

# Gentleshaw Primary Academy

**Address:** Darlings Lane, Gentleshaw, Rugeley, Rugeley, Staffordshire, WS15 4LY

**Unique reference number (URN):** 144604

## Inspection report: 6 January 2026

|                    |                                                                                    |
|--------------------|------------------------------------------------------------------------------------|
| Exceptional        |                                                                                    |
| Strong standard    |                                                                                    |
| Expected standard  |   |
| Needs attention    |  |
| Urgent improvement |                                                                                    |

### **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.

## Expected standard

### Achievement

### Expected standard

Pupils typically achieve well. By the end of key stage 2, most pupils achieve the expected standards in reading, writing and mathematics. However, too few pupils achieve the higher standard in these subjects.

Despite the variation that exists in teaching, most pupils secure the important knowledge that they need to communicate, read, write and calculate by the end of key stage 1. For those who do not, leaders ensure that pupils secure this by the time they leave school. As a result, pupils are well prepared for the next stage of education.

Most pupils make appropriate progress through the planned curriculum from their starting points. This includes those who are disadvantaged and those with special educational needs and/or disabilities. Pupils' understanding and the work they produce show that they develop a broad range of knowledge and skills across different subjects by the end of Year 6.

### Attendance and behaviour

### Expected standard

Leaders have implemented effective systems to track and support attendance. They work closely with external agencies to promote positive attendance habits. Consequently, pupils attend regularly. Leaders understand the barriers that pupils face. They work with families to reduce them. As a result, persistent absence rates are decreasing over time. Leaders' effectively support the attendance of disadvantaged pupils and those with special educational needs and/or disabilities. They provide tailored support. Consequently, these pupils attend well.

Pupils behave well. They are respectful, polite and cooperate well with each another. In lessons, pupils generally listen well and engage with their learning. The school environment is typically calm and orderly. Staff implement the behaviour policy well for most pupils. Leaders adapt the behaviour policy as needed. This helps some pupils who require further support to make positive behaviour choices. Leaders' actions are generally positively impacting these pupils.

Leaders have established a culture where any form of discrimination or abuse is dealt with effectively. Pupils trust staff to resolve concerns. As a result, there is a positive culture where staff know and care for all pupils.

### Leadership and governance

### Expected standard

The school has recently experienced turbulence in leadership for a short period of time. The trust has taken appropriate action to address this. Leadership is now more stable. Leaders identify sharply the priorities for improvement.

Leaders always act in the best interests of all pupils, placing pupils' needs at the heart of their decision-making. They go above and beyond to build effective links with the local

community and to support families. This is helping to ease some historic tensions that parents and carers express. At all levels, leaders have a secure understanding of the school's strengths and areas for development. Those responsible for governance know the school well. They provide effective support and challenge. Governors fulfil their statutory duties effectively.

Leaders have designed a professional learning programme that takes into account relevant national research. The multi-academy trust provides effective leadership support. They offer subject networks, peer reviews, access to national qualifications and tailored coaching. This means that staff generally gain the expertise they need to carry out their roles effectively.

Leaders manage staff wellbeing and workload well. Staff feel valued and appreciate the support that leaders provide. They are optimistic about the school's future.

## **Personal development and wellbeing**

**Expected standard** 

Pupils benefit from a well-structured personal development programme. The curriculum successfully builds pupils' knowledge of life beyond their own community. Pupils learn about different beliefs and cultural customs through visits to places of worship and themed weeks. They develop their knowledge of fundamental British values, such as democracy and the rule of law. As a result, they respect the views of others and are well prepared for life in modern Britain.

Leaders have implemented an effective relationships and sex education and health education programme that builds knowledge over time. This helps pupils to understand how to make healthy choices. Pupils know how to stay safe online and manage risks offline, for example road and water safety.

The school has put in place an effective pastoral programme. Most pupils are supported at an early stage. This promotes pupils' wellbeing. Leaders work with external providers where appropriate. This means that pupils benefit from external expertise to support their pastoral needs.

