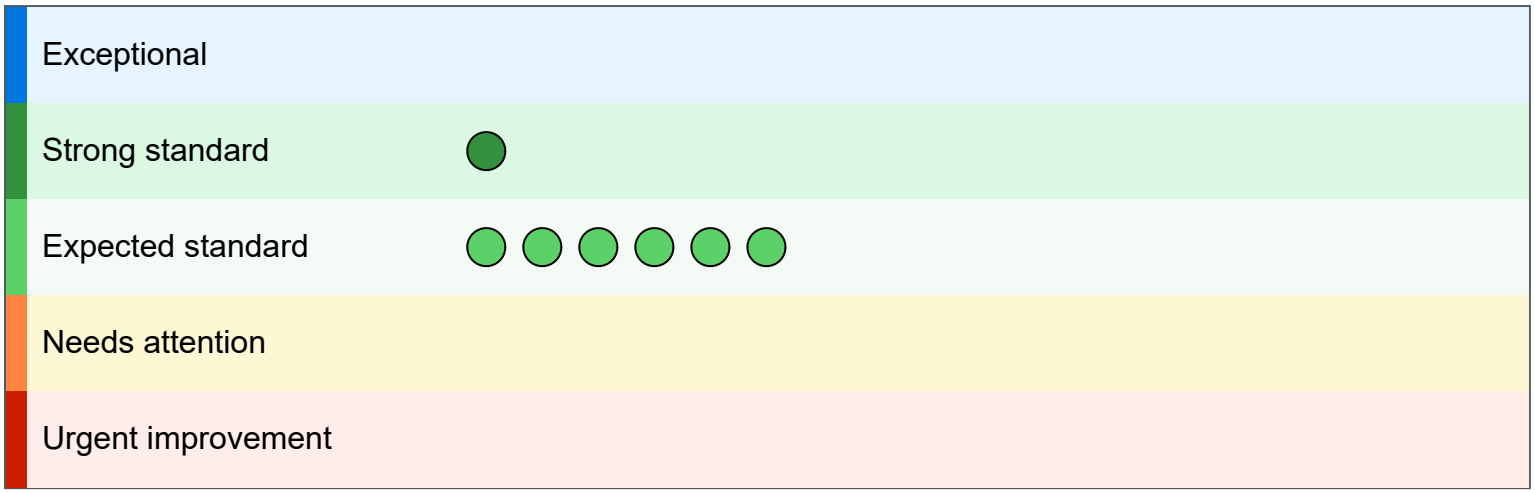
Ash Green Primary Academy

Address: The Lea, Brough Lane, Trentham, Stoke-on-Trent, Staffordshire, ST4 8BX

Unique reference number (URN): 142990

Inspection report: 16 June 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

Personal development and wellbeing

Strong standard

Leaders provide a comprehensive and well-planned programme for personal development. They ensure that pupils access a wide range of meaningful experiences. Leaders map visits, clubs and enrichment activities carefully so all pupils can take part. This supports pupils' confidence, resilience and independence. For example, clubs such as 'Number Ninjas' and 'Mission Decode' engage pupils while strengthening key skills.

Pupils develop a secure understanding of fundamental British values. They explain how these link to daily life, such as showing tolerance and respecting others' beliefs. Pupils learn about different faiths, including Islam and Judaism. They speak thoughtfully about this learning. One pupil explained, 'Everyone is different,' and showed how this helps them respect others. Pupils understand how to stay safe online and know the importance of healthy lifestyles.

The school promotes character development effectively. Pupils take on a wide range of leadership roles, such as art ambassadors, reading heroes and wider roles across the trust. They speak proudly about their contributions. Pupils explore future careers through an annual careers' day, which involves all children from Nursery to Year 6. They understand the importance of developing skills and values for later life.

