

Miers Court Primary School

Address: Silverspot Close, Rainham, Kent, ME8 8JR

Unique reference number (URN): 144639

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.

Strong standard ●

Attendance and behaviour

Strong standard ●

Pupils' attendance is above the national average. Leaders and governors make attendance an ongoing priority and build positive relationships with parents. High expectations for attendance are communicated clearly. As soon as pupils start at the school, regular attendance patterns are established. The school celebrates pupils' improved or regular attendance in assemblies. Pupils' attendance is systematically tracked by the school. Leaders monitor the effectiveness of their work regularly and adapt their support, so that families can overcome any barriers they face to attendance.

Leaders have high expectations for pupil's behaviour. Staff have had effective training to manage pupils' behaviour positively and apply the school's policies consistently. Pupils understand and respect leaders' high expectations. Any pupils who struggle with behaviour are well supported by knowledgeable staff. Pupils who need help get highly effective support to manage their emotions. Pupils are courteous to adults and each other, holding doors open and behaving politely. 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, discussing their learning and sharing ideas. They play cooperatively at social times. Bullying is extremely rare, but if it happens staff help pupils to address concerns through a restorative approach.

Early years

Strong standard ●

Children get off to an excellent start in Reception. The curriculum is carefully designed so that children master the foundational skills and knowledge that they need to access the whole curriculum. Language and communication are made a priority. Highly effective partnerships with parents and carers support children's successful transition into the Reception class. Staff quickly and accurately identify any barriers to learning. They adapt their teaching and use of resources so that all children can access the same, ambitious curriculum.

The curriculum is taught well. Staff use skilful modelling to extend children's use of language and mathematical development. They help them to understand and remember technical vocabulary so that children can apply it in discussions about their learning.

Early reading is prioritised. Staff teach phonics in Reception with precision. Staff identify any children at risk of falling behind and they provide expert support to keep up. Children apply their knowledge confidently in reading and writing. Approaches that develop drawing and early writing strengthen children's fine motor control and help them to form letters correctly in their writing.

Above average proportions of children reach national standards by the end of the Reception Year. Disadvantaged children, including those with special educational needs and/or disabilities get the support they need and are ready for the curriculum in Year 1.

Inclusion

Strong standard 

Leaders build positive relationships with parents and carers as part of careful transition arrangements when pupils start at the school. Leaders create a culture where all pupils, no matter their barriers to learning, feel welcome. Staff swiftly identify pupils' needs with expert precision. This includes those with special educational needs and/or disabilities. Where necessary, leaders work in partnership with external agencies so that pupils get the help they need. The school has a well-developed, tiered approach in place, which enables all pupils to access the same learning. Staff make precisely tailored adjustments and adaptations for any pupils who need further support. All pupils benefit from this highly inclusive offer. For example, classroom environments are adapted with a variety of seating, desk heights and resources so that pupils can learn according to their needs.

Staff understand the curriculum well and are skilled at teaching in ways which help pupils to understand it. Leaders systematically monitor, review and adapt their provision for pupils with barriers to learning and/or wellbeing. This tailored support and careful use of resources means that all pupils can access the curriculum equally well.

Additional funding is used effectively to support pupils who are disadvantaged. For example, pupils are helped to progress both personally and academically. All disadvantaged pupil are supported to access a wide range of activities to develop their talents and interests.

Leadership and governance

Strong standard 

Leaders and governors have a clearly articulated, inclusive vision that all pupils will develop the self-belief to overcome challenges and become lifelong learners. Governors have a deep understanding of their safeguarding and equalities statutory responsibilities. They have an expert knowledge of their roles and provide leaders with highly effective challenge and support. Governors are well equipped with a range of professional expertise which benefit the school. They have a precise, in depth understanding of the school's strengths and areas for development. In the areas where improvement is needed, rapid improvement is being made. Leaders focus the school's resources on areas that benefit pupils most. They work closely with governors to share information and create a positive, professional culture where expectations are high for all.

The school works seamlessly with the trust to provide a high-quality training for all staff. Staff have an expert level of subject knowledge. Continuous support and mentoring is provided for staff by the school and the trust.

The school considers parents' and staff's views when making changes. When developing policies, leaders are mindful of the impact on staff workload and wellbeing. Everyone feels valued and knows that their voices are heard. Staff are unanimous in their support for the school and the wider trust. They are proud of the shared vision for inclusion and their collective work which transforms pupils' life chances.

