

Oldfields Hall Middle School

Address: Stone Road, Uttoxeter, Staffordshire, ST14 7PL

Unique reference number (URN): 145376

Inspection report: 16 June 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' work to secure positive behaviour and attendance is very effective. Pupils' attendance is consistently higher than the national average. The number of pupils with weaker attendance is very low. Where pupils struggle with their attendance, leaders' targeted support is highly effective.

Leaders have high expectations of pupils' behaviour. Oldfields Middle School pupils meet this challenge. Pupils are polite and kind to one another. Any incidents of bullying or other unkind behaviour are isolated and leaders deal with them well. Pupils get down to their work in lessons quickly and apply themselves well. Leaders analyse patterns and trends in behaviour and use these to carefully design the curriculum in response. This way, they encourage all pupils in the school to think about their behaviour, for example how to be a better friend, at the same time. This has a positive impact on pupils and the whole school. Older pupils play a key role in being leaders and role models for other pupils. Where pupils do not meet the school's expectations, leaders work constructively and effectively to improve behaviour.

Personal development and wellbeing

Strong standard ●

Leaders have carefully planned the curriculum for personal development. It includes everything pupils need to develop their knowledge about keeping safe and healthy both online and offline, to develop positive relationships with others, become well-informed, active citizens and develop their character. Pupils have ample opportunity to learn about people of different faiths, cultures and traditions, developing their understanding of tolerance and respect for others. They explore their own beliefs and the views of others. The impact of this strong curriculum for personal development can be seen across the school. Many pupils take on leadership roles and contribute to the community. Pupils are proud to show the school values of 'Respect Others, Enrich Lives and Make a Difference' in their interactions with one another and staff.

Leaders actively look out for pupils' developing interests and provide activities to develop them further. Leaders systematically and successfully break down any barriers to participation that vulnerable or disadvantaged pupils face. The school offers a very wide range of enrichment activities, which pupils value greatly. These include a range of trips, clubs, visiting speakers, sports activities and highly professional dramatic productions where pupils can really shine. As a result, all pupils benefit from strong personal development.

The school provides effective support for pupils' wellbeing. Staff are vigilant in looking for signs of any problems and pupils feel confident to seek support if they need it. The school has forged partnerships with other services, meaning that pupils have ready access to more specialised help if they need it.

Expected standard

Achievement

Expected standard 

As a result of the trust's work on the curriculum, pupils are more ready for their next steps. Pupils typically have the knowledge and understanding they need across the whole curriculum to complete the end of key stage 3 when they go to high school.

Over time, pupils' achievement in national tests has been in line with other pupils nationally. This is also the case for pupils who are disadvantaged. Pupils with special educational needs and/or disabilities make appropriate progress from their starting points.

Leaders have identified that some pupils' writing skills are not as secure as they need to be. Leaders' work in this area is having a positive impact. Over time, pupils are improving their handwriting and composition skills well. Pupils are generally writing with increasing fluency and poise. Where pupils struggle with reading, teachers identify the particular barriers pupils face. They support pupils effectively to improve.

Curriculum and teaching

Expected standard 

Leaders have an accurate understanding of the quality of the curriculum and teaching. Recently, they have made changes to the curriculum so that it is more ambitious and clear about what pupils should know and when. This is already having a positive impact across the school with pupils learning age-appropriate content. All pupils study this curriculum.

Leaders are consistently developing teachers' skills. They have identified the right things to focus on. Typically, teachers have a secure grasp of the subjects they are teaching. This means that they explain concepts clearly and pupils build an increasing confidence in subjects over time. Where pupils fall behind or have barriers to their learning, teachers know this. Generally, teachers make the adaptations needed so that all pupils make progress. Occasionally, the tasks teachers give to pupils are not as helpful as they might be because they are too easy or too complicated. Leaders know this through their evaluation of teaching and are addressing it.

Leaders have identified that they need to improve their approach to pupils' writing. Their work to do this is already having a positive impact on the standard of many pupils' handwriting and composition. However, leaders know that they need a continued focus on writing to embed these improvements across the school.

Inclusion

Expected standard 

Leaders have established systems that identify any pupils with additional needs quickly and with precision, including special educational needs and/or disabilities. School leaders have developed effective relationships with feeder schools, pupils' families and other professionals outside of school. As a result of this, pupils' additional needs are known and teachers generally make the adaptations needed so that pupils succeed.

Pupils who find self-regulation tricky gain helpful support with their wellbeing. The school has an appropriate space and expert staff to support pupils to regulate better, be calm and feel confident enough to attend lessons. Pupils appreciate that staff understand their needs and give them the opportunity to develop their resilience.

Leaders' strategy for supporting pupils who are disadvantaged is effective. Disadvantaged pupils attend and achieve well. Their needs are identified appropriately. The school actively identifies barriers to disadvantaged pupils' full participation in wider school life. The work to secure these pupils' participation is effective, and disadvantaged pupils' participation is quickly increasing.

Leadership and governance

Expected standard 

Leaders at all levels are highly ambitious for the school. They recognise that small details matter to pupils. Therefore, they adapt what they do regularly, putting pupils at the heart of the decisions they make. Leaders know the school in great detail and their plans for its further improvement are robust and appropriate. Leaders have made sure that staff in school feel valued and well supported.

