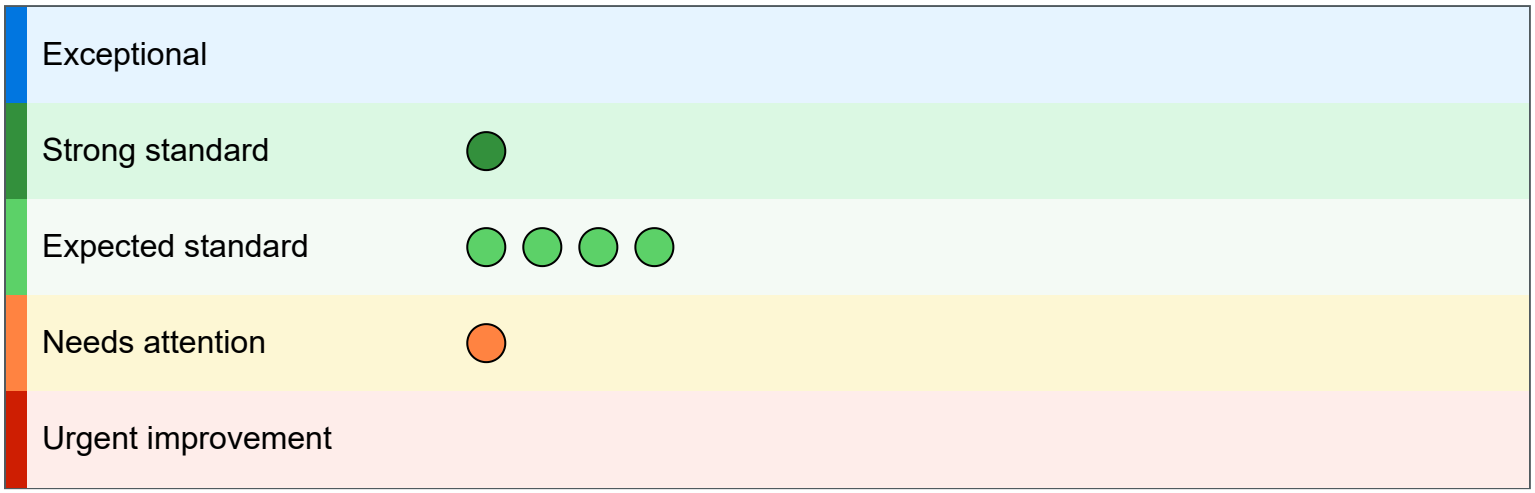
Alexandra Junior School

Address: Meir Road, Normacot, Stoke-on-Trent, Staffordshire, ST3 7JG

Unique reference number (URN): 143485

Inspection report: 9 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

Personal development and wellbeing

Strong standard

Personal development is at the very centre of the school's work. Leaders provide an impressive programme that embraces the school's local context and enables pupils to flourish beyond their learning in the classroom. The 'Alexandra Promise' allows pupils to enjoy a range of experiences that support and develop them socially, emotionally and culturally, such as paddling in a river, completing a treasure hunt and creating a film. A visit to a synagogue, athletic events and the school talent show enhance the curriculum further. Trips and clubs are carefully planned to make sure that all pupils, including those who have special educational needs and/or disabilities (SEND) and those who face other difficulties, take part and benefit fully from them.

The personal, social, health and emotional curriculum equips pupils with the knowledge they need to keep themselves safe, maintain positive physical and mental wellbeing, develop healthy relationships and become responsible citizens. Talks by the local police contribute to pupils' understanding of how to stay safe in and out of school, including when online. First-aid training develops additional life skills. Visitors talking about their jobs develop aspiration. Pupils also have opportunities to support their local community through fundraising. The work of the school is impactful and prepares pupils for life in modern Britain.

Pupils are confident and resilient, demonstrating values such as respect and tolerance. The school helps pupils to understand what is right and wrong, value differences and resolve disagreements calmly. Peer mediators support pupils to do this. Leadership opportunities such as the school council, the ECO team, and librarians develop a sense of responsibility.

The pastoral support provided by the school is a strength. The trusting relationships staff form with parents, carers and pupils are key to the success of the school's work. There is particular emphasis on supporting pupils' and families' positive mental health.

Expected standard

Attendance and behaviour

Expected standard

Improving attendance remains a high priority for the school. Attendance is below the national average due to pupils having extended periods of time overseas. Leaders are doing everything they can to ensure pupils are in school. As a result, persistent absence has improved. Leaders analyse attendance information carefully and take prompt action when concerns arise. They form positive relationships with pupils' families. This enables them to work closely to identify and overcome any barriers to positive attendance. This includes offering families support while also challenging when needed. Work with local community leaders has had a positive impact on attendance for some pupils.

