

Millbridge, A Share Primary Academy

Address: Vernon Road, Liversedge, West Yorkshire, WF15 6HU

Unique reference number (URN): 141688

Inspection report: 13 January 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 have taken effective action to significantly improve attendance and reduce persistent absence. Their work means attendance and persistent absence rates are now close to national levels, even though published figures do not yet show this.

Staff act quickly if a pupil's attendance starts to drop. They work with families to understand problems and find solutions. Leaders use clear systems and positive approaches, such as rewards and personalised plans, to encourage good habits. They make adjustments, such as individual check-ins for pupils who need extra help.

The school's culture helps every pupil feel valued. The school is peaceful, orderly and safe. Pupils are polite and respectful to each other and to staff.

Clear rules and routines help pupils know what is expected. Pupils rise to the high expectations for behaviour set by the school with ease. Staff consistently model positive behaviour and apply rules fairly. Bullying and discrimination are very rare and dealt with quickly.

Pupils work hard and take pride in what they do. All pupils, including those who are vulnerable, get the right support at the right time if they need help with their behaviour. Staff, including new staff, are expertly trained to provide this.

Inclusion

Strong standard ●

Leaders are relentless in making sure that disadvantaged pupils and pupils with special educational needs and/or disabilities get the help they need to succeed. They identify needs quickly and act without delay. Staff have received appropriate training and follow clear steps to give the right help for each pupil. Leaders set high expectations and remove any barriers so pupils can learn well and feel fully included in every part of school life.

Leaders check progress carefully and make adjustments straight away if needed to support pupils' progress effectively. They share plans with teachers and teaching assistants so everyone knows what to do. Pupils benefit from strategies including practical tools to help them learn.

The school uses pupil premium funding wisely to improve learning, including training staff and giving pupils extra help with reading. Leaders work closely with the local authority, the virtual school and other professionals to make sure pupils get the right support. They never give up when pupils need help from outside services.

Leaders involve families and professionals so everyone works together effectively.

Leadership and governance

Strong standard 

Leaders put pupils and families at the centre of every decision. They know and understand the school community extremely well. Leaders work closely with parents and willingly provide vital emotional or practical help when families need it.

Leaders identify what works best for pupils and what needs to improve. They set clear priorities and act quickly to make changes. Leaders check the impact of their actions and refine plans when needed. Their considered leadership makes a significant difference to pupils' experiences of school and achievements.

Governors and trustees play an active role in the life of the school. They make sure the school meets all legal duties. Trustees check that leaders deliver on priorities and provide both support and challenge. They use evidence from visits, reports and pupil discussions to understand what is working well. Trustees hold leaders to account effectively and ensure decisions lead to improvement. They also keep staff wellbeing under review. Those responsible for governance check safeguarding carefully and make sure pupils stay safe.

The school works with other schools and local partners effectively and for the benefit of the pupils. Leaders are open about their practice and generous in sharing their work and learning from others. They prioritise staff training. Leaders provide a comprehensive programme that helps teachers and support staff improve their skills. They give extra help to new teachers and teaching assistants. Leaders link training to school priorities and give staff time to work together. They care deeply about staff wellbeing. Leaders listen to staff feedback and ensure that work is purposeful and understood. Staff say they feel valued and involved in decisions.

Expected standard

Achievement

Expected standard 

Many children start school with gaps in knowledge, including early language. The school responds quickly and uses targeted support to help pupils achieve well. Leaders keep a close eye on progress and act when pupils need extra help.

Leaders help pupils learn the essential knowledge and skills that they need for their next steps. Pupils make sustained progress through the curriculum. Overall, pupils achieve broadly in line with national expectations in external tests.

Pupils who need extra phonics practice catch up quickly through daily sessions and structured intervention. Pupils achieve results in the Year 1 phonics check that are above the national average. In mathematics, pupils secure number facts and apply them accurately in reasoning tasks.

Pupils typically deepen their knowledge and understanding across the curriculum. They revisit and build on previous learning. Pupils' written work and discussions show a growing understanding.

Curriculum and teaching

Expected standard 

The school has a well-considered curriculum in place. It meets the needs of pupils and reflects the school's context. It is broad, balanced and ambitious. It begins in the early years and builds knowledge step by step to the end of Year 6.

