

Milton Primary Academy

Address: Leek Road, Milton, Stoke-on-Trent, Staffordshire, ST2 7AF

Unique reference number (URN): 144441

Inspection report: 21 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 ●

Attendance and behaviour

Strong standard ●

Leaders have effective systems to monitor attendance closely. They identify causes of low attendance and intervene swiftly. Staff employ a wide range of strategies for those pupils who need it, including breakfast club provision and the 'wellbeing doorbell'. These strategies and positive relationships with families help reduce barriers to attendance. Leaders promote the importance of attendance from the first day that pupils start school. As a result, overall attendance for the school is high.

Pupils behave extremely well, in and out of lessons. They follow the school rules of 'Be ready, be respectful, be safe' and live up to the high expectations set by leaders. Pupils work enthusiastically and are keen to take part, for example by confidently predicting what might happen next in a reading lesson. Routines are well established and create a calm, orderly and respectful environment. Staff use positive approaches to help pupils manage their behaviour and make good choices. Leaders make sure pupils who need extra help receive the right support. Leaders have developed a culture of respect. Relationships between staff and pupils are warm and caring. This means that bullying rarely happens. Pupils feel safe, valued and ready to learn.

Early years

Strong standard ●

Children get off to a positive start in the early years. Leaders establish clear routines and high expectations from the moment children enter school. Staff know children very well and adapt teaching precisely to meet their needs. For example, they focus on the development of scissor skills and pencil grip where these are not well developed. As a result, all children, including those with special educational needs and/or disabilities, build knowledge and skills securely across all areas of the early years curriculum.

Leaders share the early years motto, 'Expect the best from the beginning,' with all parents and carers when their children start school. This partnership continues with events such as workshops and 'learn with me' sessions held throughout the year. This positive, collaborative approach means children feel safe, emotionally secure and ready to learn.

A strong focus is placed on communication and language. This helps children develop their speaking and listening skills. Carefully chosen stories, rhymes and songs enrich children's daily experiences. Early reading is prioritised through effective phonics teaching and practised through meaningful play. Staff encourage children to work and play together, manage their feelings and build positive relationships. By the end of the Reception Year, children are very well prepared for the demands of Year 1.

Inclusion

Strong standard ●

Leaders are deeply committed to doing what is right for every child. This results in a highly inclusive culture where all pupils feel a real sense of belonging and can thrive. Leaders quickly and accurately identify pupils' needs and any barriers they may face. This includes

disadvantaged pupils, those with special educational needs and/or disabilities and those known (or previously known) to children's social care.

Staff are well trained and knowledgeable. They know the children very well. Careful adaptations are made to teaching and the learning environment. This enables all pupils to access the full curriculum. Leaders work closely with external specialists to ensure pupils get the support they need. As a result, pupils' barriers to learning and wellbeing reduce over time.

Leaders identify and support the needs of disadvantaged pupils through academic, social and enrichment opportunities. Leaders monitor pupils' progress carefully and make sure that pupils also benefit from wider opportunities. Staff work effectively with parents and carers to overcome difficulties and ensure success.

Children known, or previously known, to social care are very well supported. Leaders work with external agencies, including those responsible for looked-after children, to meet pupils' needs. As a result, pupils flourish in their learning and wellbeing.

Leadership and governance

Strong standard 

Leaders are committed to ensuring that every pupil feels included, achieves and thrives. Leaders' decisions are firmly rooted in what is in pupils' best interests, particularly for those who are vulnerable. This highly inclusive vision is shared by all.

Leaders understand the school's strengths. They wisely identify areas for improvement and take thoughtful, well-considered action. Leaders work closely with colleagues from across the trust, sharing ideas and drawing on wider expertise. This helps them to strengthen practice across the school. Staff professional learning is of a high quality, meaning all staff can develop expertise. This includes those teachers who are new to the profession.

Governance is highly effective. Trustees and the local community committee are aware of their statutory duties and ensure that these are met. They fully understand the school's context and know its priorities well. Trustees use detailed information to challenge and support leaders effectively. They check how resources are used and ensure that decisions benefit pupils, especially those who are the most vulnerable. This partnership helps the school continue to drive improvement.

