

Ormiston Meridian Academy

Address: Sandon Road, Meir, Stoke-on-Trent, Staffordshire, ST3 7DF

Unique reference number (URN): 142186

Inspection report: 9 June 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.

Strong standard ●

Personal development and wellbeing

Strong standard ●

The school's personal development offer is ambitious and closely matched to its context. Leaders understand the barriers faced by many pupils, and the personal development provision widens opportunity and strengthens belonging. The provision is accessible to all pupils, including disadvantaged pupils and those with special educational needs and/or disabilities. Leaders have crafted a carefully structured programme. The programme is delivered through form time and deliberately connects topics relating to pupils' social, moral, spiritual and cultural development. Leaders use pupil voice to ensure that pupils benefit from the programme and respond to issues in an agile manner.

Pupils experience opportunities that they might not otherwise participate in. For example, the 'big debate' allows whole year groups to have the opportunity to discuss and debate current affairs. Pupils flourish in these well-structured sessions and develop respect, tolerance and an understanding of themes such as democracy. Pupils are well supported in terms of their mental wellbeing and in preparation for exams.

Pupils benefit from a wide range of extra-curricular activities. Pupil leadership is advanced and inclusive, giving pupils meaningful opportunities to contribute to school life and promote a culture of celebration. Leaders track and monitor participation to ensure that all pupils benefit from the high-quality opportunities that are on offer. These are heightened through the school's 'entitlement pledge', which provides a range of meaningful experiences including trips to pantomimes and the beach and faith visits.

Pupils value the pastoral support they receive. They know where to go, and that they will be listened to, when they need help. Pupils speak confidently about how to keep safe, including online and in the local community. Leaders have ensured that pupils are well prepared for life outside school. This preparation is reinforced through a robust and comprehensive careers provision that operates across the school.

Expected standard ●

Achievement

Expected standard ●

Achievement across the school in external examinations is typically in line with national averages. Pupils with special educational needs and/or disabilities generally achieve in line with national averages. Outcomes for disadvantaged pupils are in line with national figures for similar groups. Where any variation in outcomes exists, leaders have acted appropriately and put strategies and interventions in place.

Achievement in lessons is positive. Pupils develop the appropriate knowledge and skills they need to be successful. This is evident in the quality of the work in pupils' books. Pupils are benefiting from the adaptations and additional support they receive. Pupils who need support with literacy, numeracy or oracy are identified and supported appropriately. Pupils value this support. Leaders have ensured that pupils are well prepared for their next steps.

Increasing numbers of pupils successfully move on to further education, employment or training.

Attendance and behaviour

Expected standard 

The attendance and behaviour of pupils at the school reflect leaders' high expectations. The importance of high attendance is a shared responsibility of all staff across the school. Leaders' attendance strategy ensures that barriers to coming to school are identified and addressed effectively. Attendance information is analysed closely and there is regular communication between leaders and staff about key priorities. Leaders take a holistic approach to attendance and work closely with parents and carers to reduce barriers, including for those pupils with persistent absence. Leaders' actions have resulted in attendance being close to national averages for all pupils over time. Attendance for disadvantaged pupils and pupils with special educational needs and/or disabilities is above the national average over time.

Leaders' thoughtful approach to supporting behaviour has led to a school where pupils wear their uniform with pride and respect. Pupils conduct themselves in a manner that is polite and respectful. Pupils know that they will be rewarded and celebrated with house points for meeting leaders' high expectations. Pupils, and staff, are clear on how the behaviour systems are implemented. Teachers can teach the curriculum they have planned without interruptions. Most pupils engage well with their learning. For the few pupils who are yet to meet leaders' expectations, there are a range of strategies, including the reset room, where pupils reflect on their behaviour. Leaders' use of suspensions is reducing and reflects the school's support and inclusive approach to behaviour.

Curriculum and teaching

Expected standard 

Teachers have high expectations for all their pupils. This is mirrored by the ambition in the curriculum that leaders have created. Leaders have taken appropriate actions to develop the curriculum and the effectiveness of teaching. The curriculum is broad and sequenced to support the acquisition of knowledge over time.

Teachers show high levels of subject knowledge and clearly explain learning to pupils. The impact of staff training is evident through the implementation of whole-school strategies, such as choral responses and directed questioning. Well-structured learning is typical. Teachers have high expectations of the quality of work pupils can produce. Assessment is used appropriately to assess learning and identify any gaps. There is occasional variation in how well teachers address misconceptions and secure long-term knowledge; however, this is not widespread across the school. Leaders have revised their approach to home learning, and this supports pupils' understanding.

Teachers typically ensure all pupils can access the curriculum. They act on information shared by leaders and know their pupils well. Achiever plans clearly identify strategies that support pupils with special educational needs and/or disabilities (SEND). Work in the books of disadvantaged pupils, pupils with SEND and their peers is of an equally high quality.

There is an effective approach to supporting all pupils in developing their reading and oracy skills across the curriculum.