Leaders provide highly effective pastoral support. Worry boxes in classrooms allow pupils to share concerns with confidence. Staff review these regularly and respond quickly. Leaders identify pupils who need additional nurture and provide targeted support. Pupils say they feel safe, cared for and valued.

Pupils build highly respectful and positive relationships. They treat each other with kindness and show care in their actions. The school's values shape pupils' attitudes. As a result, pupils leave as confident, respectful and well-prepared individuals.

Expected standard

Achievement

Expected standard

On the whole, pupils make suitable progress through the curriculum. Phonics is a particular strength. Most pupils secure the phonics knowledge they need in Year 1. This prepares them well for their next steps. Pupils also secure the times tables knowledge they need by the end of Year 4. This is reflected in pupils' outcomes, which sit above the national average.

By the end of key stage 2, pupils typically achieve in line with national averages in reading, writing and mathematics at the expected standard. Leaders continue to maximise attainment in writing and mathematics to ensure more pupils consistently achieve the higher standards in these subjects.

Disadvantaged pupils and pupils with special educational needs and/or disabilities make suitable progress from their starting points. Across the curriculum, pupils develop the skills and knowledge they need. Most pupils are prepared for their next stage of learning.

Attendance and behaviour

Expected standard

Leaders have clear and effective systems to promote regular attendance. They set high expectations and communicate these consistently well. Pupils value coming to school. Overall attendance rates are high. Leaders analyse attendance closely. They review patterns and identify concerns early. This allows them to act quickly and put tailored support in place. Leaders use a range of strategies to reduce absence, including adapting their approaches when needed. These actions have a positive impact. Leaders work compassionately with families. They keep a clear focus on pupils' best interests. They work proactively to remove barriers for all pupils, including those who are disadvantaged and those with special educational needs and/or disabilities (SEND).

Pupils' behaviour across the school is calm and respectful. They understand expectations and rise to these. Staff model these expectations clearly. Pupils show positive attitudes towards each other and treat others with respect. They speak confidently about fairness, inclusion and kindness. Staff address any issues promptly. Pupils trust adults to respond and to resolve concerns effectively. Leaders provide appropriate support for pupils with SEND. They continue to strengthen engagement in lessons so that all pupils participate fully in their learning. Pupils take pride in their school.

Curriculum and teaching

Expected standard

Leaders have ensured that a well-sequenced and progressive curriculum is in place across all subjects. Teachers deliver this curriculum well in most lessons. Teaching is clear and well structured. This helps pupils understand what they are learning and how new knowledge builds on prior learning. Pupils generally engage well and respond positively to teachers' questions. However, pupils' engagement is not consistently high across all classes. Leaders are rightly focusing on strengthening this so that all pupils take an active role in their learning.

Reading is a high priority and a clear strength across the school. The curriculum shows clear progression from the early years onwards. In writing and mathematics, pupils generally learn the intended curriculum and make suitable progress. Leaders continue to strengthen teaching so it consistently maximises progress for all pupils in these subjects.

Teachers benefit from high-quality training that develops their subject knowledge. Pupils take pride in their work. Staff maintain high expectations for pupils' handwriting, spelling, number, vocabulary and language development. Teachers understand pupils' needs and use appropriate strategies to support their learning. Leaders continue to refine adaptations and checks on learning, so support is precise and consistently helps all pupils, including those with special educational needs and/or disabilities, to access learning successfully.

Early years

Expected standard

The early years curriculum is well structured and clearly sequenced. It sets out the essential knowledge children need and prepares them well for Year 1. Communication and language sit at the heart of learning. Staff create a language-rich environment and use interactions to support children's thinking. They engage children in conversations that build vocabulary and confidence over time. As a result, children typically make secure progress. Leaders continue to strengthen this practice so that opportunities are maximised consistently across the day and by all staff.

Reading is a key strength. Children begin a structured phonics programme as soon as they start in Reception. Staff teach this programme with precision and consistency. They ensure children secure sounds before moving on, which builds fluency and confidence. Staff adapt learning appropriately for children who face barriers so all are supported well.