Parents and carers hold the school in high regard. Many feel well informed and appreciate the school's work to ensure their children achieve well, both academically and personally. Leaders take staff wellbeing seriously. Staff feel supported and value the consideration given to their workload. Leaders also work positively with other professionals and the wider community to enhance pupils' wellbeing and learning.

Personal development and wellbeing

Strong standard 

Leaders are very ambitious for pupils' personal development and wellbeing. They have established a comprehensive programme that is carefully tailored to meet the needs of all pupils. Pupils are offered a wide range of experiences, from sports events and after-school

clubs to educational visits and visitors. Leaders ensure that all pupils participate and benefit fully.

Leaders' deep understanding of pupils and their positive relationships with families enable them to identify pupils requiring additional support and act quickly. Pastoral care is highly effective. Pupils recognise its strength in reducing barriers to learning. They can give examples of how what they have learned at school has helped them in the community. This enables them to become resilient, confident and independent learners.

The recently updated personal, social and health education curriculum is well sequenced. It is adapted to meet pupils' needs and their locality. Pupils speak with maturity and in detail about keeping themselves safe. They know about different types of families and relationships. Pupils have a secure understanding of fundamental British values. They know the importance of tolerance and acceptance of the views and beliefs of others. Pupils believe that 'if everyone was the same, it would be a very boring world.'

Pupils appreciate the opportunities they have to contribute to school life. They report that the roles they hold, for example on the pupil senate or as digital leaders, make them proud to be part of change and decision-making. They learn about a range of careers and understand how their schoolwork can help them to achieve their ambitions for the future. Pupils are very well prepared for life beyond school.

Expected standard

Achievement

Expected standard 

Pupils generally achieve results that are in line with, or slightly above, national averages. Disadvantaged pupils achieve well by the end of Year 6 when compared with disadvantaged pupils nationally. The gap between these pupils and their peers is narrowing. Pupils attain significantly above average in the Year 1 phonics screening check.

Pupils build key knowledge and skills securely from their starting points. They know and remember more as they move through the curriculum. There has been a steady improvement in outcomes at the end of key stage 2 over the last 3 years. Achievement is improving but is not yet consistently strong across all subjects.

Pupils who need additional help to learn to read receive effective support. This helps them to catch up and access their wider learning. Pupils with special educational needs and/or disabilities achieve well from their starting points. Most pupils are well prepared for the next stage of their education.

Curriculum and teaching

Expected standard 

Leaders have designed a curriculum that is broad, balanced and ambitious. They have ensured that the curriculum is engaging and meets pupils' needs. It is carefully sequenced to allow pupils to build their knowledge over time. Teachers understand the curriculum and typically deliver it well.

Leaders have an accurate understanding of the quality of teaching. They visit lessons regularly and use what they learn to make decisions that improve practice. Leaders are aware that there are some inconsistencies in the quality of teaching. They provide clear training, modelling and support to address these and strengthen staff subject knowledge.

Leaders make sure that pupils acquire the important skills and knowledge they need, including handwriting, spelling and number facts. Phonics is taught effectively. As a result, pupils gain the skills they need to learn to read. Any pupils who need extra help are supported to catch up quickly.

Staff regularly check what pupils know and can do. They adapt their teaching to address any gaps or misconceptions. Staff use their knowledge of pupils' needs to ensure the right support is in place for all pupils. Leaders monitor this support and make changes when needed.

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

Pupils at Milton Primary Academy are happy, confident and well cared for. They enjoy coming to school because they feel safe and love learning. Relationships are warm and respectful. The school motto, 'Together we achieve our best,' is realised through positive attitudes and strong teamwork.

Pupils behave very well, both in lessons and around school. They follow the school rules responsibly and take pride in their work. Attendance is high because pupils want to come to school. They say bullying is rare and trust adults to help them with any problems.

Staff know pupils and their families very well. This means that staff quickly identify any barriers pupils may face when they start at the school. Staff provide support to ensure that all pupils, including those with special educational needs and/or disabilities and those known (or previously known) to social care, can succeed and thrive.