Leaders have established a culture based on positive relationships and mutual respect. Staff model appropriate behaviour and reinforce expectations. Pupils behave well in lessons and contribute positively to learning. Staff provide additional support for pupils to help them

recognise and manage their emotions. This leads to a calm and purposeful environment across the school. During social times, behaviour remains incredibly positive. Pupils and adults play together in a purposeful and cooperative way. The environment is safe, calm and supportive. Bullying and unkind behaviour are rare. Staff respond promptly and effectively when any concerns arise. Pupils also have strategies to resolve minor conflicts independently.

Curriculum and teaching

Expected standard

The school has established a clear and broad curriculum that is designed to strengthen pupils' knowledge and skills over time. The school has rightly prioritised the development of language, reading, writing and key mathematical skills.

Pupils are routinely given opportunities to revisit learning. Subject-specific vocabulary is taught explicitly. The use of pictures when introducing new words for every lesson helps those who speak English as an additional language develop confidence and build vocabulary. Leaders check the quality of teaching and its impact on pupils' learning through questioning and short quizzes. However, not all spelling and grammar errors are routinely corrected within the wider curriculum subjects.

Staff understand pupils' needs and adapt their teaching to address a diverse range of additional needs. This supports all pupils well, including those with special educational needs and/or disabilities or those who face other barriers to their learning. Leaders ensure staff are deployed effectively. When leaders identify pupils who have not secured their knowledge and skills in English and mathematics, staff provide targeted support to try to address this.

Leaders provide effective support and training to help teachers develop the quality of their practice and have secure subject knowledge. This means that teachers generally deliver the curriculum well.

Inclusion

Expected standard

The school has a highly inclusive ethos with a relationship-focused approach. Leaders identify barriers to learning and wellbeing quickly using initial checks, home visits and close work with families. This includes those who are new to the country and for pupils who are disadvantaged, those with special educational needs and/or disabilities (SEND) and those known to social care.

Leaders are ambitious for pupils with SEND. There is a comprehensive programme of training for staff to meet pupils' needs. Staff adjust their teaching thoughtfully, using adapted resources and pictures to develop language. Catch-up sessions and interventions are well considered. Where pupils are new to English, additional learning opportunities focus on language development and reading. Leaders check the impact of support pupils receive and make changes where necessary. Staff draw upon specialist advice to plan next steps, for example, educational psychologists or collaborating with the virtual school.

Leaders track the impact of additional funding for disadvantaged pupils closely. They target its use to improve pupils' progress, attendance and engagement in wider opportunities. The

provision within the new SEND unit is carefully planned for pupils with SEND. These pupils also have opportunities to work and socialise with their peers.

Leadership and governance

Expected standard

Leaders are determined to create a highly inclusive culture that places pupils' best interests at the heart of decision making. Leaders at all levels are united in their commitment to ensure that social disadvantage is not a barrier to pupils' success. They know their school well and work together to plan for whole school improvement. Leaders model professionalism consistently and are highly reflective of their practice. They carefully check on the impact and success of their work and make changes where needed.

A well-established professional learning culture supports staff development. This has had a positive impact on the quality of teaching, particularly in English and mathematics and for those pupils with additional needs. Staff feel trusted and valued. They are well supported by leaders and are proud to work at the school. Consideration of staff workload and wellbeing is embedded in the decision-making processes.

Governors and trustees understand and meet their statutory duties well, including safeguarding. They stay highly informed about school performance and are clear on the strengths and areas to develop further. School leaders value the support and constructive challenge they receive. School leaders' support and development of others within the trust and beyond have a wider positive impact.

Leaders build constructive relationships across the school community and engage with families positively. Parents speak very highly of the school and value the caring and nurturing ethos. They say that all staff are approachable and accessible, listening to any worries they may have.

Needs attention

Achievement

Needs attention

Published results at the end of key stage 2 are below the national average in reading and mathematics. This includes pupils reaching the higher standard and those who are disadvantaged. Therefore, some pupils leave Year 6 less prepared for secondary school than they should be. Pupils achieve better in writing, with outcomes being close to the national average. Outcomes in the Year 4 multiplication screening check are typically in line with national averages.

Pupils are making progress across the curriculum, with a proportion making better than expected progress. In writing, pupils make better progress than pupils nationally. This is due to the impact of leaders' work in developing highly effective approaches to the teaching of writing, which are helping pupils acquire knowledge and skills more effectively than previously. Generally, pupils recall what they have learned, but this is less consistent in the wider curriculum subjects.

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

Pupils know they belong to a community where everyone cares for each other. They are greeted warmly at the start of each day and enter school keen to learn. Strong, trusting relationships help pupils feel safe and confident in an environment that supports their wellbeing. This positive atmosphere gives all pupils a sense of belonging. Staff understand each child's background. This is because they invest time into getting to know the families from the start. All pupils, including those who are disadvantaged or vulnerable, are well looked after through the school's pastoral support.

