

St Mildred's Primary Infant School

Address: St Mildred's Avenue, Broadstairs, Kent, CT10 2BX

Unique reference number (URN): 118405

Inspection report: 23 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 ●

Attendance is a priority for all. Pupils enjoy the range of exciting activities and opportunities provided by the school and are happy to attend. As a result of the school's highly effective work to promote regular attendance habits and positive behaviour, pupils flourish, feel welcome, and develop a strong sense of belonging. Their rates of attendance are above the national average. The school works highly effectively with families and external agencies, to develop positive attitudes to attendance and reduce barriers to regular attendance.

Expectations for behaviour are high right from the start of the Reception Year to the end of Year 2. Policies and procedures to manage behaviour are applied consistently. Staff teach pupils the importance of treating others with kindness, care and respect. Staff act as excellent role models for positive behaviour. All pupils are taught how to identify their emotions and learn some strategies for self-calming. Pupils who need help get highly effective support to manage their emotions. Pupils' attitudes to their learning are extremely positive. They concentrate and focus equally well when learning independently or with peers. Pupils help each other during lessons, editing each other's writing and sharing ideas. They play cooperatively at social times. Bullying is extremely rare, but if it happens staff help pupils to address concerns immediately.

Curriculum and teaching

Strong standard ●

The school's curriculum is broad and builds logically towards ambitious goals. Leaders regularly monitor how well it is being taught. They continually refine approaches to teaching and/or the curriculum. For example, leaders have identified the most important skills and knowledge in the curriculum that pupils need to learn to be ready for their next steps. From Reception to Year 2, staff place a relentless focus on communication and language.

Reading is taught well. As soon as pupils start in Reception, they learn the sounds that letters make. Pupils encounter a wide range of books and are taught ambitious vocabulary through frequent discussions about stories. During choosing time, pupils independently decide to read a well-loved story alone or with friends.

The school ensures that staff have the training they need to teach the curriculum consistently. Staff have consistently secure curriculum expertise and a deep understanding of how young children develop and learn. Staff adapt their teaching so that all pupils can access the same curriculum. Staff check pupils' understanding routinely. They identify any pupils who may be falling behind and give them the support they need to catch up quickly. Pupils consolidate their learning through revisiting prior content and making connections with larger ideas. As a result, all pupils, including those with special educational needs and/or disabilities progress well from their starting points.

Inclusion

Strong standard ●

This school is a highly welcoming and inclusive place for all pupils. Staff quickly identify pupils' needs, especially those with special educational needs and/or disabilities. Leaders

have developed a well-planned approach to providing for pupils with a wide range of needs. The staff team, external professionals, parents and carers work in partnership to ensure that pupils get the help they need.

Leaders have developed a culture where all pupils have a strong sense of belonging and their views are heard. Staff are experts in using the best strategies to reduce barriers to pupils' success. As pupils progress through the school, they are taught to recognise when they need adaptations and use resources and technology that support their learning and well-being independently. This prepares pupils very well for the next stage in their education.

Frequent training enables staff to develop their expertise in delivering the additional help that pupils need. Leaders systematically monitor pupils' achievement, wellbeing and behaviour and adapt their support, so that pupils achieve academically, personally and socially.

Pupil premium funding is used purposefully to remove barriers to pupils' achievement and well-being across all aspects of school life. This ranges from ensuring that pupils can easily access extra-curricular clubs to providing additional help so that pupils achieve well by the end of key stage 1.

Personal development and wellbeing

Strong standard 

Leaders have developed a personal, social and health curriculum which prepares pupils very well for life in modern British society. For example, pupils are taught how to work co-operatively together and some strategies for resolving conflict if it arises. Pupils learn about different faiths and beliefs. They understand the importance of respecting different ideas. Pupils are taught the value of including everybody, and that being different is something to celebrate. Pupils discuss notable historic figures such as Rosa Parks, and her role in taking a stand against injustice. Pupils are taught the value of contributing to the school community through their roles of responsibility such as librarians, play leaders and kindness ambassadors. In the wider local community, pupils contribute through laying a wreath for Remembrance Day and visiting local schools to sing.

Leaders are determined that all pupils will have opportunities to develop their interests and talents. A range of clubs, trips and events widen children's experiences from visits to a petting zoo, the beach, dockyards and Wildwood. The school provides a range of extra-curricular clubs. Leaders track pupils' attendance at clubs. They ensure that any pupils with barriers to learning or wellbeing, including those who are disadvantaged, are included in highly effective, bespoke opportunities to nurture their confidence and interests.

The school teaches pupils how to stay mentally and physically safe and healthy. There is always someone close at hand who can help pupils to reflect on their emotions. Pupils have a sophisticated understanding of how their minds and bodies feel when they are ready to learn. They experience spirituality through calming, quiet times in class and through regular school routines. Pupils know never to share personal information when using the internet and how to report any concerns. They learn how to take care of their bodies through exercise and eating a balanced diet.

Expected standard

Achievement

Expected standard 

Children get off to a great start at this school. In Reception, they quickly become confident to learn and explore independently, choosing the materials and equipment they need. Overall, pupils progress through the curriculum securely. They use ambitious vocabulary confidently. Typically, by the end of Year 2, they achieve in line with national averages. Pupils with special educational needs and/or disabilities are very well supported through targeted inclusion pathways and classroom adaptations. They progress well from their starting points.