Leaders understand the strengths of the curriculum and how it is taught. They use coaching and training to improve practice and give staff time to embed new approaches. Leaders make appropriate decisions about staffing and resources to support pupils to learn.

Staff have secure subject knowledge. Overall, the curriculum is taught well. Staff adapt lessons to meet the needs of pupils with special educational needs and/or disabilities. They give clear explanations and revisit previous learning. Staff check what pupils understand and address any gaps in knowledge.

Leaders have prioritised the teaching of reading, writing and mathematics. Staff have the necessary expertise to teach these well. They give pupils who struggle the right support to learn these important skills securely. However, in some foundation subjects, there are occasions when teaching does not support pupils to learn key knowledge and language as well as it could.

Early years

Expected standard 

Children get off to a positive start in early years. Leaders have a clear vision and high expectations for this phase. The learning environment is well organised and children are well cared for. Leaders work closely with key stage 1 staff so children are typically ready for Year 1. Teachers share information about gaps in children's knowledge to support their transition to next steps.

The curriculum is broad, book-rich and carefully sequenced. It sets out the knowledge and skills children will learn and prioritises language development. Stories, songs and rhymes are central to daily routines. Reception children learn phonics from the start. Most keep up with the programme and learn to use phonics to read and write simple words.

From Nursery, children begin to develop independence and follow routines confidently. They cooperate and share resources. Staff plan activities that match children's needs and interests. For example, children use dough and tweezers to strengthen fine motor skills for writing.

On the whole, staff interactions support children's speaking and listening effectively. On occasion, adults miss opportunities to engage in meaningful conversation to further develop language and vocabulary.

Partnership with parents is strong. Leaders share ideas for learning at home and celebrate achievements through events.

Personal development and wellbeing

Expected standard 

Leaders ensure pupils develop the knowledge and skills they need for life beyond school. Pupils are encouraged to think about and share their own beliefs and values. They learn the importance of showing respect for other people's views. Pupils know the difference between right and wrong. They understand and respect people's different backgrounds and needs and know that discrimination is unacceptable. Pupils learn about fundamental British values, cultural diversity and the importance of tolerance.

The school's personal, social and health education programme is thoughtfully designed to meet the specific needs of the pupils and the context in which they live. It ensures that pupils, including the most vulnerable, understand how to keep themselves healthy and safe, including when using the internet. Staff make any necessary adjustments to be sure that pupils with special educational needs and/or disabilities learn this key knowledge. Pupils learn to share and take turns in the early years. Older pupils can recognise the important differences between healthy and unhealthy relationships.

Pupils take part in activities that build character and responsibility. They enjoy developing their leadership skills, including by taking up roles such as school librarian. Pupils learn about citizenship through community projects and discussions with local representatives. Lessons on budgeting, debt and employment help pupils understand economic issues.

Pastoral support is extensive and tailored to individual pupils. Interventions such as play-based activities, boxing and mentoring help pupils develop confidence and resilience.

Pupils experience a range of wider opportunities, including enrichment afternoons and clubs. Leaders make sure disadvantaged pupils and those with special educational needs and/or disabilities access these opportunities. Pupils enjoy these activities, but do not consistently recall visits and experiences in detail.

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

At the beginning of the day, smiling staff welcome pupils into a calm and purposeful learning environment. Caring relationships and gentle encouragement help pupils feel ready to learn. Pupils enjoy lessons and want to come to school. Teachers ensure that pupils benefit from opportunities to recall and apply their learning.

The school has high expectations of pupils' behaviour. Pupils behave consistently well in lessons and around school. They show respect and good manners. Pupils play together harmoniously and enjoy social times with friends. Older pupils support younger pupils. They are highly positive role models. Staff deal with rare incidents of bullying quickly and effectively.

Pupil wellbeing is at the heart of the school's work. The school helps pupils to talk about emotions and how to manage them effectively. Pupils feel safe and trust adults to listen and help with any worries. Pupils know it is important to attend school every day. Attendance has improved at a notable rate.

The school is ambitious for all pupils. Staff give extra help to those who need it. Leaders and staff work hard to reduce barriers for disadvantaged pupils. All pupils achieve well and are well prepared for secondary school and life beyond.