Disadvantaged pupils and those with special educational needs and/or disabilities participate in a range of enrichment opportunities. Leaders support some individuals to access these as required. However, their approach does not yet ensure equitable access for all pupils.

Pupils benefit from a wide range of competitions, clubs and visits. The school places importance on residential visits to build pupils' resilience and independence. Pupils in key stage 2 take part in outdoor activities and a visit to France. They say that this is a highlight of the school calendar for them. Pupils develop their aspirations for the future through visits by opticians, pilots and doctors.

Pupils' character is successfully developed through pupil leadership opportunities. For example, members of the eco leadership team carry out litter picks and help to develop an eco-garden in the school grounds.

---

## Needs attention

### Curriculum and teaching

Needs attention 

Where variability in teaching exists, pupils struggle to recall and remember their learning and do not develop the breadth of knowledge and skills they need. Leaders have a secure understanding of the quality of curriculum, teaching and learning. They understand that there is more work to do to ensure that pupils across the school benefit from teaching that is consistent and of high quality. This is particularly the case in some foundation subjects, such as history.

Leaders increasingly tailor the curriculum to the school's context and needs. In the core subjects of English, mathematics and science, the curriculum builds in a logical order. However, some staff lack the expertise to develop the important knowledge and skills that pupils need, particularly in early reading and writing. Some interventions to support pupils who struggle with reading are not as effective as they should be. Consequently, pupils find it difficult to decode words and apply their spelling knowledge to their wider work.

Leaders are aware of pupils who have gaps in their knowledge. Generally, staff provide most disadvantaged pupils with the teaching they need, taking account of starting points.

### Early years

Needs attention 

Staff do not have the right expertise to consistently maximise children's learning in early writing. This means that some children make limited progress in this area.

Leaders have ensured that reading and mathematics are high profile in the early years. Staff begin teaching phonics in Nursery, and this is formalised early in Reception. Children access purposeful learning activities. For example, children develop their fine motor skills by practising picking up small objects using tweezers.

Staff interact warmly with children. Their interactions are generally of a high-quality. However, staff sometimes miss opportunities to model language and extend children's vocabulary. As a result, children's communication and language skills do not develop swiftly enough.

Children are well cared for. This leads to positive relationships between staff, children and parents and carers. Children enjoy playing and learning together. Staff ensure that children understand their emotions and know how to manage them. This ensures that children cooperate well together.

Leaders have designed a curriculum that ensures that children are generally ready for the next stage in their learning. Most children achieve well by the end of Reception Year and are ready for Year 1. Where children demonstrate barriers to learning and/or wellbeing, leaders provide additional support. This helps children in the early years to achieve and thrive.

Some staff do not have the right expertise to support pupils with special educational needs and/or disabilities (SEND) effectively. This means that any challenges that pupils face, both to their learning and their emotional wellbeing, continue to exist. Over a short period of time, the school has seen an increase in the number of pupils who experience barriers to learning and/or wellbeing. Leaders have high expectations for these pupils. They identify pupils' needs swiftly. Most staff know pupils well. They use the training they receive to make some appropriate adaptations to the curriculum. This helps pupils to succeed and access their learning. However, for some pupils, particularly those with SEND, this is not the case.

Despite the gaps that exist for some pupils, leaders work closely with families and external agencies. They respond well to the advice and guidance that professionals provide. Alternative provision is arranged appropriately. Support for disadvantaged pupils is generally effective. However, leaders' approach to the way in which pupil premium funding is used is not always strategic or systematic enough. This means that although leaders understand the barriers that disadvantaged pupils face, academic and pastoral gaps are not closing as quickly as they should for some pupils.

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

Pupils are happy in this welcoming school community. From early in the morning, most pupils settle quickly and calmly into the life and activity of the school. Most pupils immerse themselves in a broad range of interesting activities in the classroom and beyond. As soon as they join, children quickly develop an eagerness to learn. This serves them well as they move through the school.

