

# Inspection of Two Mile Ash School

The High Street, Two Mile Ash, Milton Keynes, Buckinghamshire MK8 8LH

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Inspection dates: 13 and 14 February 2024

## **Overall effectiveness**

## **Outstanding**

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The quality of education

**Outstanding**

Behaviour and attitudes

**Outstanding**

Personal development

**Outstanding**

Leadership and management

**Outstanding**

Previous inspection grade

Not previously inspected under section 5 of the Education Act 2005

The headteacher of this school is Lucy Eldridge. This school is part of the Inspiring Futures Through Learning Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Sarah Bennett, and overseen by a board of trustees, chaired by Marilyn Hubbard.

Ofsted has not previously inspected Two Mile Ash School under section 5 of the Education Act 2005. However, Ofsted previously judged Two Mile Ash School to be outstanding, before it opened as an academy.

## **What is it like to attend this school?**

Pupils at Two Mile Ash School receive an exceptional education. The school has the highest expectations and aspirations for all pupils. Pupils make the most of the high-quality provision and rise to the challenge of the ambitious curriculum. Pupils' interests and talents are recognised and nurtured in the academic subjects and across all areas, including the arts and sports. This supports pupils to achieve highly across the curriculum.

Pupils' behaviour is exemplary. They exude positive attitudes to learning as well as to each other. Older pupils know the importance of being positive role models and demonstrate this consistently through their interactions with others. Pupils are tolerant and respectful and have a deep understanding of British values.

Pupils develop character and important life skills. They make full use of the enrichment opportunities offered to them, such as visits to the Trust Youth Parliament, art museums and theatre performances. The school provides many leadership opportunities designed to support pupils in the school. These include safeguarding and well-being ambassadors. Pupils love the broad range of clubs on offer, such as the Makaton, art and design club or the Harmonise choir. Careful consideration is also given to community activities, such as making Christmas cards for older people or charity work.

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

Pupils study a highly ambitious and aspirational curriculum. The content exceeds the national curriculum in many areas. The school has ensured that the precise knowledge, skills and vocabulary that pupils learn is carefully mapped out. Pupils routinely revisit key ideas, enabling them to achieve highly across the breadth of the curriculum. Pupils with special educational needs and/or disabilities are identified swiftly and supported by skilled staff to access the same ambitious curriculum as their peers. Teachers check pupils' understanding to ensure that their learning is on track very effectively. They identify pupils who may not be keeping up with their peers quickly and make sure there is effective intervention and support.

The curriculum is designed to help pupils to link learning between different subjects. For example, pupils learn about line graphs in mathematics before they encounter them in science. Also, pupils apply their knowledge of phonics effectively when they learn a modern foreign language during key stage 2.

Reading is an important part of the curriculum, and all pupils develop into fluent readers. Staff precisely follow a phonics scheme to support pupils who are weaker readers. This includes pupils who are new to English. The reading curriculum enhances pupils' enjoyment and understanding of the books they are reading. For example, staff help pupils to identify an author's choice of language and the tools an

author uses to create atmosphere in their work. They also ensure that pupils are able to read with fluency and increasing confidence.

Pupils' behaviour in lessons and during social times is excellent. Pupils know that everyone has the right to learn, the right to be respected and the right to be safe. They understand these rights and enact them daily. Attendance is high for all pupils and where it falls below what is expected, the school offers support to ensure that pupils' attendance improves.

The provision for pupils' personal development is exceptional. Pupils benefit from a carefully constructed curriculum and a wealth of well-considered opportunities outside of the curriculum. Staff carefully develop pupils' character, helping them to learn to be confident and compassionate citizens. Through the curriculum, pupils also gain an in-depth knowledge of current issues, such as diversity and equality. Pupils learn that 'you can be who you want to be'.

Leaders at all levels have a detailed and accurate understanding of the school's many strengths. They work together and are ambitious for all the pupils in their school. Staff benefit from a range of expert training and networking across the trust and beyond. This supports staff in acquiring very secure subject knowledge to teach across the curriculum.

## Safeguarding

The arrangements for safeguarding are effective.

## 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>	137061
<b>Local authority</b>	Milton Keynes
<b>Inspection number</b>	10256320
<b>Type of school</b>	Junior
<b>School category</b>	Academy
<b>Age range of pupils</b>	7 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	675
<b>Appropriate authority</b>	Board of trustees
<b>CEO of the trust</b>	Sarah Bennett
<b>Chair of trust</b>	Marilyn Hubbard
<b>Headteacher</b>	Lucy Eldridge
<b>Website</b>	<a href="http://www.tmaschool.com">www.tmaschool.com</a>
<b>Date of previous inspection</b>	not previously inspected under section 5 of the Education Act 2005

## Information about this school

- The school is part of the Inspiring Futures Through Learning Trust.
- The school's local governing board oversees two other trust schools.
- The school currently does not use any alternative provision.

## Information about this inspection

- The inspectors carried out this graded inspection under section 5 of the Education Act 2005.
- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- The inspectors carried out deep dives in reading, mathematics, physical education, history, music and modern foreign languages. For each deep dive, the inspectors held discussions about the curriculum, visited a sample of lessons,

spoke to teachers, spoke to some pupils about their learning and looked at samples of their work.

- The inspectors explored the wider curriculum through sampling pupils' work in science and art and design.
- The inspectors met with the headteacher, the head of quality of education and the special educational needs coordinator.
- To evaluate the effectiveness of safeguarding, the inspectors: 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 inspectors looked at a wide range of documents provided by the school and observed pupils' behaviour around the school and in lessons.
- The inspectors met with members of the local governing board and representatives from the trust, including the CEO.
- The inspectors considered the views of parents and carers shared through Ofsted Parent View and an inspector also talked with parents.
- The views of staff were gathered through surveys and discussions conducted throughout the inspection.
- Inspectors gathered pupils' views throughout the inspection, including during classroom visits and at playtimes and lunchtime.

### **Inspection team**

Simon Woodbridge, lead inspector	His Majesty's Inspector
Julie Sackett	His Majesty's Inspector
Martin Smith	His Majesty's Inspector
Daniel Botting	His Majesty's Inspector

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