

Middlestown Primary Academy

Address: Cross Road, WF4 4QE

Unique reference number (URN): 143810

Inspection report: 25 November 2025

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 well at school. This is reflected in the high quality of work that pupils produce across the curriculum and in published outcomes over time. By the time pupils leave the school, their achievements in reading, writing and mathematics are above the standards achieved nationally. This is particularly the case in mathematics. Over time, disadvantaged pupils and others who face barriers to their learning progress very well from their starting points.

Younger pupils also achieve highly. Leaders have prioritised the teaching of early reading, writing and mathematical skills. Pupils quickly secure their knowledge in mathematics and phonics. A high proportion of pupils start key stage 2 as confident, competent readers. By the time children leave the early years, they are typically well prepared for Year 1.

Attendance and behaviour

Strong standard ●

Leaders make every effort to promote pupils' high attendance. The school monitors attendance patterns closely and takes swift and appropriate action if pupils' attendance declines. Leaders meet regularly to review the impact of their attendance strategy. Working in close partnership with parents and carers, the school helps to remove the barriers to attendance that families face. As a result, pupils' attendance is high. Rates of persistent absenteeism are very low.

All staff have high expectations of pupils' behaviour. Staff apply these expectations consistently. As a result, pupils conduct themselves in a calm and orderly manner. Pupils are happy at school and bullying is rare. Learning in classrooms takes place without interruption. The approaches that staff take to manage pupils' behaviour are adapted thoughtfully for pupils with special educational needs and/or disabilities. Highly trained staff take the time to speak to pupils about their difficulties. They teach pupils techniques to manage their emotions. Pupils' positive attitudes to their learning are recognised with certificates, rewards and praise in the weekly celebration assembly. Pupils speak with pride about being the 'star of the week'. Pupils are highly respectful of one another. They think about the views and beliefs that may differ from their own.

Curriculum and teaching

Strong standard ●

The school has created an exciting, innovative curriculum that expands pupils' knowledge and language quickly. This includes the creative use of web-based resources to broaden pupils' understanding of religions and wider world views. Each subject clearly sets out the knowledge and skills that pupils must learn. For pupils with special educational needs and/or disabilities, learning is organised in a way that meets their needs.

School-wide approaches to teaching are used consistently well. For example, teachers make frequent checks on pupils' learning and adapt their lessons skilfully. Lessons provide

plenty of opportunities for pupils to revisit prior learning. This helps them to remember more of what they have been taught.

Leaders have well-developed systems in place to check on the quality of the curriculum and teaching. They work with teachers to review the progress that pupils are making. This information is used to make appropriate curriculum changes. The needs of all pupils are well met.

Teachers are highly skilled. They present information clearly to pupils and introduce new learning in a clear and concise way. Staff are adept at identifying mistakes in pupils' work during lessons. Teachers make carefully considered adjustments to the curriculum to ensure that it is accessible to all. Pupils who are learning to read receive high-quality phonics teaching. If they start to fall behind, the school provides the help these pupils need to catch up and keep up.

Inclusion

Strong standard 

Middlestown Primary Academy is a highly inclusive school where the needs of vulnerable pupils are prioritised. All staff have high expectations of what pupils can achieve. These expectations are realised fully. The school quickly identifies any pupils who need additional support. This includes pupils with special educational needs and/or disabilities (SEND). Pupils' barriers to learning are well known and understood by staff. Working closely with other professionals, the school provides effective guidance for teachers on how to support pupils with their learning. Leaders have ensured that staff are highly trained and knowledgeable.

Pupils with SEND remain a continued priority for the school. Their provision is monitored closely. As a result, the support that the school provides is sharply targeted and impactful. Teachers make regular checks on what pupils with SEND have learned. The progress pupils with SEND make is reviewed regularly. Teachers carefully and thoughtfully adapt the work they give to pupils with SEND so that they can achieve well.

For pupils in receipt of pupil premium funding, the school's strategy prioritises their wider life experiences. Leaders and teachers do all that is necessary to successfully remove the barriers pupils face to their learning. As a result, disadvantaged pupils thrive socially and academically.

