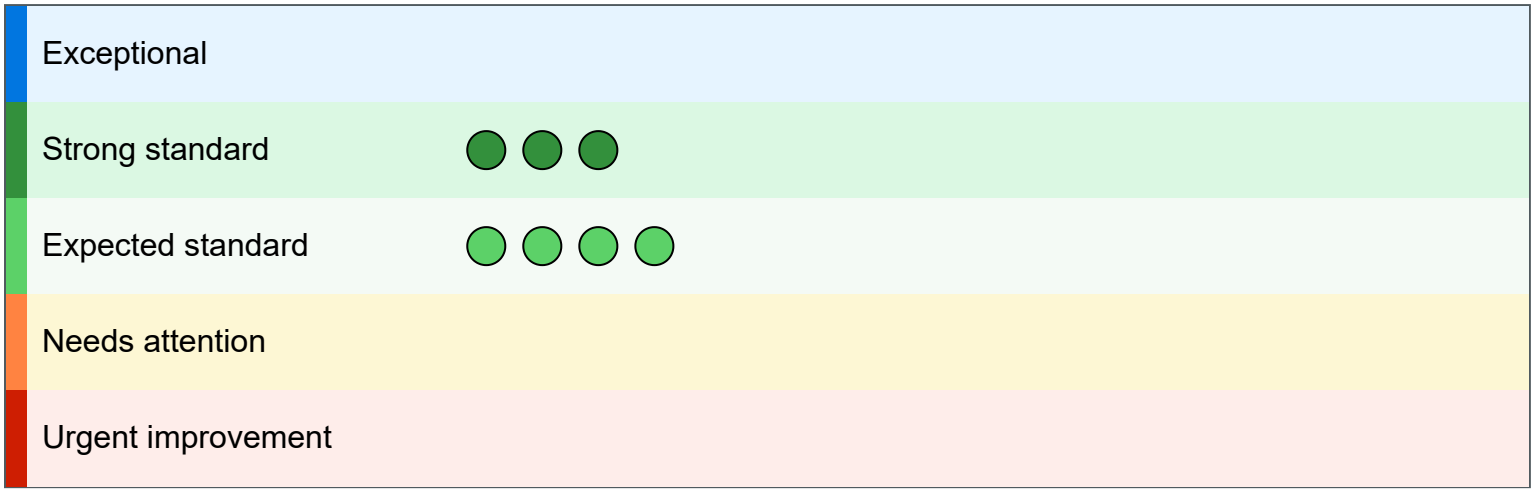
Milecastle Primary School

Address: Hillhead Parkway, Chapel House, Newcastle-upon-Tyne, Tyne and Wear, NE5 1LH

Unique reference number (URN): 150328

Inspection report: 15 September 2026



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 place a high priority on pupils attending school regularly and on time. They monitor attendance carefully and identify emerging concerns quickly. Leaders work closely with families to understand and address any barriers to attendance. Where additional support is needed, they act promptly and work with external agencies when appropriate. This determined approach helps pupils attend regularly and ensures that attendance remains strong across the school.

Pupils' behaviour is consistently positive. They are polite, respectful and considerate towards each other and adults. Leaders have established a calm and welcoming environment where pupils feel safe, valued and ready to learn. Staff model the school's expectations consistently and build warm, positive relationships with pupils. As a result, pupils understand what is expected of them and take pride in their behaviour. Pupils show kindness and respect in lessons and around the school. They work well together, listen to others and demonstrate positive attitudes to learning. Staff support pupils who may find it difficult to regulate their emotions well, helping them to develop strategies that promote increasingly positive behaviour and independence. Leaders monitor behaviour carefully and respond promptly when concerns arise. Bullying and discriminatory behaviour are rare. When incidents do occur, staff deal with them sensitively and effectively. As a result, pupils feel secure and are able to focus on their learning and enjoy school.