Staff feel that the school is well led. They value the professional development they receive and the work that leaders do to help manage spikes in workload. They are very proud to work here and are dedicated to the school, its pupils and the community it serves.

Trustees, similarly, understand the school well. They are consistently reflective about how they can play their strategic role in the school's improvement. They have made sure that the school has appropriate plans and the resources needed so that disadvantaged pupils achieve well and play a full part in school life.

The community is very supportive of the school. Many parents say that they appreciate how well cared for and happy their children are here.

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

Pupils at Oldfields Hall Middle School really enjoy their time at school. They feel that the school is an inspirational place to learn because leaders and staff celebrate and display excellent work all over the building.

Pupils achieve well in school. This is because pupils and teachers work hard together. Teachers know their specialist subjects very well, and pupils are benefitting from an increasingly ambitious subject curriculum. From their arrival in Year 5, pupils have access to specialist facilities such as science laboratories and specialist art facilities, which pupils find exciting.

Pupils behave consistently well and their attendance is excellent. They develop their character beautifully in their time at the school. They are kind and considerate to one another and staff. They behave responsibly, even when no one is looking, and are proud to do so.

There are lots of opportunities for pupils outside of lessons. Everyone takes part in these opportunities, and the school makes sure that there is something for everyone. As a result, pupils here are thriving.

Pupils feel safe at school and know that if they have any worries there is someone who can help them. Pupils who need more specialist support get this quickly.

Bullying and other unkindness are rare. When it happens, pupils are confident that staff will sort issues out effectively.

Next steps

- Leaders should further develop teachers' expertise so that lesson activities do not become overly complicated.
 - Leaders should continue to focus on pupils' handwriting and composition so that all pupils can write fluently and legibly.
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About this inspection

This school is part of the Innovate 2 Education Partnership, a multi-academy trust. This means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Kerry Rochester, and overseen by a board of trustees, chaired by Colin Haswell.

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 pupils, staff, school leaders, trust leaders and trustees during the inspection.

The school meets the requirements of the provider access legislation, which requires schools to provide pupils in Years 8 to 13 with information and engagement about approved technical education qualifications and apprenticeships.

The school currently uses no alternative provision.

Headteacher: James Twynham

Lead inspector:

Dan Owen, His Majesty's Inspector

Team inspectors:

Melanie Callaghan-Lewis, Ofsted Inspector

David Lisowski, Ofsted Inspector

Steph Withington, 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

511

Well 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: 1,067

School capacity

528

Well 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: 1,154

Pupils eligible for free school meals (FSM)

10.96%

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: 28.9%

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

2.15%

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: 3.09%

Pupils with special educational needs (SEN) support

12.92%

Close to average

What does this mean?

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

National average: 13.4%

Location deprivation

Close to 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	60%	61%	Close to average
2024/25 (final)	55%	62%	Close to average
2023/24 (final)	64%	61%	Close to average
2022/23 (final)	61%	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	78%	74%	Close to average
2024/25 (final)	75%	75%	Close to average
2023/24 (final)	80%	74%	Close to average
2022/23 (final)	81%	73%	Above

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 (final)	68%	72%	Close to average
2023/24 (final)	80%	72%	Above
2022/23 (final)	75%	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	81%	73%	Above
2024/25 (final)	75%	74%	Close to average
2023/24 (final)	83%	73%	Above
2022/23 (final)	84%	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	43%	46%	Close to average
2024/25 (final)	38%	47%	Close to average

Year	This school	National average	Compared with national average
2023/24 (final)	50%	46%	Close to average
2022/23 (final)	43%	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	63%	62%	Close to average
2024/25 (final)	62%	63%	Close to average
2023/24 (final)	64%	62%	Close to average
2022/23 (final)	64%	60%	Close to average

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	57%	59%	Close to average
2024/25 (final)	57%	59%	Close to average
2023/24 (final)	57%	58%	Close to average
2022/23 (final)	57%	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	61%	60%	Close to average
2024/25 (final)	62%	61%	Close to average
2023/24 (final)	57%	59%	Close to average
2022/23 (final)	64%	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	43%	68%	-25 pp
2024/25 (final)	38%	69%	-31 pp
2023/24 (final)	50%	67%	-17 pp
2022/23 (final)	43%	66%	-23 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	63%	80%	-16 pp
2024/25 (final)	62%	81%	-19 pp
2023/24 (final)	64%	80%	-15 pp
2022/23 (final)	64%	78%	-14 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	57%	78%	-21 pp
2024/25 (final)	57%	78%	-21 pp
2023/24 (final)	57%	78%	-20 pp
2022/23 (final)	57%	77%	-20 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	61%	80%	-18 pp
2024/25 (final)	62%	81%	-19 pp
2023/24 (final)	57%	79%	-22 pp

Year	This school	National non-disadvantaged score	School disadvantage gap
2022/23 (final)	64%	79%	-15 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)	3.7%	8.4%	Below
2023/24 (3 term)	5.2%	8.9%	Below
2022/23 (3 term)	4.0%	9.0%	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)	5.6%	23.4%	Below
2023/24 (3 term)	9.0%	25.6%	Below
2022/23 (3 term)	5.8%	26.5%	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.

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Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
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