

# Inspection of Gorsemoor Primary School

Gorsemoor School, Gorsemoor Road, Heath Hayes, Cannock, Staffordshire WS12 3TG

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Inspection dates: 28 and 29 September 2021

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Early years provision	<b>Good</b>
Previous inspection grade	Requires improvement

## **What is it like to attend this school?**

Pupils are well looked after at Gorsemoor Primary School because adults put the pupils' well-being at the heart of everything they do. Relationships between staff and pupils are very positive. Pupils told us that they feel safe and that if they have any worries, there would be an adult who would help them.

Leaders have high expectations of all pupils. Staff share a passion for making sure that all pupils have the best possible education. They want all pupils at the school, including those with special educational needs and/or disabilities (SEND), to become well-rounded learners. To achieve this, all staff ensure that the school's 'GROWTH values' of nurturing, resilient, collaborative, welcoming, respectful and happy are woven through every aspect of the school. This includes the carefully planned curriculum. Pupils understand and have ownership of these values and show these through their work to create community links and support local charities.

Pupils are respectful and polite, both in lessons and at play. Pupils understand about the different types of bullying. They say that bullying is very rare, but they trust adults to deal with it if it did happen. Pupils know how to stay safe, including when online.

## **What does the school do well and what does it need to do better?**

Leaders have a clear and ambitious vision for the school. They ensure that pupils experience a rich and exciting curriculum. Pupils are prepared well for their next steps. Recently, leaders have redesigned the curriculum to reflect the move to mixed aged classes in key stage 2. Leaders have done effective work to develop this new curriculum. In many subjects, including mathematics, geography and science, leaders have planned a curriculum which builds pupils' knowledge and skills well. In a few subjects, such as art and modern foreign languages, leaders are in the process of adapting the curriculum to ensure that pupils can build their knowledge over time. Leaders have not yet had chance to check the quality of the curriculum in all these areas.

Staff share a passion for every child to have the best possible education. This starts as soon as children arrive in the early years. Here, they get off to a good start to life in school. The early years curriculum plans build on what pupils already know and can do. Vocabulary development is key and staff model this well. The curriculum supports pupils in knowing and remembering more.

Opportunities to build on what pupils have learned are planned into lessons through a 'Dig Deep' approach. At the start of lessons, children respond to questions relating to relevant, previous learning. This helps staff to check if pupils can remember what they have learned. Throughout the school, pupils are proud to show the work in their books and talk about their learning.

Pupils love to read. There is a structured approach to reading across the school. Pupils read regularly at home and in school. They also enjoy story time at the end of each day. Teachers choose these books carefully to broaden pupils' knowledge of different authors. In the early years, daily phonics sessions help pupils learn their sounds quickly. Most pupils learn to read well. Staff give additional help to pupils who struggle to read. This helps them to keep up with their learning across different subjects.

Pupils with SEND receive good support and are fully included in all aspects of school life. Staff are trained well. They understand pupils' particular circumstances and match learning effectively to meet these needs.

Pupils' personal development threads through all learning in school. Pupils understand why they need to show respect to others. They welcome and respect everyone in school and celebrate their differences. Staff meet the emotional needs of pupils through extra support and nurture. In discussions, pupils share confidently their ideas and feelings. Adults take note of what pupils say. Pupils are often given opportunities to vote about whole school decisions, like the after-school club selection. Pupils enjoy having important responsibilities in school, such as membership of the eco committee, school council and as a play leader.

Governors know the school well. They want pupils to succeed. Leaders are aware of the workload pressures on staff, particularly following recent changes to the curriculum, and they manage them well. The well-being of everyone is important to leaders.

## **Safeguarding**

The arrangements for safeguarding are effective.

Pupils' welfare and safety are of utmost importance to everybody. Staff ensure that pupils are well looked after and supported. Staff receive training regularly that ensures they can identify any problems that pupils may face. Staff are alert to any signs that a pupil may not be safe. Pupils learn how to keep themselves safe, both in school and outside.

Leaders are strong advocates for families and pupils. Staff have good partnerships with families and outside support agencies, and they know pupils very well. Leaders ensure that all required checks on staff are carried out before they work with pupils.

## **What does the school need to do to improve?**

### **(Information for the school and appropriate authority)**

- Not all subjects are yet planned with sufficient coherence. Leaders should ensure that all subjects are carefully sequenced and delivered well from the early years

to Year 6, so that pupils can make the best possible progress across the full curriculum.

- The revised curriculum is in its infancy. Therefore, leaders have only had time to monitor and evaluate some subjects. Leaders should continue with their work to assure themselves that the planned curriculum is being implemented consistently well in all subjects across all key stages.

## How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

## Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

## School details

<b>Unique reference number</b>	124183
<b>Local authority</b>	Staffordshire
<b>Inspection number</b>	10201034
<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	475
<b>Appropriate authority</b>	Governing body
<b>Chair of governing body</b>	Byron Preece
<b>Co-headteachers</b>	Emilie Lees and Nicki Costello
<b>Website</b>	<a href="http://www.gorsemoor.staffs.sch.uk/">www.gorsemoor.staffs.sch.uk/</a>
<b>Date of previous inspection</b>	5–6 December 2017, under section 8 of the Education Act 2005

## Information about this school

- Since the last inspection, there have been significant staff changes, including the appointment of two co-headteachers and three assistant heads.

## Information about this inspection

The inspector(s) carried out this inspection under section 5 of the Education Act 2005.

This was the first routine inspection the school received since the COVID-19 (coronavirus) pandemic began. Inspectors discussed the impact of the pandemic with the school leaders and have taken that into account in their evaluation.

- The inspectors held meetings with the co-headteachers and other senior leaders, including three assistant headteachers and the special educational needs coordinator. The inspectors met with representatives of the governing body and had a separate telephone conversation with a representative of the local authority.
- The inspection focused on reading, mathematics, science, geography and personal, social and health education. The inspectors met subject leaders for

these subjects and undertook joint visits to lessons. The inspectors also talked to pupils and teachers and looked at work.

- The inspectors scrutinised a wide range of documents, including those related to curriculum planning and development, safeguarding arrangements, behaviour, and attendance. The inspectors also reviewed the school's evaluation of its own performance and the school's development plans. The inspectors talked to staff about their role in keeping pupils safe.
- The inspectors held informal and formal discussions with many pupils and observed playtime and lunchtime.
- The inspectors met parents at the start of the day, to gain their views of the school. The inspectors reviewed 103 responses to Ofsted's online survey, Parent View, and 82 additional free text comments. The inspectors also took account of 27 responses to Ofsted's online staff questionnaire.

### **Inspection team**

Emma Gater, lead inspector

Her Majesty's Inspector

Jo Evans

Her Majesty's Inspector

Barry Yeadsley

Ofsted Inspector

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