Leadership and governance

Strong standard 

Leaders at all levels are determined to ensure that pupils thrive academically and socially. Through their strategic plans, they prioritise the most vulnerable pupils and ensure that their needs are met. All staff in school work hard to help make leaders' vision a reality. Leaders consult with staff on the changes they make. Consequently, workload and wellbeing are well managed. Staff morale is high. They are happy and proud to work at the school.

Leaders work closely with the parental community, often seeking their views. Most recently, this has resulted in the decision to offer provision for 2-year-olds. Parental views of the school are very positive.

Leaders have well-established and effective systems in place to check on the impact of their actions. Central staff from the trust make regular visits to the school to provide extra reassurance and support. External reviews are also commissioned to check on the accuracy of leaders' views. The trust has well-established learning communities that give staff the opportunities to develop their skills, to network and to share teaching practice.

Those responsible for governance ensure that the school's work is making a difference to pupils' learning and wellbeing. They make regular, focused visits to see the school in action. This helps them to challenge and support leaders' work.

Personal development and wellbeing

Strong standard 

The school has recently reviewed its personal development programme. This has prioritised pupils' mental health and wellbeing. Pupils enjoy the daily opportunities to record their thoughts and feelings in their journals. They also enjoy the moments of calm they have during their 'mindfulness minutes'. Staff check in every day with pupils as they arrive at school. This helps to ensure that pupils' anxieties are quickly addressed.

The 'Middlestown passport' establishes the school's commitment to providing rich and rewarding experiences for all pupils. Trips to the theatre, museums or the seaside help to broaden pupils' cultural understanding of the world beyond Middlestown. Leaders ensure that this is a universal entitlement that enriches experiences for all pupils, including disadvantaged pupils and those with special educational needs and/or disabilities. Recent visits to places of worship and the religious education curriculum mean that pupils understand and value the many different beliefs and faiths that exist in modern Britain today.

The relationships and health education programme gives older pupils a detailed and age-appropriate understanding of healthy relationships. They describe key values of kindness, tolerance and respect as strong foundations for successful relationships. Pupils speak confidently on some more mature topics, such as consent and equality. Pupils understand the dangers that exist on the internet and know where to seek advice and support.

Pupils hold many positions of responsibility in school. They carry out these roles with pride. In doing so, they understand the importance of commitment and resilience. Democratically elected positions, such as school councillors, bring fundamental British values to life for pupils.

The personal development programme also involves meaningful opportunities to learn about careers. This includes visits to the school by positive adult role models, for example, paramedics and physiotherapists. Achievements of past pupils are displayed proudly on the 'alumni board'. This helps motivate pupils to pursue their dreams for the future.

Expected standard

Early years

Expected standard

Leaders have made recent changes to the early years curriculum. Children's milestones are clearly identified. The curriculum is well sequenced and prioritises the development of children's language, a love of reading and positive behaviours for learning. Adults model high expectations for children's behaviour. This ensures that the early years classroom is a place of celebration and adventure.

Leaders prioritise fostering a love of reading and books. Phonics teaching gives children a positive start to learning to read. However, sometimes the interactions that adults have with children and the modelling of vocabulary is not of consistently high quality. This means that opportunities for children to practise and learn new vocabulary are not maximised, for example as they learn through play.

Leaders have introduced systems which help raise the profile of children with barriers to their learning. This includes children with special educational needs and/or disabilities and disadvantaged children. Here, adults work intensively to engage these children in purposeful learning opportunities.

Staff provide frequent updates for parents and carers on their child's learning. A wide range of activities, such as stay-and-play sessions, phonics workshops and 'breakfast with books', build positive partnerships with parents. Transition arrangements for children as they move into Year 1 are well planned.

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

Middlestown Primary Academy is a safe haven where pupils thrive. Relationships between staff and pupils are deeply respectful. During social times, pupils play harmoniously together. Older pupils take pride in their roles as sports leaders. They encourage their younger friends to participate in games and activities. Bullying is rare. Staff take pupils' concerns seriously and act quickly to make things better. The school's 'Children's Hub' is a comfortable space where pupils can speak to an adult about their worries and concerns. Pupils feel valued and cared for.