Pupils experience a curriculum that offers a broad range of subjects and engaging experiences. Pupils benefit from a clear structure in lessons that allows them to practise skills, record key knowledge and revisit previous learning. When pupils need help with their learning, staff provide timely and appropriate support. However, not all pupils leave the school with the skills and knowledge expected of them by the end of Year 6.

Behaviour is very positive. Pupils demonstrate resilience, confidence and respect for others. Classrooms are typically calm and purposeful. Bullying is rare. Pupils trust adults to deal with concerns quickly and effectively. Some pupils do not attend as regularly as they should. As a result, they miss important learning. Leaders have clear systems in place to help these pupils catch up. The school and local community are working together to improve the attendance of some pupils.

Pupils benefit from an ambitious personal development programme, providing a wide range of experiences and leadership opportunities that prepare them for life in modern Britain. The curriculum teaches pupils how to keep safe, both online and in the local community. Parents and carers speak very positively of this, the school ethos and the support they receive.

Next steps

- Leaders should ensure that staff precisely and routinely check work in the wider curriculum subjects to pick up on any errors in spelling, punctuation and grammar swiftly.
- Leaders should ensure that pupils develop a greater depth of understanding in the wider curriculum subjects by reviewing and further developing the current provision.
- Leaders should ensure that outcomes continue to improve for all pupils in reading and mathematics.

About this inspection

Information about the Inspection:

This school is part of The New Guild 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), Karen Peters, and overseen by a board of trustees, chaired by Louise Eagle.

The chair of the local board of governors in this school is Andrew Powell.

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 headteacher, deputy headteacher/special educational needs and disabilities coordinator, middle leaders and pastoral support staff. They also spoke with representatives of the local governing committee, including the chair of governors, the CEO and trustees.

The inspectors confirmed the following information about the school:

At the time of inspection, there were 34% of pupils on the SEND register.

At the time of inspection the school was operating a newly opened SEND Unit.

The school currently uses no alternative provision.

Headteacher: Julie Rowe

Lead inspector:
Karen Hambleton, His Majesty's Inspector

Team inspectors:
Melanie Callaghan-Lewis, Ofsted Inspector
Sarahjane Cuncannon Edwards, 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 9 September 2026

School and pupil context

Total pupils

207
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: 268

School capacity

240
Close to 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)

62.80%
Well above 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

4.35%
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: 4.1%

Pupils with special educational needs (SEN) support

16.43%

Close to average

What does this mean?

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

National average: 15%

Location deprivation

Well 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	37%	61%	Below
2024/25 (final)	43%	62%	Below
2023/24 (final)	24%	61%	Below
2022/23 (final)	41%	60%	Below

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	50%	74%	Below
2024/25 (final)	57%	75%	Below
2023/24 (final)	40%	74%	Below
2022/23 (final)	51%	73%	Below

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	64%	72%	Below
2024/25 (final)	66%	72%	Close to average
2023/24 (final)	62%	72%	Below
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	53%	73%	Below
2024/25 (final)	54%	74%	Below
2023/24 (final)	51%	73%	Below
2022/23 (final)	54%	73%	Below

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	35%	46%	Below
2024/25 (final)	37%	47%	Close to average
2023/24 (final)	26%	46%	Below
2022/23 (final)	40%	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	48%	62%	Below
2024/25 (final)	51%	63%	Below
2023/24 (final)	43%	62%	Below
2022/23 (final)	47%	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	65%	59%	Close to average
2024/25 (final)	65%	59%	Close to average
2023/24 (final)	65%	58%	Close to average
2022/23 (final)	63%	58%	Close to average

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	48%	60%	Below
2024/25 (final)	49%	61%	Close to average
2023/24 (final)	48%	59%	Close to average
2022/23 (final)	47%	59%	Close to average

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	35%	68%	-32 pp
2024/25 (final)	37%	69%	-32 pp
2023/24 (final)	26%	67%	-41 pp
2022/23 (final)	40%	66%	-26 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	48%	80%	-32 pp
2024/25 (final)	51%	81%	-30 pp
2023/24 (final)	43%	80%	-36 pp
2022/23 (final)	47%	78%	-32 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	65%	78%	-13 pp
2024/25 (final)	65%	78%	-13 pp
2023/24 (final)	65%	78%	-12 pp

Year	This school	National non-disadvantaged score	School disadvantage gap
2022/23 (final)	63%	77%	-14 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	48%	80%	-32 pp
2024/25 (final)	49%	81%	-32 pp
2023/24 (final)	48%	79%	-32 pp
2022/23 (final)	47%	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 (3 term)	7.5%	5.2%	Above
2023/24 (3 term)	8.4%	5.5%	Above
2022/23 (3 term)	9.4%	5.9%	Above

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)	22.0%	13.0%	Above
2023/24 (3 term)	30.8%	14.6%	Above
2022/23 (3 term)	32.5%	16.2%	Above

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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