

Inspection of Gorefield Primary Academy

High Road, Gorefield, Wisbech, Cambridgeshire PE13 4NB

Inspection dates: 28 and 29 June 2022

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Not previously inspected under section 5 of the Education Act 2005

What is it like to attend this school?

Gorefield Primary Academy is a warm and welcoming place because of the way pupils treat others. Pupils talk frankly about how much their school has improved since the new leaders came. Their school is a place where they feel safe and able to learn. They like their lessons, saying their teachers are engaging and truly want them to succeed.

Pupils recognise that behaviour has improved immensely in recent years. They put this down to the kind, hardworking staff who support them well. The 'diamond' stickers and certificates incentivise them to do their best.

Pupils understand what bullying is. It happens rarely because staff investigate allegations of bullying carefully. The pupils involved get the support they need. This stops it happening again.

Pupils talk enthusiastically about all the new clubs, trips and responsibilities they have. Members of the school council are proud of their work with the parish council to tidy and beautify the local village, clearing litter and planting bright flowers. Pupils relish opportunities to make a difference to the school and wider community. Pupils know there is more to come, excitedly sharing staff's plans about further changes to school life.

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

Trust and school leaders work astutely to make this a good school. They introduced a clear curriculum and workable systems for supporting pupils' behaviour. Pupils, parents and staff all recognise this. Trust directors organise effective training for all staff. This includes providing opportunities for staff to share best practice with other schools in the trust. Local governors visit the school to check systems work as intended. This allows them to work with school leaders to accurately evaluate the school. As a result, pupils' experiences are positive, and they receive a high-quality education.

Leaders worked at pace to develop the school's curriculum. They considered carefully the concepts and vocabulary they want pupils to learn. This includes making sure that what children learn in early years prepares them well for learning in Year 1. Children develop into keen learners as teachers provide absorbing activities that teach children about concepts clearly. For example, children observe the life cycle of a butterfly. They observe how it changes, learning the meaning of words like larvae and chrysalis.

The structure of the reading curriculum, and training for staff, ensure many pupils read fluently. Children in the early years get off to a strong start. Staff offer helpful strategies when pupils have difficulties with reading. These help pupils correct mistakes by themselves. Pupils relish opportunities to visit the 'reading room' which

the pupil librarians keep in good order. The 'reading race' competition encourages regular reading both in school and at home.

The quality of teachers' checks on pupils' knowledge and understanding varies from subject to subject. Where they work best, teachers identify what pupils know and use this to inform teaching. For example, in mathematics, teachers will question and observe pupils carefully. If pupils struggle, they provide clear instruction which helps pupils correct mistakes and secure their understanding. However, this effective practice is not seen in all subjects. As a result, pupils' recall varies.

Provision for pupils with special educational needs and/or disabilities (SEND) is well-organised. For example, weekly meetings ensure staff have pupils with SEND at the forefront of their minds. This means bespoke provision is in place and checked frequently to ensure it best supports pupils with SEND. As needed, leaders engage external agencies to ensure staff receive timely training and resources to meet pupils' needs well.

The provision for pupils' personal development is wide-ranging. There is a varied pastoral support offering. For example, piano therapy builds pupils' confidence and develops their creativity. Through the well-sequenced personal, social and health education curriculum, pupils learn age-appropriate content about relationships. For instance, children in Reception learn how to make friends. Then, when they reach Year 6, pupils learn about consent in relationships. There are many opportunities for pupils to be active. These include frequent opportunities to swim in the school pool and daily sports activities, set out by the 'PE ambassadors', for pupils to take part in.

Pupils' behaviour is a strength at the school. They build supportive relationships with staff and each other. Leaders train staff to manage pupils' behaviour consistently. Staff use the 'traffic light' system to help pupils manage their emotions. As required, pupils receive extra support to change their behaviour. As a result, all pupils present as confident, courteous individuals.

Some pupils are not attending school as regularly as they should. Missing lessons means these pupils have gaps in their knowledge. Leaders' system for addressing this has not made a difference at this time.

Safeguarding

The arrangements for safeguarding are effective.

Trust leaders ensure school leaders, including governors, are suitably trained. In turn, school leaders ensure staff know how to spot and report concerns about pupils who may be at risk of harm. The strong relationships forged with pupils and parents allow leaders to follow up concerns readily. Leaders involve external agencies, as needed, to put in place appropriate support for vulnerable families.

Pupils talk confidently about sharing their worries with any member of staff. They say they can do this because leaders ensure those adults in school have been

checked carefully. The collaboration between school and trust staff ensures robust checks are completed for staff and volunteers working in the school.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Not all teachers check closely that the taught curriculum is understood and remembered by all pupils. Consequently, some pupils' recall varies, and they find it difficult to make links across their learning. Leaders should review their current assessment practices so that effective approaches to assessment are used in all subjects.
- Some pupils are frequently absent from school. Time away from lessons means they miss valuable learning. As a result, they have gaps in their knowledge of the school's curriculum. Leaders must ensure the system for identifying and addressing issues with attendance improves the attendance of these pupils.

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

Unique reference number	145553
Local authority	Cambridgeshire
Inspection number	10227599
Type of school	Primary
School category	Academy sponsor-led
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	97
Appropriate authority	Board of trustees
Chair of trust	Alan Ball
Headteacher	Ruth Bailey
Website	www.gorefield.cambs.sch.uk
Date of previous inspection	Not previously inspected

Information about this school

- Gorefield Primary Academy is in the Diamond Learning Partnership Trust.
- The school is partnered with Murrow Primary Academy. The headteacher and deputy headteacher of Gorefield Primary Academy work across both schools in an executive capacity.
- The school does not currently make use of any alternative provision.

Information about this inspection

The inspectors 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 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors held meetings with leaders, including the chief executive officer of the trust, the executive headteacher, executive deputy headteacher, and special educational needs and disabilities coordinator. The lead inspector also met with three directors from the multi-academy trust and two governors.

- Inspectors carried out deep dives in these subjects: early reading, mathematics, geography and design technology.
- For each deep dive, inspectors met with subject leaders, looked at curriculum plans, visited a sample of lessons, spoke to teachers and support staff, spoke to some pupils about their learning and looked at samples of pupils' work. The lead inspector also listened to a sample of pupils read to a familiar adult.
- The lead inspector spoke to leaders about the curriculum in some other subjects, including science, art, and personal, social and health education.
- Inspectors reviewed a range of other school documentation and policies, including records of meetings.
- To inspect safeguarding, the lead inspector spoke to the designated safeguarding lead and a deputy designated safeguarding lead. The lead inspector viewed records relating to safeguarding and reviewed the single central record of recruitment and vetting checks. Inspectors also spoke with teachers, support staff and pupils.
- Inspectors spent time observing and speaking to pupils. Inspectors also considered the 69 responses to Ofsted's pupil survey.
- Inspectors gathered parents' views by reviewing the 35 responses and nine free-text responses submitted to the online survey, Ofsted Parent View.
- Inspectors gathered staff members' views by speaking to several of them. Inspectors also took account of the 14 responses to Ofsted's staff survey.

Inspection team

Daniel Short, lead inspector

Her Majesty's Inspector

Zoe Fisher

Ofsted Inspector

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