

Millbrook Primary School

Address: Elmfield, Shevington, Wigan, Lancashire, WN6 8DL

Unique reference number (URN): 106436

Inspection report: 30 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.

Expected standard

Achievement

Expected standard 

On the whole, pupils achieve well. They are ready for the next stage of their education. Most pupils learn to read and write fluently. This enables them to access the wider curriculum. Across subjects, pupils remember the important knowledge that they need to prepare them for future learning. For example, older pupils can confidently recall their historical knowledge about key figures in the civil rights movement.

Over time, pupils typically achieve well in national curriculum tests. This is particularly true in reading. However, some pupils have not achieved as well as they could in mathematics. Leaders have made appropriate changes to the teaching of mathematics in response. This means that pupils currently at the school can work with numbers confidently.

Disadvantaged pupils, including those with special educational needs and/or disabilities, achieve well. They make suitable progress from their starting points. Typically, disadvantaged pupils achieve just as well as their non-disadvantaged peers in national curriculum tests.

Attendance and behaviour

Expected standard 

Leaders prioritise pupils' attendance. They take effective action to promote regular attendance for pupils. Pupils want to attend school because of the positive experiences that they have. As a result, attendance is above national averages, including for pupils with special educational needs and/or disabilities (SEND). Leaders analyse attendance figures carefully. They use this information to spot any pupil who may be missing too much time from school. When this happens, leaders work with families to understand the barriers that these pupils face. Leaders work effectively with external agencies to provide the support that families need. This helps these pupils to attend school more regularly.

Pupils usually behave well throughout the school day. They move calmly through classrooms and corridors. Pupils understand the high expectations that leaders and staff have for their behaviour. They are respectful, polite and take pride in their school environment. For example, pupils pick up coats or bags that have fallen on the floor in cloakrooms. Pupils have positive attitudes to learning. They focus well during lessons. Staff provide sensitive support for pupils who struggle to manage their emotions. These adjustments help pupils, including pupils with SEND, to understand their feelings. Bullying and discrimination are rare. If these do occur, leaders respond quickly, appropriately and fairly.

Curriculum and teaching

Expected standard 

Leaders have designed a broad and balanced curriculum. It is appropriately sequenced to ensure that pupils build their knowledge and skills over time. Typically, teachers have a secure knowledge of the subjects that they teach. Recently, leaders provided training to help staff to improve the consistency of their mathematics teaching. This means that pupils now

practise number facts frequently and have more opportunities to explain their mathematical thinking.

Staff focus on teaching the basics of writing, such as handwriting and spelling. This begins in the early years, where staff plan appropriate activities to develop children's pencil grip. Staff make careful checks on what pupils learn and remember. They use this information to make necessary changes to their teaching.

Staff teach early reading consistently well by closely following the school's phonics programme. Pupils learn the sounds that they need to read words accurately. They practise reading these words using books that match the sounds that they have been taught. As a result, they learn to read confidently.

Staff have a secure understanding of the additional needs that some pupils have. They use this information to make appropriate adaptations to the curriculum. This helps these pupils to learn alongside their classmates.

Early years

Expected standard 

Children make a positive start in the early years. Since the previous inspection, leaders have implemented a curriculum that identifies the knowledge and skills that children will learn across Nursery and Reception. This means that staff are clear on the important knowledge that children should learn and when.

The interactions between staff and children are warm and purposeful. Staff typically use these conversations to introduce new words. This helps children to communicate well. Staff also use these interactions to make appropriate checks on what children remember. They use this information to adapt activities effectively for those who need it. This means that children, including disadvantaged children, make suitable progress from their starting points. Most children are well prepared for Year 1.

Children have lots of opportunities to practise the basics, such as reading and letter formation. Teachers make sure that new skills build on what children already know. As a result, children learn to read and write accurately and with increasing fluency.

Staff in the early years make sure that children are settled and safe. Staff know children and families well. They build trusting relationships with parents and carers from the outset. This helps them to work together to support children's development.

Inclusion

Expected standard 

Leaders prioritise belonging at this nurturing school. They have high expectations for all pupils, including disadvantaged pupils and those with special educational needs and/or disabilities (SEND). Leaders identify pupils' learning and pastoral needs quickly and accurately. For example, screening tools help leaders to identify pupils who face speech and language barriers. This means that pupils get the support they need at the right time.

Leaders ensure that lessons are accessible. When pupils need extra help, leaders and staff work together to reduce barriers to learning or wellbeing. For instance, some pupils access

pastoral support to help them understand and manage their emotions. Typically, the support that pupils receive is effective.

Leaders work collaboratively with parents and carers and external partners to improve outcomes for pupils with SEND. Leaders seek expert advice and provide regular training to staff. This helps staff to understand and meet the needs of the pupils they teach.

Leaders carefully consider the experiences of disadvantaged pupils, including those who are known to social care. Additional funding is used effectively to give extra support. For example, leaders provide daily phonics and spelling interventions to address gaps in pupils' knowledge. As a result, these pupils are included in school life.

Leadership and governance

Expected standard 

Leaders have an accurate understanding of the school's effectiveness. They take appropriate action to bring about improvement where this is needed. Leaders consider the needs of vulnerable pupils. As a result, disadvantaged pupils are generally well supported to overcome any barriers they face.

Governors are committed to their roles and take their responsibilities seriously. They fulfil their statutory duties and have an informed understanding of the school's strengths and priorities. They support leaders and challenge them to continually seek improvement. Governors are reflective and ambitious. This means that they look for opportunities to further improve the impact of their valuable work.