Inclusion

Expected standard 

The inclusion team has a clear understanding of the barriers that pupils may face. They identify pupils' needs accurately and know their pupils well, including those with special educational needs and/or disabilities (SEND) and disadvantaged pupils. Learning walks and teacher referrals are some of the strategies that are used to identify and check the actions of leaders in supporting pupils with barriers. Training ensures staff develop a clear understanding of pupils' needs, for example using 'achiever plans' for pupils with SEND. Typically, staff adapt provision to meet the needs of pupils.

Leaders work closely together to support vulnerable pupils. They share information effectively and coordinate support well, including the use of the 'Arch' and 'Connect' spaces in the school. This helps leaders build a clear understanding of pupils' needs and respond appropriately when barriers to learning or wellbeing arise. Leaders understand the barriers faced by disadvantaged pupils. They have established support mechanisms through the pupil premium strategy, and funding is used to provide academic interventions and enrichment activities. Pupils known to social care are supported through home visits and multi-agency interventions to ensure that their needs are met. Alternative provision is used appropriately for pupils who need it and enhances their opportunities to succeed. Leaders are ambitious for all pupils, regardless of barriers, to access the curriculum and take advantage of the opportunities the school provides.

Leadership and governance

Expected standard 

Leaders are proud of their school and enthusiastic about providing the best care and support for pupils. Leaders make decisions, and implement strategies, in the best interest of all pupils, including those with special educational needs and/or disabilities and disadvantaged pupils. Leaders know their school and community well, and their ethical actions have resulted in improvements in attendance, behaviour and teaching. Leaders have detailed plans in place to support improvements in outcomes across all subjects.

Governors and the trust are equally ambitious for the school. Through open and honest communication, governors and the trust are kept well informed. They offer challenge and support that align with leaders' vision and commitment to pupils. They complete the statutory requirements of their role and contribute to the school's ongoing improvements.

Staff, including early careers teachers, are well supported by leaders across the school. The principal and leaders are approachable and have set high standards that pupils and staff benefit from. Staff wellbeing is as important as pupil wellbeing to leaders. Staff know what to do if they are concerned about the safety of a pupil or the wellbeing of a colleague. Professional development is evidence-informed and focused on ensuring that pupils receive high-quality support and teaching. Leaders collaborate effectively with parents and carers to forge positive and responsive relationships. These positive relationships extend across external agencies that the school works with. Leaders have shared and aligned their vision

with all stakeholders to ensure that there is an inclusive culture that supports pupils in being well prepared for the future.

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

Being a pupil at Ormiston Meridian Academy is a positive experience. Pupils feel valued and accepted for who they are. This creates a real sense of belonging throughout the school. Relationships with staff are clear and pupils embody the school's values of ambition, courage, honesty, inspiration and respect. Pupils know that adults in school are caring and supportive. They also know that this support extends beyond the school gate.

Pupils enjoy attending school. They experience a school that is calm and respectful. Pupils are considerate of others, and this is evident in lessons, where clear routines have an impact. Pupils learn in purposeful classrooms where high expectations are clear. These are also evident during social times. Pupils are safe and happy at the school. Bullying is not tolerated and any issues are dealt with effectively by staff.

Pupils benefit from clearly structured lessons that enable them to develop key skills and knowledge. Pupils typically achieve well in lessons. Teachers provide support that enables pupils of all abilities, including pupils who are disadvantaged and those with special educational needs and/or disabilities, to access the curriculum.

Pupils' knowledge and character are well supported through the school's personal development programme. The decorum curriculum is a bespoke provision that supports pupils in making the right choices at school and in the future. Pupils enjoy the school's house system as it integrates many of the opportunities that are available to pupils. Pupils experience a range of activities that build confidence and broaden horizons. A wide range of clubs are available, including trampolining, chess, cricket and drama. Pupils are rewarded for their participation in extra-curricular activities and trips, and for their involvement in the wide range of student leadership opportunities that are available. Careers education helps pupils make well-considered choices about their future and develops their ambitions.

Next steps

- Leaders must ensure that teaching across all subject areas is delivered consistently to improve outcomes for pupils.
- Leaders should continue their work to improve behaviour for all pupils, particularly pupils with barriers, so that they meet leaders' high expectations.

About this inspection

This school is part of Ormiston 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, Tom

Rees, and overseen by a board of trustees, chaired by Dr Julius Weinberg.

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 pupils, school staff, trust and school leaders, trustees and a representative of the local governing board during the inspection.

The school meets the requirements of the provider access legislation, which requires schools to provide pupils in Years 8 to 13 with information and engagement about approved technical education qualifications and apprenticeships.

The school currently makes use of 4 alternative provisions, including one that is unregistered.

Principal: Claire Stanyer

Lead inspector:

Andrew Washbourne, His Majesty's Inspector

Team inspectors:

Nicola Walters, Ofsted Inspector

Niall Gallagher, Ofsted Inspector

Clare Turner, Ofsted Inspector

Debbie Tremble, His Majesty's 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 9 June 2026

School and pupil context

Total pupils

1,044

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: 1,067

School capacity

966

Close to 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: 1,154

Pupils eligible for free school meals (FSM)

47.61%

Well above average

What does this mean?

