

Inspection of North Wheatley Church of England Primary School

Sturton Road, South Wheatley, Retford, Nottinghamshire DN22 9DH

Inspection dates:	25 and 26 February 2025
The quality of education	Good
Behaviour and attitudes	Requires improvement
Personal development	Good
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Outstanding

Until November 2020, the school was exempt from routine inspection because it was judged as outstanding for overall effectiveness at its previous inspection under section 5 of the Education Act 2005. The school has not been inspected under section 5 of the Act since February 2015. Since September 2024, schools have not been awarded an overall effectiveness grade

What is it like to attend this school?

The school sets a culture of high expectations for all its pupils. Its vision for pupils to 'believe, achieve, thrive' is reflected in its curriculum. Pupils say that the school's curriculum helps them to feel 'inspired' and to 'know about other people and their stories'. However, the school's expectations for pupils' behaviour and conduct are not fully realised.

Pupils benefit from the extra-curricular opportunities that the school offers. They develop their talents and interests, and their cultural awareness, through a range of key experiences. This includes attending live music and sporting events and visiting different places of worship. Pupils value the positive learning behaviour awards they receive, such as 'visionary values' or 'pride and polish'. The school makes careful adaptations to ensure that all pupils, including those with special educational needs and/or disabilities (SEND), participate in these opportunities.

Pupils are friendly and polite. They know their worries or concerns are taken seriously by staff, who do their best to keep them safe. The school's new systems are beginning to lead to improvements in pupils' behaviour, although their conduct remains variable in lessons and around school. Some pupils worry about the behaviour of their peers during social times.

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

The school curriculum is ambitious. It is well sequenced to help pupils build their knowledge over time. The school has thought carefully about how the curriculum children learn in the early years is built on during their time at the school. In most areas of the curriculum, teachers have good subject knowledge. Teachers check pupils' learning often and adapt explanations to make sure pupils understand and rehearse the key knowledge. As a result, pupils recall important information well and make links confidently with other information they know.

The school ensures that pupils with SEND are identified promptly. Teachers carefully consider any barriers to learning that these pupils may face. They provide appropriate support for these pupils, including adaptations to resources and equipment. When possible, pupils with SEND learn the same curriculum as their peers and are included fully in school life. Most pupils with SEND achieve well from their starting points. The school is reviewing the systems it uses to support pupils with SEND. This has helped to reduce staff workload.

The school has ensured that staff have the skills and expertise necessary to deliver the early reading programme. This is starting to have a positive impact on pupils' reading achievements, although it is not reflected yet in published outcomes. Most pupils develop the skills and knowledge they need to become confident readers. Typically, pupils receive books that are well matched to their level of reading development. Teachers check closely to identify and support pupils who do not keep up with the programme. They ensure that

the literature pupils read across the curriculum reflects current affairs and represents different communities in modern Britain.

Children in the early years use the learning environment well to develop their independence, curiosity and social skills. They confidently identify sounds in their reading and use these in their independent learning. For example, when playing in the café, children use their knowledge of sounds to write 'spaghetti and sushi'. Staff use every opportunity to support children's language development. As a result, children are well prepared for their next stage in education.

The school uses a wide range of information to understand the patterns and trends in pupils' attendance. This has led to some changes in the school's systems that are starting to have a positive impact. Persistent absenteeism has reduced as a result.

Pupils learn to consider the impact of their actions on others. The school has renewed its expectations for pupils' behaviour. However, some of these actions are not in place fully. In some lessons, pupils do not respond well enough to adults or classroom routines.

The school's personal development programme is well considered. Pupils talk confidently about their physical and mental health. They have an age-appropriate understanding of healthy relationships. They show respect and tolerance towards different communities in society. Pupils learn to develop positive character traits, such as collaboration and resilience. They recognise how their voice can be used to make positive changes, such as raising funds to revive the school playground parent shelter.

The governing body has an accurate understanding of the school's strengths and areas for development. They use the school's resources effectively to ensure that pupils are provided with an appropriate curriculum. Staff are proud to work at the school and agree that their well-being is prioritised by leaders.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Pupils' attitudes and conduct vary during the school day. The school's expectations in relation to pupils' behaviour are not implemented routinely. As a result, learning time is lost, and some pupils worry about their peers' conduct during social times. The school must ensure that staff expectations of pupils' behaviour are consistently high and procedures to manage pupils' behaviour are used systematically so pupils behave well throughout the school day.

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	122772
Local authority	Nottinghamshire County Council
Inspection number	10379555
Type of school	Primary
School category	Voluntary controlled
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	134
Appropriate authority	The governing body
Chair of governing body	Sharon Balmer
Headteacher	Alison Richardson
Website	www.northwheatleyprimary.net
Date of previous inspection	12 February 2015, under section 5 of the Education Act 2005.

Information about this school

- The headteacher took up the position in September 2024.
- The school uses one unregistered alternative provision.
- The governing body is responsible for the school's breakfast club and after-school provision.
- North Wheatley Church of England Primary School is part of the Diocese of Southwell. The school's previous section 48 inspection took place in October 2022. This is an inspection of the school's religious character.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005. During a graded inspection, we grade the school for each of our key judgements (quality of education; behaviour and attitudes; personal development; and leadership and management) and for any relevant provision judgement (early years and/or sixth form provision). Schools receiving a graded inspection from September 2024 will not be given an overall effectiveness grade.

- Inspections are a point-in-time evaluation about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors held meetings with the headteacher and senior school staff.
- The lead inspector met with representatives of the local governing body, including the chair of governors. She also held a telephone conversation with a representative of the local authority.
- Inspectors carried out deep dives in these subjects: early reading, mathematics and history. For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work. Inspectors also reviewed the curriculum in some other subjects.
- 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 observed pupils' behaviour during lessons, around school and during social times. Inspectors also spoke to pupils to gather their views about the school.
- Inspectors spoke with staff and parents and carers on site. They considered the responses to Ofsted's survey for staff and the views of parents expressed through Ofsted Parent View.

Inspection team

Shaheen Hussain, lead inspector

His Majesty's Inspector

Steve Tague

Ofsted Inspector

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Piccadilly Gate
Store Street
Manchester
M1 2WD

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