Early years

Strong standard

Children make a very positive start in the early years. Staff know children and their families well and create a welcoming, nurturing environment where children feel safe, confident and ready to learn. Leaders use their understanding of children's starting points to shape the curriculum and learning environment effectively.

Leaders have designed an ambitious curriculum that supports children to develop the knowledge and skills they need for the next stage of their education. Staff provide purposeful opportunities for children to learn through exploration, play and discussion. They use questioning and consistently high-quality interactions to extend children's thinking and deepen their understanding. Stories, songs and rhymes are used particularly well to develop children's communication, language and vocabulary.

Staff have a strong focus on developing children's early reading, writing and mathematical skills. Children have regular opportunities to practise and apply what they have learned across the provision. Staff adapt their support appropriately so that children with special educational needs and/or disabilities can participate fully in learning alongside their peers.

Staff check children's learning carefully and use what they know to identify what children need to learn next. They provide timely support when children experience difficulty. Established routines help children to develop independence and confidence. As a result, children engage positively in their learning, develop secure foundations and are well prepared for Year 1.

Inclusion

Strong standard

Inclusion is central to the school's culture. Leaders have high expectations for all pupils and are committed to ensuring that every pupil can succeed. They know pupils and their families well and identify barriers to learning quickly. Leaders take timely and bespoke action to ensure that pupils receive the right support at the right time.

Pupils with special educational needs and/or disabilities are well supported. Staff understand pupils' individual needs and adapt teaching carefully so that pupils can access the curriculum alongside their peers. Support is focused on helping pupils participate confidently, develop independence and achieve success. Staff use a range of appropriate strategies to help pupils overcome barriers and engage positively in their learning.

Leaders ensure that staff have the knowledge and information they need to meet pupils' needs effectively. They provide appropriate training and regularly review the impact of support. This enables staff to make adjustments promptly when pupils' needs change. Leaders also work closely with families and external agencies, where appropriate, to ensure that support is joined up and responsive.

Leaders use additional funding thoughtfully to support disadvantaged pupils and those who may face additional barriers to learning. They monitor the impact of this support carefully and adapt provision when needed. As a result, pupils feel valued and included. They participate fully in school life and develop the confidence and independence to learn and thrive.

Expected standard

Achievement

Expected standard

Pupils achieve well. Published outcomes are above national averages in many areas. Pupils, including disadvantaged pupils and those with special educational needs and/or disabilities, make progress from their starting points. They develop the knowledge they need in reading, writing and mathematics and are well prepared for the next stage of education.

Pupils learn to read accurately. The teaching of phonics and early reading is well matched to pupils' needs. Pupils develop their decoding, blending and fluency skills successfully. Many pupils achieve the expected standard in the phonics screening check. Where pupils do need further support, the school's work to address gaps in phonics knowledge helps pupils to develop their reading skills.

Pupils achieve well in mathematics overall. Outcomes are positive and pupils develop secure mathematical knowledge.

Pupils achieve well in the core curriculum. However, their knowledge is less secure in some subjects across the wider curriculum. At times, pupils complete tasks successfully but cannot explain their learning in sufficient depth. Opportunities for pupils to use extended writing to demonstrate their knowledge are not consistently provided. The quality of pupils'

work is not consistently as positive in the wider curriculum. In particular, the presentation and handwriting in some older pupils' books do not reflect the expectations seen in lessons.

Curriculum and teaching

Expected standard

Leaders have designed a broad and ambitious curriculum that sets out the knowledge and skills pupils need to learn. The curriculum is well sequenced, helping pupils to build their knowledge over time. Teachers have secure subject knowledge and use this effectively to explain new learning, check pupils' understanding and address misconceptions.

Leaders place a strong emphasis on developing pupils' core skills in reading, writing, mathematics and spoken language. Staff explicitly teach vocabulary and provide opportunities for pupils to use subject-specific language accurately. Pupils revisit important vocabulary and knowledge regularly, helping them to recall and apply what they have learned. As a result, pupils develop confidence when explaining their ideas and discussing their learning.