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

National average: 28.9%

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

2.78%

Close to 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: 3.09%

Pupils with special educational needs (SEN) support

16.48%

Above average

What does this mean?

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

National average: 13.4%

Location deprivation

Well above 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)

Resourced provision and SEN unit

What does this mean?

Whether school has Resourced Provision or SEND unit (if applicable).

Type of specialist provision (if applicable)

SpLD - Specific Learning Difficulty, VI - Visual Impairment, OTH - Other Difficulty/Disability, HI - Hearing Impairment, SLCN - Speech, language and Communication, ASD - Autistic Spectrum Disorder, SEMH - Social, Emotional and Mental Health, PD - Physical Disability, MLD - Moderate Learning Difficulty

What does this mean?

The type of Special Educational Needs provision provided at the school (if applicable).

All pupils' performance

English and maths GCSE

Percentage of pupils who achieved grade 5 or above in English and maths GCSE.

Year	This school	National average	Compared with national average
2024/25 (final)	33.5%	45.4%	Below
2023/24 (final)	38.1%	45.9%	Close to average
2022/23 (final)	33.7%	45.3%	Below

Attainment 8

A measure of pupils' point scores across 8 subjects including maths (double weighted), English (double weighted if both language and literature are taken), 3 EBacc measures and 3 GCSE or technical measures.

Year	This school	National average	Compared with national average
2024/25 (final)	40.2	46.1	Below
2023/24 (final)	42.4	45.9	Close to average
2022/23 (final)	40.6	46.3	Below

Progress 8

How much progress pupils made between the end of primary school (key stage 2) and the end of secondary school (key stage 4), compared to pupils across England who got similar results at the end of key stage 2.

Year	This school	National average	Compared with national average
2023/24 (final)	-0.24	-0.03	Close to average
2022/23 (final)	-0.27	-0.03	Close to average

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' English and maths GCSE grade 5 or above

Percentage of disadvantaged pupils achieving grade 5 or above in English and maths GCSE.

Year	This school	National average	Compared with national average
2024/25 (final)	19.1%	25.8%	Close to average
2023/24 (final)	34.7%	25.8%	Close to average
2022/23 (final)	25.7%	25.2%	Close to average

Disadvantaged pupils' Attainment 8

A measure of disadvantaged pupils' point scores across 8 subjects including maths (double weighted), English (double weighted if both language and literature are taken), 3 EBacc measures and 3 GCSE or technical measures.

Year	This school	National average	Compared with national average
2024/25 (final)	34.8	34.9	Close to average
2023/24 (final)	36.6	34.6	Close to average
2022/23 (final)	36.8	35.0	Close to average

Disadvantaged pupils' Progress 8

How much progress disadvantaged pupils made between the end of primary school (key stage 2) and the end of secondary school (key stage 4), compared to pupils across England who got similar results at the end of key stage 2.

Year	This school	National average	Compared with national average
2023/24 (final)	-0.41	-0.57	Close to average
2022/23 (final)	-0.53	-0.57	Close to average

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' English and maths GCSE grade 5 or above

Percentage of disadvantaged pupils who achieved grade 5 or above in English and maths GCSE.

Year	This school	National non-disadvantaged score	School disadvantage gap
2024/25 (final)	19.1%	53.1%	-34.0 pp
2023/24 (final)	34.7%	53.1%	-18.4 pp
2022/23 (final)	25.7%	52.4%	-26.8 pp

Disadvantaged pupils' Attainment 8

A measure of disadvantaged pupils' point scores across 8 subjects including maths (double weighted), English (double weighted if both language and literature are taken), 3 EBacc measures and 3 GCSE or technical measures.

Year	This school	National non-disadvantaged score	School disadvantage gap
2024/25 (final)	34.8	50.4	-15.6
2023/24 (final)	36.6	50.0	-13.4
2022/23 (final)	36.8	50.3	-13.5

Disadvantaged pupils' Progress 8

How much progress disadvantaged pupils made between the end of primary school (key stage 2) and the end of secondary school (key stage 4), compared to pupils across England who got similar results at the end of key stage 2.

Year	This school	National non-disadvantaged score	School disadvantage gap
2023/24 (final)	-0.41	0.16	-0.58
2022/23 (final)	-0.53	0.17	-0.69

Destinations after 16

Destinations after 16

Percentage of pupils staying in education or employment for at least 2 terms after the end of secondary school (key stage 4).

Year	This school	National average	Compared with national average
2023 leavers (revised)	84%	92%	Below
2022 leavers (revised)	89%	93%	Below
2021 leavers (revised)	86%	94%	Below

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 (3 term)	8.8%	8.4%	Close to average
2023/24 (3 term)	9.4%	8.9%	Close to average
2022/23 (3 term)	8.9%	9.0%	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 (3 term)	25.0%	23.4%	Close to average
2023/24 (3 term)	28.7%	25.6%	Close to average
2022/23 (3 term)	25.0%	26.5%	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.

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