Classrooms are exciting and inclusive places for pupils to learn in. Pupils show commitment to their learning and are resilient to setbacks. They are proud of the high-quality work they produce. Children's positive attitudes to their learning start in the early years. Here, children are taught how to share, take turns and follow the school rules. Like other classrooms in school, the early years is a busy and vibrant place. That said, sometimes the quality of adult interactions with children in the early years is not consistently high. Pupils with special educational needs and/or disabilities benefit from work that is accurately matched to their needs. This helps these pupils to learn the curriculum and progress very well.

The school recognises pupils' hard work, positive manners and positive attitudes through the many different rewards and certificates that they earn. Pupils look forward to their weekly 'golden time' activities, which celebrate their efforts throughout the week. Pupils' love of school and learning is reflected in their high rates of attendance.

The school's 'I care' virtues are demonstrated through pupils' behaviour and the kindness they show towards one another. By the time pupils leave the school, they are eloquent, enthusiastic and confident learners. They are very well prepared for their next steps.

Next steps

- Leaders should ensure that children in the early years benefit consistently from high-quality adult interactions, so that the opportunities they get to practise and learn new vocabulary are maximised.
-

About this inspection

The 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.

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.

Inspection activities:

Inspectors spoke with the executive headteacher, the assistant headteacher, the special educational needs coordinator, the trust education director, the CEO, members of the governing body and a representative from the board of trustees during the inspection.

The inspectors confirmed the following information about the school:

The school has undergone a significant change since the last inspection. From January 2026, the school will run nursery provision for 2-year-olds.

The school is not currently using any alternative provision.

Executive Headteacher : Mrs Hannah Young

Lead inspector:

Chris Pearce, His Majesty's Inspector

Team inspectors:

Zoe Helman, His Majesty's Inspector

Michael Wardle, 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 25 November 2025

School and pupil context

Total pupils

205

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

210

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)

15.20%

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

4.39%

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: 3.5%

Pupils with special educational needs (SEN) support

16.59%

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

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).

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	79%	61%	Above
2024/25	86%	62%	Above
2023/24	80%	61%	Above
2022/23	71%	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	86%	74%	Above
2024/25	95%	75%	Above
2023/24	85%	74%	Above
2022/23	79%	73%	Close to average

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
Latest 3 year average	84%	72%	Above
2024/25	86%	72%	Above
2023/24	85%	72%	Above
2022/23	82%	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
Latest 3 year average	90%	73%	Above
2024/25	95%	74%	Above
2023/24	90%	73%	Above
2022/23	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
Latest 3 year average	58%	46%	Above
2024/25	S	47%	S
2023/24	50%	46%	Close to average
2022/23	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	67%	62%	Close to average
2024/25	S	63%	S
2023/24	67%	62%	Close to average
2022/23	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	67%	59%	Above
2024/25	S	59%	S
2023/24	67%	58%	Close to average
2022/23	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
Latest 3 year average	75%	60%	Above
2024/25	S	61%	S
2023/24	83%	59%	Above
2022/23	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
Latest 3 year average	58%	68%	-9 pp
2024/25	S	69%	S
2023/24	50%	67%	-17 pp
2022/23	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	67%	80%	-13 pp
2024/25	S	81%	S
2023/24	67%	80%	-13 pp
2022/23	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	67%	78%	-11 pp
2024/25	S	78%	S
2023/24	67%	78%	-11 pp

Year	This school	National non-disadvantaged score	School disadvantage gap
2022/23	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	75%	80%	-5 pp
2024/25	S	81%	S
2023/24	83%	79%	4 pp
2022/23	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 (1 term)	3.1%	5.1%	Below
2023/24	3.8%	5.5%	Below
2022/23	4.3%	5.9%	Below

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 (1 term)	5.5%	14.3%	Below
2023/24	6.3%	14.6%	Below
2022/23	7.6%	16.2%	Below

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