The curriculum is engaging, creative and well sequenced. Teachers adapt learning effectively, which allows pupils to become independent and confident learners. As a result, all pupils typically make secure progress and achieve well in national assessments.

Pupils benefit from a wide range of opportunities that broaden their experiences and allow them to develop their talents and interests. These include a variety of extra-curricular clubs, visits to local and national landmarks, residential stays and cultural experiences. Pupils are also encouraged to expand their aspirations and ambitions through careers activities and the school's 'Aspire' mountain. This thoughtful and inclusive approach means that pupils are incredibly well prepared for life beyond school.

Next steps

- Leaders should continue to strengthen the consistency of teaching across the school so that pupils build knowledge securely and achieve consistently well over time.
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About this inspection

This school is part of Windsor 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), Dawn Haywood, and overseen by a board of trustees, chaired by Andrew Middleton.

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 executive headteacher and the deputy headteacher, during the inspection. They also spoke with representatives of the trust, including the CEO, the chair of the trust board, the director of primary education and representatives of the trust board and local community committee.

The inspectors confirmed the following information about the school:
The school does not use alternative provision.

Executive Headteacher: Miss Jemma Garside

Lead inspector:

Claire Medhurst, His Majesty's Inspector

Team inspectors:

Allyson Brown, Ofsted Inspector

Su Plant, 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 21 April 2026

School and pupil context

Total pupils

399

Above 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

420

Above 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)

32.86%

Close to 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

0.50%

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

14.54%

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	63%	61%	Close to average
2024/25 (revised)	72%	62%	Above

Year	This school	National average	Compared with national average
2023/24 (final)	56%	61%	Close to average
2022/23 (final)	62%	60%	Close to average

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	74%	74%	Close to average
2024/25 (revised)	80%	75%	Close to average
2023/24 (final)	77%	74%	Close to average
2022/23 (final)	67%	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	74%	72%	Close to average
2024/25 (revised)	80%	72%	Above
2023/24 (final)	73%	72%	Close to average
2022/23 (final)	70%	71%	Close to average

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	77%	73%	Close to average
2024/25 (revised)	80%	74%	Close to average
2023/24 (final)	77%	73%	Close to average
2022/23 (final)	75%	73%	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 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	45%	46%	Close to average
2024/25 (revised)	57%	47%	Close to average
2023/24 (final)	46%	46%	Close to average
2022/23 (final)	33%	44%	Close to average

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	60%	62%	Close to average
2024/25 (revised)	78%	63%	Above

Year	This school	National average	Compared with national average
2023/24 (final)	62%	62%	Close to average
2022/23 (final)	42%	60%	Below

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	60%	59%	Close to average
2024/25 (revised)	74%	59%	Above
2023/24 (final)	65%	58%	Close to average
2022/23 (final)	42%	58%	Below

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	59%	60%	Close to average
2024/25 (revised)	65%	61%	Close to average
2023/24 (final)	65%	59%	Close to average
2022/23 (final)	46%	59%	Below

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	45%	68%	-22 pp
2024/25 (revised)	57%	69%	-13 pp
2023/24 (final)	46%	67%	-21 pp
2022/23 (final)	33%	66%	-33 pp

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	60%	80%	-19 pp
2024/25 (revised)	78%	81%	-3 pp
2023/24 (final)	62%	80%	-18 pp
2022/23 (final)	42%	78%	-37 pp

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	60%	78%	-17 pp
2024/25 (revised)	74%	78%	-4 pp
2023/24 (final)	65%	78%	-12 pp
2022/23 (final)	42%	77%	-36 pp

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	59%	80%	-21 pp
2024/25 (revised)	65%	81%	-15 pp
2023/24 (final)	65%	79%	-14 pp
2022/23 (final)	46%	79%	-33 pp

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)	3.7%	5.2%	Below
2023/24 (3 term)	4.9%	5.5%	Close to average
2022/23 (3 term)	6.0%	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)	9.5%	13.3%	Below
2023/24 (3 term)	11.3%	14.6%	Close to average
2022/23 (3 term)	15.5%	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.

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