Mathematics is taught effectively. Children develop early number understanding through practical activities and clear explanations. Throughout the day, staff provide children with access to a range of play and learning activities which are engaging and purposeful. These offer opportunities for children to apply their learning independently, including writing for clear purposes.

The learning environment is well resourced, organised and inviting. Children select resources independently, cooperate well and show kindness. Positive relationships with families support children's development. Children are well prepared for key stage 1.

Inclusion

Expected standard

Leaders and staff understand pupils' individual circumstances and backgrounds well. This knowledge helps them provide targeted support when needed. For example, staff recognise pupils who are young carers and offer targeted academic and pastoral support.

The school identifies pupils with special educational needs and/or disabilities (SEND) effectively. Most teachers adapt their teaching to meet their needs. However, some staff do not always adjust tasks precisely enough. When this happens, some pupils lose focus or find it difficult to work independently.

Leaders use additional funding for disadvantaged pupils effectively. They monitor its impact closely and ensure spending is purposeful. As a result, these pupils make steady academic and personal progress over time.

The school creates a welcoming and inclusive environment. Pupils feel safe and develop a genuine sense of belonging. Leaders quickly identify pupils' needs when they join. This includes disadvantaged pupils, those with SEND and pupils known, or previously known, to social care.

Staff receive regular training and understand pupils well. Leaders work proactively with external agencies to secure specialist support. As a result, pupils' barriers to learning reduce and their wellbeing improves over time.

Leadership and governance **Expected standard**

The school has a clear and ambitious vision that is shared and understood by all leaders. Leaders identify priorities accurately as they have a secure understanding of the school's context. Leaders work closely with the trust and governors to maintain effective oversight and ensure decisions place pupils' best interests at the centre.

Governance at all levels is effective. Governors and trustees are committed, knowledgeable and clear about their roles. They understand the school well and provide both robust challenge and meaningful support. Leaders welcome this and value guidance from the trust and external professionals. Leaders promote a welcoming and inclusive culture where all pupils and staff feel respected and valued.

Leaders place a genuine emphasis on staff's wellbeing and workload. They listen to staff, act on feedback and make thoughtful decisions. As a result, staff feel valued, supported and proud to work at the school. This contributes to positive morale and high job retention. Professional learning is carefully planned, evidence-based and aligned with school priorities. Leaders and the trust provide clear opportunities for staff to develop and progress. Training is reviewed regularly to ensure it remains impactful.

Leaders work collaboratively with staff, parents, carers and the wider community. Parents are highly supportive of the school and value the constructive relationships that support pupils' learning and wellbeing.

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

Pupils at Ash Green Primary Academy feel included, valued and listened to. Leaders and staff recognise each pupil as an individual and create a highly supportive and nurturing environment. All pupils access a rich range of opportunities that enhance their experience of school. Popular clubs include stretch and wonder (yoga and philosophy), karaoke and splat club.

A clear sense of belonging and pride runs through the school. Warm and caring relationships between staff and pupils support this. These relationships help pupils feel safe, secure and confident. Leaders provide effective pastoral support for all pupils. Pupils embrace the school values of being caring, brave, creative, inquisitive, independent and humble. They understand how these values will help them in the future and they apply them in their daily actions.

Pupils attend school regularly because they enjoy learning and value the broad range of opportunities provided. They take an active part in school life. Leaders prioritise disadvantaged pupils and remove barriers so that they can fully access this offer. These experiences build teamwork, independence and confidence.

Pupils enjoy learning and typically approach their work with positive attitudes. The broad and ambitious curriculum helps them build knowledge over time. Pupils achieve well, overall. Disadvantaged pupils and those with special educational needs and/or disabilities make suitable progress from their starting points.

Pupils behave well and show respect for others. They say bullying is rare and trust staff to deal with concerns quickly. Many pupils take on leadership roles, such as reading heroes, wellbeing ambassadors and playground leaders. Pupils are well prepared to contribute positively to life in modern Britain.

