

Co-op Academy Hamilton

Address: Barthomley Road, Birches Head, Stoke-on-Trent, Staffordshire, ST1 6NW

Unique reference number (URN): 143484

Inspection report: 14 April 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 ●

Achievement

Strong standard ●

Pupils achieve very highly across the curriculum. By the end of Year 2, pupils are very well prepared for the transition into key stage 2. Pupils secure the essential knowledge and skills they need to succeed. Leaders place clear emphasis on securing these foundations from early years. They check pupils' learning closely and ensure that essential skills are taught consistently. Pupils with low starting points catch up quickly. This is particularly evident in pupils' ability to read fluently. Leaders track reading progress carefully and ensure any gaps are addressed quickly. The proportion of pupils who meet the expected standard in the phonics screening check is consistently above national averages.

Pupils remember their learning well. They recall key knowledge and make purposeful links across subjects. They use subject-specific vocabulary accurately and confidently. Disadvantaged pupils, including those with special educational needs and/or disabilities, receive precise and effective support. Leaders check the impact of this support regularly. This enables pupils to achieve very well from their starting points and develop independence and resilience for the next stage of their education.

Attendance and behaviour

Strong standard ●

The school promotes attendance consistently and effectively. Staff work closely with pupils and their families to build high levels of engagement. Leaders maintain thorough oversight of attendance and analyse patterns and trends carefully. They act swiftly when concerns arise and provide timely, well-judged support to families who need it. Staff identify and remove individual barriers by working in close partnership with parents and carers. This helps pupils feel supported and valued. As a result, overall attendance is above national figures. This includes attendance for disadvantaged pupils and pupils with special educational needs and/or disabilities. Pupils enjoy coming to school and engage positively with learning and wider school life.

Behaviour across the school is consistently very positive. Leaders set clear and high expectations, which pupils understand and meet. Pupils work hard and show sustained focus in lessons. They listen carefully to adults and follow instructions with respect. Pupils respond positively to the rewards system. They wear stickers with pride and value seeing their achievements recognised on class boards. Pupils understand that bullying or discriminatory behaviour is not tolerated. They are confident that staff will act quickly to support them and resolve any issues. Pupils are polite and respectful towards others. Breaktimes and lunchtimes are calm, happy and harmonious, with pupils playing cooperatively and enjoying positive social interactions.

Curriculum and teaching

Strong standard ●

Leaders have a detailed and accurate understanding of the quality of the curriculum and teaching. They review this regularly and use their findings to guide improvement. Their decisions are well judged and strengthen practice over time. The curriculum is ambitious,

rich and engaging. Each subject is carefully mapped and sequenced so that essential knowledge builds securely, step by step.

Teaching is consistently effective across the school. Teachers have secure subject knowledge and deliver lessons with confidence. Leaders maintain high standards through regular, high-quality training and the sharing of effective practice. This creates a shared and consistent approach in every classroom.

Leaders place strong emphasis on early reading and other basic skills. Staff teach phonics, spelling, vocabulary and early mathematics with precision. A consistent approach to handwriting begins in early years and continues throughout the school. Teachers hold high expectations for pupils' work. Pupils respond positively and take pride in the presentation of their learning.

Vocabulary and spoken language are developed through well-embedded classroom routines. These include structured talk and collaborative learning. Pupils speak confidently and use subject-specific language accurately.

Staff understand pupils' needs well. They make thoughtful adaptations so all pupils can access the curriculum fully. Teachers check learning regularly and respond quickly to gaps. Shared expectations ensure that teaching remains consistent, focused and effective.

Early years

Strong standard ●

Children benefit from a highly effective start to their education. Parents and carers value the productive partnerships they have with staff and work closely with the school. The early years curriculum is carefully designed to help children secure essential knowledge and skills. Staff reflect on their practice continuously and adapt learning skilfully to ensure children thrive. They check children's understanding regularly and use this information to plan next steps effectively.