Pupils understand how to stay safe and healthy. They know what makes a healthy friendship. They understand the importance of equality and diversity and are keen to show empathy and support for others. Pupils enjoy wider experiences such as visits to the pantomime and the seaside. They are proud of their school and the roles they take up, such as play leader or school parliament member.

Parents and carers value the strong links with the school. They appreciate the extensive support that the school provides for families.

Next steps

- Leaders should further develop and embed the consistent use of high-quality interactions across early years to ensure that children are even more effectively prepared for key stage 1.
 - Leaders should ensure that teachers consistently use pedagogies and strategies that enable pupils to learn the key knowledge and language that they need across some foundation subjects.
 - Leaders should closely check the impact of the personal development offer on pupils and make adjustments when necessary to maximise that impact.
-

About this inspection

This school is part of SHARE 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, John McNally, and overseen by a board of trustees, chaired by Daniel Quinn.

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 senior leaders and representatives from the trust board and local governing body during the inspection. Inspectors spoke with pupils in lessons and across the school day, including during breaktimes and lunchtimes. Inspectors considered the views of staff through formal and informal discussions. Inspectors considered the views of parents and carers through Ofsted Parent View and as part of morning routines.

The school uses no alternative provision.

Headteacher: Rhona Pleasant

Lead inspector:

Tracy Duffy, His Majesty's Inspector

Team inspectors:

John Davie, Ofsted Inspector

Neil Butler, 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 13 January 2026

School and pupil context

Total pupils

288

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: 272

School capacity

329

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)

49.62%

Well above 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

3.47%

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

22.57%

Well above average

What does this mean?

The proportion of pupils with reported special educational support needs 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	59%	61%	Close to average
2024/25 (revised)	66%	62%	Close to average
2023/24 (final)	59%	61%	Close to average
2022/23 (final)	53%	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	71%	74%	Close to average
2024/25 (revised)	76%	75%	Close to average
2023/24 (final)	82%	74%	Above
2022/23 (final)	57%	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	73%	72%	Close to average
2024/25 (revised)	73%	72%	Close to average
2023/24 (final)	68%	72%	Close to average
2022/23 (final)	77%	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	76%	73%	Close to average
2024/25 (revised)	73%	74%	Close to average
2023/24 (final)	84%	73%	Above
2022/23 (final)	70%	73%	Close to average

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	47%	46%	Close to average
2024/25 (revised)	36%	47%	Close to average

Year	This school	National average	Compared with national average
2023/24 (final)	63%	46%	Above
2022/23 (final)	38%	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	62%	62%	Close to average
2024/25 (revised)	55%	63%	Close to average
2023/24 (final)	83%	62%	Above
2022/23 (final)	42%	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	63%	59%	Close to average
2024/25 (revised)	50%	59%	Close to average
2023/24 (final)	70%	58%	Close to average
2022/23 (final)	67%	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	67%	60%	Close to average
2024/25 (revised)	50%	61%	Close to average
2023/24 (final)	87%	59%	Above
2022/23 (final)	58%	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	47%	68%	-20 pp
2024/25 (revised)	36%	69%	-33 pp
2023/24 (final)	63%	67%	-4 pp
2022/23 (final)	38%	66%	-29 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	62%	80%	-18 pp
2024/25 (revised)	55%	81%	-26 pp
2023/24 (final)	83%	80%	4 pp
2022/23 (final)	42%	78%	-37 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	63%	78%	-15 pp
2024/25 (revised)	50%	78%	-28 pp
2023/24 (final)	70%	78%	-8 pp
2022/23 (final)	67%	77%	-11 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	67%	80%	-13 pp
2024/25 (revised)	50%	81%	-31 pp
2023/24 (final)	87%	79%	7 pp

Year	This school	National non-disadvantaged score	School disadvantage gap
2022/23 (final)	58%	79%	-21 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 (2 term)	7.8%	5.2%	Above
2023/24 (3 term)	8.2%	5.5%	Above
2022/23 (3 term)	7.8%	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 (2 term)	22.4%	13.3%	Above
2023/24 (3 term)	26.2%	14.6%	Above
2022/23 (3 term)	24.5%	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.

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