Teachers use a range of effective strategies to support pupils' learning. They adapt teaching appropriately, including for pupils with special educational needs and/or disabilities, so that pupils can access the curriculum successfully. Staff provide appropriate support when pupils have gaps in their knowledge, helping them to keep up with their learning.

Leaders recognise the importance of securing accuracy in pupils' handwriting. Staff provide regular opportunities for pupils to practise and develop their handwriting skills. Leaders are continuing to strengthen this work so that pupils consistently form letters accurately and present their written work with greater precision and care.

Leadership and governance

Expected standard

Leaders know their school and understand the needs of its pupils. They identify appropriate priorities for the school to focus on, ensuring staff and governors know their role in this work. This includes, for example, supporting pupils to recall their prior learning with more confidence. Leaders have established systems to identify vulnerable pupils and monitor their progress and welfare. They use a range of information to inform their evaluation and improvement planning.

Leaders have strengthened provision for pupils with special educational needs and/or disabilities and for pupils facing disadvantage. They provide staff with training linked to pupils' needs, including autism, social and emotional wellbeing and trauma. Leaders monitor the use of interventions and provide support through a range of universal and targeted approaches. Leaders also work with external agencies to support pupils and families.

Leaders have identified the development of the wider curriculum as an area for further improvement. They have an accurate understanding of pupils' academic outcomes and know the depth of pupils' knowledge is less consistent across subjects. Leaders recognise the need to strengthen pupils' recall and understanding and to ensure that agreed expectations are implemented consistently.

Governors have an understanding of the school's context and priorities. They support leaders in their work and fulfil their statutory responsibilities. Leaders prioritise staff development and wellbeing and have established a range of support for staff. They work with parents, families and external agencies to respond to pupils' needs and promote their attendance and engagement.

Personal development and wellbeing

Expected standard

Leaders place pupils' personal development and wellbeing at the centre of the school's work. They provide a broad programme that helps pupils develop confidence, resilience and independence. Pupils learn about relationships, physical and mental health, personal safety and how to manage risks. They understand how to keep themselves safe online and know that they can speak to a trusted adult when they have a concern.

Pupils develop an understanding of democracy, equality and respect for others. They learn about different cultures, beliefs and family backgrounds and understand the importance of treating everyone fairly. Leaders provide opportunities for pupils to take on responsibility through roles such as school council representatives and other leadership positions. These opportunities help pupils develop empathy, confidence and a sense of responsibility for their school community.

The school's wider offer provides pupils with a range of enriching experiences. Pupils benefit from clubs, sporting activities, educational visits and opportunities to develop their interests and talents. Leaders are committed to ensuring that all pupils can participate and that barriers to accessing these opportunities are addressed. These experiences broaden pupils' horizons and help them discover new interests.

Pastoral support is an important part of the school's approach to wellbeing. Staff know pupils well and identify when pupils may need additional support. Pupils trust adults to listen to them and help them when they are worried or upset. Leaders provide appropriate support to help pupils manage their emotions and develop positive relationships.

As a result, pupils feel safe, valued and included. They develop the knowledge, confidence and skills they need to make positive choices and become responsible, respectful and well-rounded young people.

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

Pupils feel safe, valued and well cared for at this welcoming school. Positive relationships with staff help pupils feel secure and ready to learn. Staff know pupils and their families well and work closely with them to identify and overcome barriers to learning. Pupils know that they can speak to a trusted adult when they have a worry or need help.

Many pupils enjoy learning. Teachers explain new ideas clearly, provide appropriate support and help pupils build on what they already know. Pupils show perseverance when learning proves challenging and take pride in their achievements. Pupils, including those with special

educational needs and/or disabilities and those who are disadvantaged, achieve well and attain well at the end of key stage 2.

