language and communication. Staff promote vocabulary at every opportunity through rhymes, stories and role play.

Pupils behave well around school. This is because everyone knows the rules of 'ready, respectful and safe', which are applied consistently. Pupils say that this is much better because everyone is treated fairly. New pupils are made welcome and quickly settle into school life.

Pupils have a strong knowledge of British values. They debate the rights and wrongs of a local miners' strike in Victorian times to learn about democracy. They created inspiring artwork to be placed in a local nature area. The school council has worked with staff to change playtimes and school meals.

Governors acted swiftly to 'hold the ship steady' during a period of leadership change. They work closely with leaders to make sure that improvements continue at pace. They are well supported by a local training alliance and the local authority.

Staff say that they feel valued and appreciate that leaders make changes to help with their workload.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders know the community well and this means they can quickly identify when something is not right. They ensure that all staff are well trained and provide regular updates to keep them well informed. There are rigorous systems in place to ensure that pupils are safe. Staff work well with external agencies to provide support for families.

Pupils speak exceptionally well about safeguarding. They learn about personal safety through the curriculum, assemblies and regular quizzes. Pupils regularly learn about internet safety so that they know how to keep themselves safe online.

## What does the school need to do to improve?

### (Information for the school and appropriate authority)

- Some subject leaders are new and have had limited opportunity to evaluate what pupils know and can do in their subjects. This means that they are unable to identify precisely where further improvements are needed. Leaders should ensure that these new subject leaders have the training they need to lead their subjects effectively.
- In a minority of subjects, teachers' checks on pupils' learning are not used well to adapt the curriculum. This means that, at times, some pupils' learning does not build on what they already know. Leaders should ensure that checks on pupils' learning are used consistently well, so that pupils achieve as well as they can.

## 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 information from Ofsted Parent View 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.

## 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

<b>Unique reference number</b>	123526
<b>Local authority</b>	Telford & Wrekin
<b>Inspection number</b>	10241943
<b>Type of school</b>	Primary
<b>School category</b>	Voluntary controlled
<b>Age range of pupils</b>	4 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	285
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Paul Owens
<b>Headteacher</b>	Stacey Cross
<b>Website</b>	<a href="http://www.johnfletcherofmadeley.co.uk">www.johnfletcherofmadeley.co.uk</a>
<b>Date of previous inspection</b>	9 December 2020, under section 8 of the Education Act 2005

## Information about this school

- There is a breakfast club managed by school staff.
- There is an early years provider on the same site which provides after-school care in the main school building.
- There is a specialist language unit on site. The unit is run by Telford and Wrekin local authority and provides specialist support services for the pupils. The teacher in the unit is employed directly by the school. Pupils at John Fletcher of Madeley do not attend this provision.
- The school does not make use of alternative provision.
- The most recent Section 48 inspection was on 3 February 2016.

## Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- The inspection team met with the acting headteacher, the acting deputy headteacher and subject leaders.
- Inspectors carried out deep dives into early reading, science, mathematics and history. Inspectors visited lessons, spoke to subject leaders and staff and met with pupils. They looked at a range of curriculum documents, including plans, pupils' books and folders.
- The inspection team also met representatives of the governing body, the local authority adviser and the attached adviser from Severn Training School Alliance.
- An inspector listened to pupils read with familiar adults.
- Inspectors considered the responses to the Ofsted Parent View survey, and the views of staff recorded in Ofsted's online survey.
- Inspectors reviewed a wide range of safeguarding documentation, including the school's single central record. Inspectors spoke to the designated safeguarding leads and the pastoral team.
- Inspectors visited the school's breakfast club as well as the after-school provision run by an external provider in the school hall.

## Inspection team

Johanne Clifton, lead inspector	Ofsted Inspector
Ian Beardmore	Ofsted Inspector
Gill Turner	Ofsted Inspector

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