The personal development programme is broad and coherent. The school's context and pupils' needs are reviewed and carefully incorporated throughout the programme. Pupils learn how to respect themselves, form positive relationships and stay healthy through the school's effective relationships, health and social education programme. Pupils understand their learning about the personal, social and health education curriculum. For example, they understand the benefits of eating a balanced diet and exercising regularly to stay healthy. Pupils are taught the importance of good mental health and some strategies for regulating their emotions. Pupils learn about different families and have an appreciation and respect for different ways of life. Older pupils have an age-appropriate understanding of consent, both physically and online.

Pupils have a strong sense of fairness and know the difference between right and wrong. They learn about many religions and beliefs. Pupils learn the importance of being tolerant about differing beliefs and views. They know it is always wrong to treat people unfairly. Pupils learn about fundamental British values through the curriculum and school routines. For example, pupils learn about democracy whilst contributing to the school community as eco-councillors. Pupils learn about being active members of their community as they lead classroom routines such as tidying up and organising books.

Pupils benefit extensively from the school's personal development programme. Pupils' participation in all the school's provision is tracked meticulously. Leaders listen to pupils' interests and develop the schools' offer accordingly. Leaders organise specifically targeted opportunities for individuals or groups of pupils to broaden their experiences through wider opportunities such as clubs and events. Regular focus weeks provide opportunities for pupils to explore curriculum areas such as art and mathematics, enabling them to deepen their skills and knowledge. Pupils learn about the possible careers linked to their learning in the curriculum. Disadvantaged pupils benefit equally well from the schools' provision as other pupils. Pupils are very well prepared the next steps in their education and life in modern Britain.

Expected standard

Achievement

Expected standard

Pupils experience a great start to their education at this school. No time is wasted in Reception as children learn the most important skills and knowledge they need to count reliably, recognise the sounds that letters make and form letters correctly. Pupils continue to secure the key areas of the curriculum throughout the school, so that their understanding builds securely. As a result, pupils achieve well across the whole curriculum and progress well from their starting points. This includes pupils with special educational needs and/or disabilities. The proportion of pupils in this school who pass the phonics screening check is in line with pupils nationally. Above average numbers of pupils pass the multiplication tables check in Year 4. By the end of key stage 2, pupils attain in line with national averages in reading and writing. The school has taken effective action to raise pupils' attainment in

mathematics and their work is showing rapid improvement in pupils' understanding and fluency. Typically, pupils are well prepared for the next stages of their education.

Many pupils with barriers to learning join the school at untypical times later on in key stage 2. Historically, some did not meet national standards in some areas of the curriculum by the end of Key stage 2. Leaders have taken highly effective action to further strengthen support for pupils who join at untypical times and this is proving successful in rapidly closing their gaps in learning.

Curriculum and teaching

Expected standard 

Leaders have a precise understanding of the school's strengths and areas for development in its own curriculum and teaching. They have developed a broad and logically sequenced curriculum. The curriculum builds coherently towards ambitious goals. Recently the school has further refined and strengthened the curriculum so that it clearly identifies the most important knowledge, skills and vocabulary that pupils need to build their learning securely.

The school ensures that staff have the training they need to deliver the curriculum. Leaders take a meticulous approach to monitoring pupils' progress through the curriculum. They are systematic in ensuring that right from starting in Reception, children keep up with the curriculum, as they transition through the school. Disadvantaged pupils, including those with special educational needs and/or disabilities learn alongside their peers and thrive.

Staff have secure subject knowledge. They model and explain new learning clearly. They use ongoing checks on pupils' learning to identify if pupils are at risk of falling behind and act swiftly to help them keep up. Pupils routinely revisit previous learning to deepen their understanding and make connections with larger ideas. Adaptations to teaching are made more consistently well in some areas of the curriculum than others. Leaders are aware of this and are taking effective action to rectify it.

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

Pupils feel welcome in this friendly and nurturing school. They arrive to a warm welcome and are keen to get started with their early morning work each day, as they listen to their favourite music. Pupils' needs are well known by staff who are alert to any pupils needing reassurance or support.