The ‘Milecastle Way’ of ‘right place, right time, right thing’ shapes pupils’ behaviour across the school. Pupils understand these expectations and act politely and respectfully towards others. They respond positively to adults and contribute to a calm and purposeful environment. Pupils say that bullying is rare and trust staff to deal with concerns. The school’s focus on emotional wellbeing helps pupils develop strategies to manage their feelings and relationships.

Regular attendance matters to leaders and staff. They monitor attendance closely and work with families and external agencies when pupils need additional support. Consequently, pupils attend well and make the most of their learning and wider opportunities.

Beyond the classroom, pupils develop their talents, interests and confidence through music, sport, residential experiences and other enrichment. Leadership roles, including school council and buddy responsibilities, help pupils take responsibility and contribute to school life. Community links broaden pupils’ experiences, develop independence and help pupils build a sense of belonging.

Next steps

- Leaders should continue to develop the quality of pupils’ writing across the curriculum, ensuring that pupils have regular opportunities to use writing to demonstrate, recall and deepen their knowledge in different subjects across the wider curriculum.

About this inspection

This school is part of the The ONE (Owl North East) 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), Julie Stuart, and overseen by a board of trustees, chaired by Helen Richardson.

Inspectors carried out this full inspection under section 5 of the Education Act 2005.

This inspection took place on 15 and 16 September 2026.

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 the headteacher, the deputy headteacher, staff, pupils and parents during the inspection. They met the designated safeguarding lead, representatives of the governing body and members of the board of trustees. The lead inspector also spoke with the CEO of the trust.

The inspectors confirmed the following information about the school:

The school currently uses no alternative provision.

Headteacher: Suzanne Richardson

Lead inspector:
Jessica McKay, His Majesty's Inspector

Team inspector:
Zoe Carr, Ofsted Inspector

Facts and figures used on inspection

This was the data available at the time of the full inspection, taken from different sources. More recent data may have been published since the full inspection took place.

The inspector(s) used this data during the full inspection on 15 September 2026

School and pupil context

Total pupils

185
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: 268

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)

22.16%
Close to average

What does this mean?

The proportion of pupils eligible for free school meals at any point in the last 6 years.

National average: 26.5%

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

2.16%
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: 4.1%

Pupils with special educational needs (SEN) support

22.70%
Well above average

What does this mean?

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

National average: 15%

Location deprivation

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		61%	
2024/25 (final)	77%	62%	Above
2023/24		61%	
2022/23		60%	

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%	
2024/25 (final)	90%	75%	Above
2023/24		74%	
2022/23		73%	

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		72%	
2024/25 (final)	80%	72%	Above
2023/24		72%	
2022/23		71%	

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		73%	
2024/25 (final)	87%	74%	Above
2023/24		73%	
2022/23		73%	

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		46%	
2024/25 (final)	56%	47%	Close to average

Year	This school	National average	Compared with national average
2023/24		46%	
2022/23		44%	

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		62%	
2024/25 (final)	78%	63%	Above
2023/24		62%	
2022/23		60%	

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		59%	
2024/25 (final)	56%	59%	Close to average
2023/24		58%	
2022/23		58%	

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		60%	
2024/25 (final)	67%	61%	Close to average
2023/24		59%	
2022/23		59%	

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		68%	
2024/25 (final)	56%	69%	-14 pp
2023/24		67%	
2022/23		66%	

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		80%	
2024/25 (final)	78%	81%	-3 pp
2023/24		80%	
2022/23		78%	

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		78%	
2024/25 (final)	56%	78%	-23 pp
2023/24		78%	
2022/23		77%	

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		80%	
2024/25 (final)	67%	81%	-14 pp
2023/24		79%	

Year	This school	National non-disadvantaged score	School disadvantage gap
2022/23		79%	

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)	3.5%	5.2%	Below
2023/24 (3 term)	3.9%	5.5%	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 (3 term)	5.1%	13.0%	Below
2023/24 (3 term)	7.8%	14.6%	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