Next steps

- Leaders should ensure greater consistency in the teaching of writing and mathematics across the school by refining adaptive teaching and in-the-moment assessment, so that work is precisely matched to pupils' starting points and all pupils make consistent, sustained progress in their learning.
- Leaders should continue to build on the positive learning culture by further promoting consistently high levels of pupil engagement, ensuring staff use effective strategies to maintain participation and support all pupils to remain focused and actively involved in their learning.
- Leaders should ensure that, in the early years, staff consistently maximise opportunities for purposeful, high-quality interactions, accelerating progress for all children.

About this inspection

This school is part of The Societas Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Jon Lovatt, and overseen by a board of trustees, chaired by Carol Dudson.

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 the headteacher, the deputy headteacher, the senior assistant headteacher, the assistant headteacher, the school business manager, the chief executive officer, the deputy chief executive officer, the executive education lead, the chair of the trust board, the vice-chair of the trust board, trustees, members of the local governing board, the governance professional, the designated safeguarding lead, the home-school link practitioner, the special educational needs coordinator, the inclusion lead, middle leaders, staff, pupils and parents during the inspection.

The school currently uses no alternative provision.

Headteacher: Jodie Cope

Lead inspector:
Victoria Jordan, His Majesty's Inspector

Team inspectors:
Christopher Wright, Ofsted Inspector
Susan Ray, Ofsted Inspector
Reena Rai-Aheer, 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 16 June 2026

School and pupil context

Total pupils

465
Well 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

472
Well 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)

6.43%
Well 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

3.87%
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

5.16%
Well below average

What does this mean?

The proportion of pupils with reported special educational support needs 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%	61%	Close to average
2024/25 (final)	63%	62%	Close to average
2023/24 (final)	64%	61%	Close to average
2022/23 (final)	55%	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	86%	74%	Above
2024/25 (final)	90%	75%	Above
2023/24 (final)	89%	74%	Above
2022/23 (final)	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	71%	72%	Close to average
2024/25 (final)	75%	72%	Close to average
2023/24 (final)	72%	72%	Close to average
2022/23 (final)	64%	71%	Below

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	78%	73%	Close to average
2024/25 (final)	75%	74%	Close to average
2023/24 (final)	79%	73%	Close to average
2022/23 (final)	81%	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	42%	46%	Close to average
2024/25 (final)	S	47%	S

Year	This school	National average	Compared with national average
2023/24 (final)	S	46%	S
2022/23 (final)	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	75%	62%	Above
2024/25 (final)	S	63%	S
2023/24 (final)	S	62%	S
2022/23 (final)	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	42%	59%	Below
2024/25 (final)	S	59%	S
2023/24 (final)	S	58%	S
2022/23 (final)	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	50%	60%	Below
2024/25 (final)	S	61%	S
2023/24 (final)	S	59%	S
2022/23 (final)	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	42%	68%	-26 pp
2024/25 (final)	S	69%	S
2023/24 (final)	S	67%	S
2022/23 (final)	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	75%	80%	-5 pp
2024/25 (final)	S	81%	S
2023/24 (final)	S	80%	S
2022/23 (final)	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	42%	78%	-36 pp
2024/25 (final)	S	78%	S
2023/24 (final)	S	78%	S
2022/23 (final)	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	50%	80%	-30 pp
2024/25 (final)	S	81%	S
2023/24 (final)	S	79%	S

Year	This school	National non-disadvantaged score	School disadvantage gap
2022/23 (final)	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 (3 term)	3.1%	5.2%	Below
2023/24 (3 term)	3.6%	5.5%	Below
2022/23 (3 term)	3.9%	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 (3 term)	3.0%	13.0%	Below
2023/24 (3 term)	5.2%	14.6%	Below
2022/23 (3 term)	5.3%	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.

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