Staff know children well and identify special educational needs and/or disabilities (SEND) quickly and accurately. Leaders and staff work closely with external professionals to ensure children receive the right support at the right time. Provision is adapted thoughtfully to meet the needs of all children. As a result, children with SEND and disadvantaged children make very effective progress across all areas of learning. Children engage enthusiastically in purposeful activities. Skilled staff use high-quality interactions to develop children's language and communication effectively. Early writing and mathematics are woven into meaningful experiences. Phonics teaching is highly effective. Children learn letter sounds securely and apply them confidently in reading and writing. This prepares them very well for Year 1.

Children enjoy learning and working with others. Clear routines and high expectations help nursery children settle quickly. Children develop independence as they select and tidy resources. They show sustained concentration, share willingly and take turns. Children are happy, secure and emotionally confident with trusted adults.

Inclusion

Strong standard ●

Leaders and staff know pupils very well. They hold high ambitions for each pupil, regardless of need or circumstance. Pupils thrive as a result. Inclusion shapes daily school life. Pupils feel valued, understood and supported.

Pupils who are known or previously known to social care receive prompt, sensitive and well-coordinated support. Staff work closely with families and external professionals. They reduce barriers to learning and wellbeing quickly. This enables pupils to access the curriculum fully. Pupils also take part confidently in wider enrichment and social opportunities.

Disadvantaged pupils receive precise and effective support. Staff use additional funding, such as the pupil premium grant, wisely. They address gaps in learning swiftly. Pupils catch up quickly if they fall behind. They demonstrate high levels of engagement and positive attitudes to learning.

Pupils with special educational needs and/or disabilities (SEND) are identified quickly. Support begins as soon as pupils join the school. Staff receive high-quality training. They adapt teaching skilfully to meet pupils' needs. Staff check progress carefully and act swiftly when help is needed. Pupils with SEND progress well through the curriculum.

Leaders maintain close oversight of provision. Support is tailored and bespoke. Parents and carers are fully involved. Pupils feel a deep sense of belonging. All pupils participate fully in school life and experience success.

Leadership and governance

Strong standard ●

Leaders are exacting and accurate in their evaluation of the school's strengths and priorities. They use this understanding to identify improvement areas clearly and take swift, well-judged action. Leaders review their work regularly and analyse impact carefully. This approach strengthens practice and improves pupils' achievement and wellbeing. Professional development is a clear strength. Leaders plan staff training carefully so it aligns closely with the school's strategic aims. They use evidence-based research to shape and refine the professional learning programme. Leaders manage staff workload thoughtfully. They promote staff wellbeing effectively. As a result, morale is high and staff value the investment in their development.

Leaders ensure that every decision considers its impact on pupils' learning, safety and wellbeing. They place a strong focus on supporting disadvantaged pupils, pupils with special educational needs and/or disabilities, and those known to children's social care. Provision is tailored precisely to individual needs and has a positive impact on pupils' academic and personal development. This ensures that the most vulnerable pupils participate fully in school life.

Leaders build positive and trusting relationships with families. They listen carefully to parents' and carers' views and communicate clearly. Parents feel valued, informed and confident in the school's work. Staff also feel listened to and supported.

Governors and trustees meet their statutory duties and know the school very well. They understand the school's context and share leaders' ambitious vision for all pupils. They ensure they have the right information to evaluate leaders' work and hold them to account with rigour. Their oversight supports high standards across the school.

Personal development and wellbeing

Strong standard 

The personal, social and health education curriculum sits at the heart of the school's approach to personal development. It is carefully planned and sets out the knowledge and skills pupils need to stay safe, healthy and confident. Pupils learn how to apply this learning in real-life situations. Leaders monitor the impact closely to ensure that all pupils benefit fully.

Pastoral support is highly effective. Staff know pupils well and respond quickly to any concerns. Pupils receive timely and coordinated support when they need it. Staff work closely with families and external agencies to reduce barriers to learning and wellbeing. This helps pupils feel safe, cared for and ready to learn. Pupils engage confidently in school life and wider opportunities.

The school's values underpin daily life. Pupils feel part of a supportive community and consistently demonstrate the school's 'MAGIC' values through their actions. This creates a positive culture where pupils feel confident to take risks in their learning, knowing they will be supported.

Pupils enjoy a wide range of enrichment opportunities that broaden their horizons. Clubs and activities are varied and inclusive, enabling all pupils to participate. Attendance at extra-curricular clubs is high. Weekly celebration assemblies recognise pupils' achievements and positive attitudes. These assemblies raise confidence and reinforce high expectations.

