

# Inspection of a school judged good for overall effectiveness before September 2024: Middlestown Primary Academy

Cross Road, Middlestown, Wakefield, West Yorkshire WF4 4QE

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Inspection dates:

18 and 19 March 2025

## Outcome

Evidence gathered during this ungraded (section 8) inspection suggests that the school's work may have improved significantly across all areas since the previous inspection. The school's next inspection will be a graded inspection.

The headteacher of this school is Hannah Young. This school is part of Accord Multi Academy 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), Alan Warboys, and overseen by a board of trustees, chaired by Andrew Lancashire.

## What is it like to attend this school?

Pupils are rightly proud to attend a school where they receive an excellent education and a wealth of experiences beyond the classroom. The school provides a warm and welcoming environment. Staff care deeply about pupils. In turn, pupils are happy and safe at school. The school's high expectations and strong curriculum ensure that pupils are exceptionally well prepared for their next steps.

Pupils behave impeccably in lessons and at unstructured times. For example, they hold doors open for one another and initiate polite conversations with adults. Their enthusiasm for learning fills the school with joy. The youngest children's behaviour and attitudes to school are a testament to the school's high expectations of them. These children get off to the best possible start to their education.

The school ensures that pupils profit from an extensive range of activities and experiences beyond the classroom. Through the 'Middlestown Passport', the school commits to every pupil having meaningful and memorable life experiences, such as attending concerts, visiting museums and places of worship or simply building a sandcastle. Additionally, pupils benefit from a range of extra-curricular clubs to develop their talents and spark new interests.

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

The school's curriculum is broad and ambitious. Across all subjects, the important knowledge that pupils need to learn has been clearly identified. Learning follows a meticulously designed sequence from the Nursery Year to Year 6. Pupils, including those with special educational needs and/or disabilities (SEND) achieve well across the curriculum. This is further reflected in their achievement in national tests. Pupils learn the important knowledge and processes associated with each subject that they study. For example, pupils do not just remember historical facts, they also learn the skills required to be historians.

Teachers have strong subject knowledge. They explain important concepts clearly. Teachers use questions skilfully to deepen pupils' understanding and to check that they remember the curriculum. Pupils routinely revisit previous knowledge. This helps them to remember their learning in the long term. Where pupils have gaps in knowledge, teachers are quick to spot these and address them.

The school identifies the additional needs of pupils who may have SEND in a timely way. These pupils benefit considerably from high-quality support when necessary. The school has ensured that teachers expertly adapt learning to meet pupils' needs.

Pupils' love of reading is conspicuous throughout school. Books are displayed, celebrated and promoted. Pupils delight in visiting the reading shed at playtimes and lunchtimes where they enjoy a variety of inviting books. Teachers read aloud to pupils frequently. In the early years, staff use books and nursery rhymes to spark children's interests. The school's phonics programme is expertly taught. Pupils quickly learn the sounds that letters make and go on to become fluent readers. Focused support ensures that any pupils who struggle with reading can keep up with their peers.

The exceptional early years provision ensures that children achieve highly across all areas of learning. They thrive in an environment rich in joy and discovery. Adults' focused interactions support children to develop their language and vocabulary. Children with SEND benefit from excellent support. For example, sensory breaks support some pupils to regulate their behaviour and be best prepared for learning.

Mathematics is taught consistently well throughout school. In the early years, children have multiple opportunities to practise the mathematics they are taught through a range of engaging activities. For example, they keep score in a game throwing balls at numbered targets. Children also use mathematical language when discussing the properties of objects and shapes.

Pupils learn about different peoples and cultures worldwide. The school's use of technology to support this is impressive. They have secure knowledge of different faiths represented in modern Britain. Pupils demonstrate attitudes that are inclusive and respectful. They recognise the protected characteristics and that discrimination is unacceptable.

The culture of high expectations for pupils' behaviour spreads through the whole school. In lessons, pupils demonstrate positive attitudes to their learning. They are keen to contribute and participate. Pupils welcome the opportunity to receive rewards for good behaviour, such as through earning house points. Pupils behave well principally because they know it is the right thing to do.

The trust, governors and the school have pupils and staff at the heart of all their decision-making. Staff feel valued and appreciated. They know they are part of a strong and supportive team. The school prioritises staff's professional development. This ensures that staff have the knowledge and expertise to teach subjects well, provide support for pupils with SEND and understand safeguarding risks. Staff appreciate the concern the school has for their workload and well-being.

## **Safeguarding**

The arrangements for safeguarding are effective.

## **Background**

Until September 2024, on a graded (section 5) inspection we gave schools an overall effectiveness grade, in addition to the key and provision judgements. Overall effectiveness grades given before September 2024 will continue to be visible on school inspection reports and on Ofsted's website. From September 2024 graded inspections will not include an overall effectiveness grade. This school was, before September 2024, judged to be good for its overall effectiveness.

We have now inspected the school to determine whether it has taken effective action to maintain the standards identified at that previous inspection. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school's work has improved significantly or that it may not be as strong as it was at the last inspection, then the next inspection will be a graded inspection. A graded inspection is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the second ungraded inspection since we judged the predecessor school, Sitlington Middlestown Junior and Infant School good for overall effectiveness in March 2015.

## **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

|                                            |                                                                          |
|--------------------------------------------|--------------------------------------------------------------------------|
| <b>Unique reference number</b>             | 143810                                                                   |
| <b>Local authority</b>                     | Wakefield                                                                |
| <b>Inspection number</b>                   | 10346668                                                                 |
| <b>Type of school</b>                      | Primary                                                                  |
| <b>School category</b>                     | Academy converter                                                        |
| <b>Age range of pupils</b>                 | 3 to 11                                                                  |
| <b>Gender of pupils</b>                    | Mixed                                                                    |
| <b>Number of pupils on the school roll</b> | 199                                                                      |
| <b>Appropriate authority</b>               | Board of trustees                                                        |
| <b>Chair of trust</b>                      | Andrew Lancashire                                                        |
| <b>CEO of the trust</b>                    | Alan Warboys                                                             |
| <b>Headteacher</b>                         | Hannah Young                                                             |
| <b>Website</b>                             | <a href="http://middlestown.accordmat.org">middlestown.accordmat.org</a> |
| <b>Dates of previous inspection</b>        | 15 to 16 October 2019, under section 8 of the Education Act 2005         |

## Information about this school

- The school does not currently use alternative provision.
- The school is part of the Accord Multi Academy Trust.

## Information about this inspection

- 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. The inspector discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- The inspector met with the headteacher and other leaders. He also met with representatives of the trust and members of the governing body.
- The inspector visited a sample of lessons, spoke to some pupils about their learning and looked at samples of pupils' work.

- To evaluate the effectiveness of safeguarding, the inspector: 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.
- The inspector took account of responses to Ofsted Parent View, including the free-text comments. He also considered the responses to Ofsted's surveys for pupils and staff. The inspector also spoke with some parents at the end of the school day.

### **Inspection team**

Dughall McCormick, lead inspector

His Majesty's Inspector

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