Pupils learn a broad and balanced curriculum. Most pupils achieve well. However, for some pupils, teaching does not meet their learning needs effectively enough. This hinders the progress they make across the curriculum. In addition, despite pupils with special education needs and/or disabilities quickly developing a sense of belonging, some struggle to access their learning. This is because the support these pupils receive varies and is not always tailored to meet their specific needs.

Children in the early years are happy and enjoy their learning. They engage in activities and staff interact warmly with them. However, at times, the quality of these interactions between adults and children is not as effective as it could be. This means that children's communication and language skills do not develop as quickly as they should.

Leaders have high expectations for pupils' behaviour. Staff apply these consistently. Relationships between staff and pupils are warm and caring. Pupils respect and trust their teachers and peers. They work well alongside each other in lessons. Pupils listen and concentrate. During unstructured times, pupils behave well and show consideration towards others. Incidents of bullying are rare. Staff deal with any issues quickly and effectively should they occur. As a result, pupils feel safe.

Pupils attend regularly. When pupils do not attend school frequently enough, the school

supports pupils and their families effectively. Persistent absence is reducing over time because of this.

---

## Next steps

- Leaders should ensure that staff have the necessary skills and expertise to effectively deliver the curriculum, including the school's phonics programme, so that pupils develop the knowledge and skills they need.
  - Leaders should ensure that all staff have a precise understanding of the barriers to learning and/or wellbeing that pupils with special educational needs and/or disabilities face and understand how to overcome them.
  - Leaders should ensure that there are frequent, high-quality interactions to develop language and vocabulary across all areas of the early years provision to enable children to develop their foundational knowledge over time.
- 

## About this inspection

This school is part of Future Generation Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Jo Whitmore, and overseen by a board of trustees, chaired by Felicia-Jane Dale.

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

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 school leaders, including the headteacher, acting deputy headteacher and other leaders. They also spoke with representatives of the trust, including the chief executive officer, trust leaders, trustees and members of the local governing body during the inspection.

The inspectors confirmed the following information about the school:

The school makes use of one registered alternative provision.

At the time of inspection, a small number of pupils with education and health care plans were attending the school.

Since the last inspection, there have been a number of changes to leadership.

Headteacher: Jaswinder Kaur Ashan

---

**Lead inspector:**

Matt Seex, His Majesty's Inspector

**Team inspectors:**

Emma Titchener, His Majesty's Inspector

Helen Quinn, Ofsted Inspector

## Facts and figures used on inspection

The data was used by the inspector(s) during the inspection. More recent data may have been published since the inspection took place.

 This data is from 6 January 2026

## School and pupil context

**Total pupils**

**206**

Close to 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: 272

**School capacity**

**140**

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)**

**5.95%**

Well below average

**What does this mean?**

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

National average: 26.3%

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

**0.00%**

Well below 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: 3.5%

**Pupils with special educational needs (SEN) support**

**13.59%**

Close to average

**What does this mean?**

The proportion of pupils with reported special educational support needs at the school.

National average: 15%

**Location deprivation**

**Well below 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 | 72%         | 61%              | Above                          |
| 2024/25 (revised)     | 75%         | 62%              | Above                          |
| 2023/24 (final)       | 62%         | 61%              | Close to average               |
| 2022/23 (final)       | 79%         | 60%              | Above                          |

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 | 78%         | 74%              | Close to average               |
| 2024/25 (revised)     | 79%         | 75%              | Close to average               |
| 2023/24 (final)       | 69%         | 74%              | Close to average               |
| 2022/23 (final)       | 86%         | 73%              | Above                          |

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 |
|------------------------------|-------------|------------------|--------------------------------|
| <b>Latest 3 year average</b> | 84%         | 72%              | Above                          |
| <b>2024/25 (revised)</b>     | 79%         | 72%              | Above                          |
| <b>2023/24 (final)</b>       | 81%         | 72%              | Above                          |
| <b>2022/23 (final)</b>       | 90%         | 71%              | Above                          |