Relationships and health education is taught well. Pupils learn about different families, consent and healthy relationships using age-appropriate texts and themes. Pupils learn to identify their emotions and understand others' feelings. This builds resilience, empathy and respect. Pupils also learn important safety messages, including road and water safety, mental health awareness and online safety.

Pupils share their views through the school council and learn about democracy by voting for representatives. Staff celebrate cultural events, which deepens pupils' understanding of diversity. From early years, children learn to recognise their feelings and show independence, resilience and kindness. They are well prepared for life in modern Britain.

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

Guided by the 'MAGIC' values of motivation, attitude, gumption, independence and communication, pupils flourish at this highly inclusive school. Pupils feel proud to belong to a warm and welcoming community. They are safe and secure. Pupils trust staff to support them if they have any worries. This nurturing environment supports pupils' happiness, confidence and emotional wellbeing.

Pupils achieve very highly across an ambitious and enriched curriculum that begins in early years. Learning is engaging and relevant. It is carefully sequenced so knowledge builds over time. Pupils develop secure understanding across subjects. They listen attentively, contribute confidently and show sustained enthusiasm in lessons. Pupils enjoy talking about their learning. They explain their ideas clearly. A clear and sustained focus on oracy supports all pupils well, including those who speak English as an additional language. As a result, pupils are very well prepared for the next stage of their education.

Leaders reduce barriers to learning and wellbeing effectively. Disadvantaged pupils and those with special educational needs and/or disabilities access learning fully. They thrive alongside their peers. Pupils take part confidently in lessons and wider school life. This supports positive progress from starting points.

Pupils behave very well. Their attendance is high. Pupils show kindness and respect and reflect the school's values consistently. Bullying is rare and addressed swiftly and effectively. Breaktimes and lunchtimes are joyful and harmonious. Pupils play cooperatively and enjoy positive social interactions. They are happy and motivated to learn and socialise.

Pupils value leadership roles such as acting as attendance ambassadors and playleaders. These roles build confidence, responsibility and compassion. Pupil leaders also present confidently in assemblies. This strengthens their communication skills.

Pupils enjoy a rich range of experiences beyond the classroom. Educational visits bring learning to life. The recorder club performs at community events. Clubs such as multi-skills, Spanish and outdoor education are well attended and develop pupils' talents, interests and confidence.

Next steps

- Leaders should ensure that the school's expansion into key stage 2 is managed effectively so that the existing high standards of provision are sustained and built on.

About this inspection

This school is part of The Co-operative 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 (CEO), Dr Chris Tomlinson, and overseen by a board of trustees, chaired by Russell Gill.

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 (HMI) or by Ofsted Inspectors (OIs) who have previously served as HMI.

Inspectors spoke with the headteacher, deputy headteacher, other school leaders and staff, regional director, CEO of the trust, chair of the trust board, trustees, local governors, governance professional, pupils, parents and carers during the inspection.

The inspectors confirmed the following information about the school:

The school currently uses no alternative provision.

The school also, under the same registration, runs nursery provision for 3- to 4-year-old children.

The school has undergone a significant change since the last inspection. It joined The Co-operative Academies Trust in 2024.

Headteacher: Yvonne Glaister

Lead inspector:

Victoria Jordan, His Majesty's Inspector

Team inspector:

Sara Arkle, 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 14 April 2026

School and pupil context

Total pupils

113

Below 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

240

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: 300

Pupils eligible for free school meals (FSM)

39.29%

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: 26.3%

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

1.77%

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

22.12%

Well above average

What does this mean?

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

National average: 15%

Location deprivation

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)

No resourced provision

What does this mean?

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

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)	4.0%	5.2%	Below
2023/24 (3 term)	4.3%	5.5%	Below
2022/23 (3 term)	5.7%	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)	10.4%	13.3%	Close to average
2023/24 (3 term)	15.3%	14.6%	Close to average
2022/23 (3 term)	14.8%	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.

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, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: 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
W: www.gov.uk/ofsted
© Crown copyright 2026



© Crown copyright