Leaders work collaboratively with parents and carers and members of the community in the best interests of pupils. This includes local businesses and community groups. On the whole, parents appreciate the education and experiences that their children receive.

Leaders provide a training programme that meets the needs of most staff. Staff also benefit from opportunities to work in partnership with other local schools, including the other school within the federation. Staff are proud to work at the school. They value the actions that leaders take to manage their workload and promote their wellbeing.

Personal development and wellbeing

Expected standard 

Pupils benefit from a well-sequenced and coherent personal, social, health and economic education programme. This includes a suitable relationships and health education curriculum. For example, pupils learn about online safety, water safety and healthy relationships. This means that pupils understand risks and how to manage them.

Staff teach pupils how to treat others fairly and kindly. Pupils build a secure understanding of how people can be different and of fundamental British values. For example, pupils speak confidently about the importance of respect for others. Older pupils begin to learn about careers. For example, leaders worked with local companies to arrange a careers fair in the school hall. This helps pupils to consider future career choices. This means that pupils are generally well prepared for life in modern Britain.

Leaders prioritise pastoral support, particularly for vulnerable pupils. Staff provide additional help when pupils need support with their wellbeing. For example, pupils get bespoke support from staff in the school's nurture room, the 'Hive'. Pupils appreciate this support. They say that it helps them to understand their feelings.

Leaders provide a wide range of extra opportunities and experiences for pupils. These include school trips, extra-curricular clubs, sports, leadership roles, social enterprise projects and competitions. Leaders create opportunities for pupils to develop their place in their community. For example, pupils help to maintain and repair the pavilion at the local bowling club. These opportunities help pupils to feel a sense of belonging.

Leaders check to make sure that disadvantaged pupils take part in the school's personal development opportunities. However, they do not analyse this information as carefully as they could for some other groups of pupils. This means that leaders do not have a precise understanding of which pupils might be missing out on the benefits of the school's programme.

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

Pupils are proud to attend this happy and welcoming school. Each morning, they are greeted by staff who know them well. This helps pupils to enjoy a calm and orderly start to the school day. Pupils attend regularly. They say that they feel safe in school. Pupils know who to talk to if they have a worry and appreciate the care that staff give.

Pupils behave well. They are considerate, kind and polite. This is because staff follow the school's routines to help pupils understand what is expected. As a result, pupils demonstrate the school's values in their behaviour. They respect each other and their environment. For example, pupils focus well during lessons and help to keep the school tidy. Pupils say that bullying or unkind behaviour is rare. When fallouts do occur, pupils trust staff to help them to resolve issues quickly and fairly.

Pupils make the most of the wide range of opportunities that the school provides. For example, pupils enjoy caring for bees in the on-site bee hives or serving customers in the school café. Older pupils speak enthusiastically about their residential visit to Whitby. In the early years, children visit the school's woodland to dig, climb and explore. These opportunities help pupils to develop their independence.

Pupils achieve well. They learn to speak articulately, read fluently and write confidently. Pupils who need extra help get appropriate support from well-trained staff. This means that pupils, including those who are disadvantaged and those with special educational needs and/or disabilities, are well prepared for the next stage of their education.

Next steps

- Leaders should continue to consolidate the recent improvements to the teaching of mathematics so that pupils, especially older pupils, achieve consistently well in this

subject.

- Leaders should improve their oversight of the school's work by analysing information more carefully to inform their decision-making and future improvement work.
-

About this inspection

The chair of the board of governors is Carly Dempsey.

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 executive headteacher, assistant headteacher and other staff during the inspection. They also met with members of the governing board, including the chair of governors, and spoke with a representative of the local authority. Inspectors spoke with several pupils, staff, parents and carers and considered the responses to Ofsted's surveys.

The inspectors confirmed the following information about the school:

The school is part of The Shevington Federation. The executive headteacher and the governing board operate across both schools in the federation.

The school runs on-site provision for pupils in the before- and after-school club.

The school currently uses no alternative provision.

Executive Headteacher: Karen Tomlinson

Lead inspector:

John Coxhead, His Majesty's Inspector

Team inspectors:

Joe Dryland, Ofsted Inspector

Gareth Counce, 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 30 June 2026

School and pupil context

Total pupils

209

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

210

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: 300

Pupils eligible for free school meals (FSM)

10.05%

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

1.44%

Below 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

11.96%

Close to average

What does this mean?

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

National average: 15%

Location deprivation

Well 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	59%	61%	Close to average
2024/25 (final)	55%	62%	Close to average
2023/24 (final)	57%	61%	Close to average
2022/23 (final)	66%	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	88%	74%	Above
2024/25 (final)	79%	75%	Close to average
2023/24 (final)	93%	74%	Above
2022/23 (final)	91%	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	78%	72%	Above
2024/25 (final)	72%	72%	Close to average
2023/24 (final)	87%	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	68%	73%	Close to average
2024/25 (final)	66%	74%	Below
2023/24 (final)	60%	73%	Below
2022/23 (final)	78%	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	67%	46%	Above
2024/25 (final)	S	47%	S
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	89%	62%	Above

Year	This school	National average	Compared with national average
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	100%	59%	Above
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	78%	60%	Above
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	67%	68%	-1 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	89%	80%	9 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	100%	78%	22 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	78%	80%	-2 pp
2024/25 (final)	S	81%	S
2023/24 (final)	S	79%	S
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)	4.0%	5.2%	Below
2023/24 (3 term)	4.6%	5.5%	Below
2022/23 (3 term)	5.3%	5.9%	Close to average

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)	8.2%	13.0%	Below
2023/24 (3 term)	9.1%	14.6%	Below
2022/23 (3 term)	12.0%	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.

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