

Inspection of Whitfield Valley Primary Academy

Oxford Road, Fegg Hayes, Stoke-on-Trent, Staffordshire ST6 6TD

Inspection dates: 9 and 10 July 2024

Overall effectiveness

Outstanding

The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Early years provision

Outstanding

Previous inspection grade

Good

The headteacher is Suzanne Rawlings. This school is part of Inspirational Learning Academies Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Helen Stocking, and overseen by a board of directors, chaired by Rev. Ann Ballard. Helen Stocking is also the executive headteacher who is responsible for this school and others.

What is it like to attend this school?

All pupils achieve exceptionally well at Whitfield Valley Primary Academy. The school has set high ambitions and aspirations for all pupils. Pupils rise to these high expectations. Pupils are well supported at this caring and nurturing school. As a result, all pupils flourish academically and in their whole personal development. The school's motto of 'we sow. we nurture. we grow' is fully realised here.

Pupils' behaviour across school is exemplary. Pupils show high levels of respect to each other. Older pupils pride themselves in being positive role models to younger members of the school community. Staff model polite manners to pupils. Pupils are courteous to their teachers, visitors and each other, following the lead of adults.

The school offers a rich range of exciting activities. The school carefully considers each activity to best support pupils' education and wider development. For example, pupils travel to overseas locations. For many pupils, these are new life experiences. Pupils attend extra-curricular clubs, such as sewing, sports and horse riding. They care and attend to the animals on their school farm. Pupils, families and carers are very grateful for the wealth of wider opportunities on offer.

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

The school is committed to improving the life chances of all pupils. This is successfully achieved through the high-quality education and wider opportunities in place for all pupils.

The curriculum is ambitious and aspirational. The knowledge, skills and subject-specific vocabulary pupils will learn carefully builds over time. This begins from the very start in nursery. Adults quickly identify and address any gaps in learning. Wider opportunities, such as educational visits, are carefully planned to support the ambitious learning intentions of the curriculum. These also provide memorable experiences for pupils. All of this supports pupils to achieve well academically.

Staff demonstrate strong subject knowledge across all subject areas. They deliver lessons clearly and exceptionally well. Pupils who are ready to move on to more complex, deeper learning are quickly identified and supported. Teachers prepare ambitious learning activities. As a result of this effective teaching, pupils are able to learn the school's ambitious curriculum exceptionally well.

The school promotes a strong inclusive environment. They are very clear about the barriers to learning for all pupils. This includes pupils with special educational needs and/or disabilities (SEND) and those who are disadvantaged. The school ensures that barriers to learning are identified and addressed from the very beginning. Pupils receive the right support at the right time. Teachers skilfully adapt classroom activities to ensure that all pupils are working towards the same ambitious curriculum aims. Consequently, pupils with SEND achieve well.

The love of reading is promoted from the very start. Reading is prioritised across the curriculum. All pupils read regularly and widely. Books and texts across school are diverse and varied. Staff are experts at delivering the phonics programme. Pupils who need extra help receive this very quickly. Subsequently, pupils learn to read accurately and fluently.

Pupils take their learning seriously. They seek feedback from staff because they want to continuously improve their work. Pupils' books are exceptionally well presented. Children's positive attitudes to learning starts from the early years. They are highly engaged in their activities and routines.

The curriculum for personal development promotes the development of pupils' character and interests. Pupils learn about different cultures and religions. They raise money for children's hospitals. In addition, pupils' mental and physical health is well considered. The school provides dedicated and skilled professional support to pupils. Pupils are taught strategies to manage their own emotions. The school organise a careers fair for older pupils and their families. They learn about the world of work. All this raises pupils' aspirations for their futures.

Trust leaders offer appropriate support and challenge to the school. Staff appreciate the professional development opportunities provided for them. All schools within the trust work collaboratively to provide the best possible education for all pupils.

Safeguarding

The arrangements for safeguarding are effective.

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](#)' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at

any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	141346
Local authority	Stoke-on-Trent
Inspection number	10294603
Type of school	Primary
School category	Academy sponsor-led
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	467
Appropriate authority	Board of trustees
Chair of trust	Ann Ballard
Headteacher	Suzanne Rawlings
Website	www.whitfieldv.org.uk
Date of previous inspection	8 and 9 February 2024, under section 8 of the Education Act 2005

Information about this school

- The school is part of Inspirational Learning Academies Trust, which consists of three schools.
- The school does not make use of any alternative provision.

Information about this inspection

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

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- This was the second routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed any continued impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- The inspectors met with the headteacher, the executive headteacher, the chair of the directors, directors, the chair of the local governing body, governors, subject leaders, teachers and pupils. They also talked informally with parents and carers.

- The lead inspector met with an external school improvement partner.
- Inspectors carried out deep dives in early reading, English, science, computing and art and design. For each deep dive, inspectors discussed the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- Inspectors looked at a sample of individual education plans for pupils with SEND.
- The lead inspector observed pupils reading to a familiar adult.
- Inspectors spoke to groups of pupils, formally and informally, about their learning and experiences at school.
- Inspectors observed informal times to evaluate safeguarding and pupils' behaviour.
- To evaluate the effectiveness of safeguarding, the inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- Inspectors considered responses to the online questionnaire, Ofsted Parent View. This included free-text comments. Inspectors also looked at responses to Ofsted's online survey for staff.
- Inspectors looked at a range of documentation provided by the school. This included the school's self-evaluation, school policies, curriculum documents and SEND records.

Inspection team

Anna Vrahimi, lead inspector

His Majesty's Inspector

Sara Arkle

Ofsted Inspector

Antony Edkins

Ofsted Inspector

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