Some pupils who have barriers to their learning or wellbeing, including those who are disadvantaged, sometimes fall behind with their learning, and do not catch up as quickly as they could. Leaders are taking action. For example, in mathematics, the curriculum and teaching has recently been more precisely tailored to meet pupils' needs. In writing, pupils benefit from highly focused teaching. Work continues across the wider curriculum to further strengthen pupils' learning.

Early years

Expected standard 

Pupils get off to an excellent start in Reception. The school works effectively in partnership with parents and carers. Leaders carefully design the curriculum and adapt their teaching for children who have barriers to learning, including those with special educational needs and/or disabilities. Right from transition into the Reception Year, staff get to know children well. They tailor the curriculum and make learning meaningful through their individual interests. Staff are well trained in how to interact positively and purposefully with children. Staff expertly incorporate children's learning into their discussions with them. Staff use every opportunity to teach children new vocabulary and practise their use of language. The environment is purposefully designed to support children's learning. Well-chosen resources and activities help children to develop key skills such as the strength and dexterity they need to master pencil grip, use scissors and manipulate resources.

The school prioritises reading. Most children become confident with letter sounds alongside forming letters correctly. Children are surrounded by a wealth of interesting books, which they love to read independently as they relax in classroom book corners. Typically, children reach the good level of development by the end of Reception and are ready for the curriculum in Year 1. Some pupils who have barriers to their learning or wellbeing, including those who are disadvantaged, however, occasionally do not get the precise support they need to be ready for the Year 1 curriculum.

Leadership and governance

Expected standard 

Leaders and governors are united in their vision for ensuring that all pupils are included in this school. They have developed systems which provide an accurate oversight of the school's work. Leaders work constructively with external agencies, including the local authority, to monitor the school's work. Pupils' best interests are always at the centre of the decisions that leaders make. For example, developments in the teaching of mathematics

and writing have led to improving outcomes. Leaders' work on attendance means that more pupils attend school regularly and are increasingly well prepared for future learning.

Leaders have developed a carefully considered programme of professional development for staff, including early career teachers. The programme is designed to support school improvement priorities as well as developing staff knowledge in specific areas, such as those relating to barriers to learning that pupils may face. Staff are well supported by leaders who take their wellbeing and workload into account when developing school policies. Staff are overwhelmingly proud to work at the school.

Governors understand their statutory duties. They provide support and challenge for school leaders. Governors use a range of activities, such as discussions with subject leaders and visits to the school, to support them in their roles. This ensures that they are knowledgeable about the school's work. Leaders and governors do not always ensure that the school's priorities are sharply focused on improving the achievement of pupils with low starting points, including disadvantaged pupils, however.

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

Pupils thrive at this highly inclusive school. They are greeted warmly each morning by staff who know them well and understand their needs. Pupils have a clear sense of belonging and feeling safe.

Pupils behave consistently well and focus intently on the interesting activities that staff design for them. Pupils' positive attitudes to learning are instilled from Reception and consistently embedded throughout the school. Staff are excellent role models. Pupils treat each other kindly and show respect to all. Bullying is extremely rare. On the few occasions when concerns arise, staff act swiftly and effectively to resolve issues. Pupils are taught how to recognise their emotions. If they are ever feeling angry or sad, pupils are rightly confident that attentive adults will listen and help.

Pupils delight in learning and classrooms buzz with excitement as pupils engage in lessons enthusiastically. The school has a well developed and effective curriculum, as well as successful approaches to teaching. Pupils' knowledge and understanding increases over time. Staff have a deep understanding of the various barriers to learning and wellbeing that pupils may face and begin reducing them right from the start. This includes pupils with special educational needs and/or disabilities. Staff build positive relationships with children and their families. The school works well with external agencies where needed, to get the right help and support that pupils need to succeed. Staff have expert subject knowledge. They teach the curriculum in ways that pupils find interesting.

By the end of their time at the school, pupils typically achieve in line with national expectations and are ready to move on to junior school. Some pupils, however, from low starting points, including those who are disadvantaged, do not achieve as well as they could. Leaders are taking effective action to support these pupils, and their recent work is showing positive results.

Next steps

- The school should continue to embed their adaptive practices so that pupils with low starting points, including disadvantaged pupils, catch up rapidly and are ready for the key stage 2 curriculum.
 - Leaders should ensure that the school's development targets are sharply focused on priorities that will enable pupils with low starting points, including disadvantaged pupils, to catch up rapidly so they are ready for the key stage 2 curriculum.
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About this inspection

The chair of governors in this school is Jan Brazier.

The school is part of a federation called the Thanet Endeavour Learning Trust.

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, the heads of school, the assistant headteacher, the special educational needs coordinator, members of the governing body and a representative from the Local Authority during the inspection.

The school currently uses no alternative provision.

Executive headteacher: James Williams

Lead inspector:

Jo Brinkley, His Majesty's Inspector

Team inspectors:

Margaret Coussins, Ofsted Inspector

Sara Wakefield, 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 23 June 2026

School and pupil context

Total pupils

268

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

270

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)

17.91%

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

1.49%

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

13.81%

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

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).

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)	4.8%	5.2%	Close to average

Year	This school	National average	Compared with national average
2023/24 (3 term)	5.2%	5.5%	Close to average
2022/23 (3 term)	5.2%	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)	9.9%	13.0%	Close to average
2023/24 (3 term)	8.8%	14.6%	Below
2022/23 (3 term)	11.4%	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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