## 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 |
|------------------------------|-------------|------------------|--------------------------------|
| <b>Latest 3 year average</b> | 90%         | 73%              | Above                          |
| <b>2024/25 (revised)</b>     | 96%         | 74%              | Above                          |
| <b>2023/24 (final)</b>       | 88%         | 73%              | Above                          |
| <b>2022/23 (final)</b>       | 86%         | 73%              | Above                          |

## 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 |
|------------------------------|-------------|------------------|--------------------------------|
| <b>Latest 3 year average</b> | 27%         | 46%              | Below                          |
| <b>2024/25 (revised)</b>     | S           | 47%              | S                              |

| Year            | This school | National average | Compared with national average |
|-----------------|-------------|------------------|--------------------------------|
| 2023/24 (final) | S           | 46%              | S                              |
| 2022/23 (final) | S           | 44%              | S                              |

### 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 | 55%         | 62%              | Below                          |
| 2024/25 (revised)     | S           | 63%              | S                              |
| 2023/24 (final)       | S           | 62%              | S                              |
| 2022/23 (final)       | S           | 60%              | S                              |

### 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 | 45%         | 59%              | Below                          |
| 2024/25 (revised)     | S           | 59%              | S                              |
| 2023/24 (final)       | S           | 58%              | S                              |
| 2022/23 (final)       | S           | 58%              | S                              |

### 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 |
|------------------------------|-------------|------------------|--------------------------------|
| <b>Latest 3 year average</b> | 55%         | 60%              | Close to average               |
| <b>2024/25 (revised)</b>     | S           | 61%              | S                              |
| <b>2023/24 (final)</b>       | S           | 59%              | S                              |
| <b>2022/23 (final)</b>       | S           | 59%              | S                              |

‘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 |
|------------------------------|-------------|----------------------------------|-------------------------|
| <b>Latest 3 year average</b> | 27%         | 68%                              | -40 pp                  |
| <b>2024/25 (revised)</b>     | S           | 69%                              | S                       |
| <b>2023/24 (final)</b>       | S           | 67%                              | S                       |
| <b>2022/23 (final)</b>       | S           | 66%                              | S                       |

### 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 | 55%         | 80%                              | -25 pp                  |
| 2024/25 (revised)     | S           | 81%                              | S                       |
| 2023/24 (final)       | S           | 80%                              | S                       |
| 2022/23 (final)       | S           | 78%                              | S                       |

### 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 | 45%         | 78%                              | -32 pp                  |
| 2024/25 (revised)     | S           | 78%                              | S                       |
| 2023/24 (final)       | S           | 78%                              | S                       |
| 2022/23 (final)       | S           | 77%                              | S                       |

### 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 | 55%         | 80%                              | -25 pp                  |
| 2024/25 (revised)     | S           | 81%                              | S                       |
| 2023/24 (final)       | S           | 79%                              | S                       |

| Year            | This school | National non-disadvantaged score | School disadvantage gap |
|-----------------|-------------|----------------------------------|-------------------------|
| 2022/23 (final) | S           | 79%                              | S                       |

‘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 |
|------------------|-------------|------------------|--------------------------------|
| 2024/25 (2 term) | 4.4%        | 5.2%             | Close to average               |
| 2023/24 (3 term) | 4.8%        | 5.5%             | Close to average               |
| 2022/23 (3 term) | 5.8%        | 5.9%             | Close to average               |

### 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 |
|------------------|-------------|------------------|--------------------------------|
| 2024/25 (2 term) | 8.1%        | 13.3%            | Below                          |
| 2023/24 (3 term) | 10.9%       | 14.6%            | Below                          |
| 2022/23 (3 term) | 13.4%       | 16.2%            | Close to average               |

## 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.

---

**The Office for Standards in Education, Children's Services and Skills (Ofsted)** inspects services providing education and skills for children and learners of all ages, and inspects and regulates services that care for children and young people.

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](mailto: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](http://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](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at <https://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](mailto:enquiries@ofsted.gov.uk)



© Crown copyright