Pupils enjoy coming to school and they attend well. Pupils behave consistently well. They work diligently in lessons and are rightly proud of their achievements. Pupils' positive attitudes to learning are instilled from reception and consistently embedded throughout the school. Pupils treat each other kindly. At social times, they relish dressing up for imaginary play, exploring the adventure playground and working out together on the school's outdoor gym equipment. Bullying is extremely rare. On the few occasions when concerns arise, staff act swiftly and effectively to resolve issues. Pupils are taught how to resolve conflict. They are rightly confident that if they are ever feeling angry or sad, they can talk to their trusted member of staff who will help them. Pupils are supported, by skilled staff, to overcome any barriers to wellbeing or learning. As a result, pupils feel safe and secure

Pupils enjoy learning through the school's thought provoking curriculum and the interesting activities that staff design for them. They vividly recall their learning about people of historic interest, such as Rosa Parks, and how she changed the world. By the end of their time at the school, pupils typically achieve in line with national expectations and are ready to transition to secondary school. However, some pupils who join the school in Key Stage 2 and who have lower starting points, have not always caught up and achieved the expected standards by the end of Year 6. Leaders have taken effective action to support these pupils, and their recent work is showing rapidly improving results.

Next steps

- Leaders should ensure that their high standards for curriculum and teaching are consistently embedded throughout the school so that pupils achieve equally well in all areas of the curriculum.
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About this inspection

This school is part of The Howard 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, Owen McColgan, and overseen by a board of trustees, chaired by Dan McDonald.

Inspectors carried out this inspection under section 5 of the Education Act 2005.

Following our renewed inspection framework, all inspections are now led by His Majesty's Inspectors (HMI) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

Inspectors spoke with the principal, the CEO, the director of primary education, members of the local academy board and some of the trust directors during the inspection.

The inspectors confirmed the following information about the school:

The school currently uses no alternative provision.

Principal: Lindsay Fordyce

Lead inspector:

Jo Brinkley, His Majesty's Inspector

Team inspectors:

Kate Le Page, Ofsted Inspector

Cheryl Chalkley, Ofsted Inspector

Jo Hygate, 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 30 June 2026

School and pupil context

Total pupils

422

Above 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

420

Above 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)

16.59%

Below average

What does this mean?

The proportion of pupils eligible for free school meals at any point in the last 6 years.

National average: 26.3%

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

1.66%

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

22.51%

Well above average

What does this mean?

The proportion of pupils with reported special educational needs support 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).

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	55%	61%	Close to average
2024/25 (final)	56%	62%	Close to average
2023/24 (final)	48%	61%	Below
2022/23 (final)	59%	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	70%	74%	Close to average
2024/25 (final)	71%	75%	Close to average
2023/24 (final)	70%	74%	Close to average
2022/23 (final)	69%	73%	Close to average

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)	66%	72%	Close to average
2023/24 (final)	73%	72%	Close to average
2022/23 (final)	81%	71%	Above

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	64%	73%	Below
2024/25 (final)	73%	74%	Close to average
2023/24 (final)	53%	73%	Below
2022/23 (final)	66%	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	28%	46%	Below
2024/25 (final)	38%	47%	Close to average
2023/24 (final)	13%	46%	Below
2022/23 (final)	20%	44%	Below

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	46%	62%	Below
2024/25 (final)	62%	63%	Close to average
2023/24 (final)	38%	62%	Below
2022/23 (final)	20%	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	49%	59%	Below
2024/25 (final)	48%	59%	Close to average
2023/24 (final)	25%	58%	Below
2022/23 (final)	70%	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	38%	60%	Below
2024/25 (final)	57%	61%	Close to average
2023/24 (final)	13%	59%	Below
2022/23 (final)	20%	59%	Below

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	28%	68%	-39 pp
2024/25 (final)	38%	69%	-31 pp
2023/24 (final)	13%	67%	-55 pp
2022/23 (final)	20%	66%	-46 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	46%	80%	-33 pp
2024/25 (final)	62%	81%	-19 pp
2023/24 (final)	38%	80%	-42 pp
2022/23 (final)	20%	78%	-58 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	49%	78%	-29 pp
2024/25 (final)	48%	78%	-31 pp
2023/24 (final)	25%	78%	-53 pp
2022/23 (final)	70%	77%	-7 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	38%	80%	-41 pp
2024/25 (final)	57%	81%	-23 pp
2023/24 (final)	13%	79%	-67 pp
2022/23 (final)	20%	79%	-59 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)	5.2%	5.2%	Close to average
2023/24 (3 term)	5.9%	5.5%	Close to average
2022/23 (3 term)	6.7%	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)	13.3%	13.0%	Close to average
2023/24 (3 term)	16.4%	14.6%	Close to average
2022/23 (3 term)	18.0%	16.2%	Close to average

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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