

Inspection of Guyhirn C of E VC Primary School

High Road, Guyhirn, Wisbech, Cambridgeshire PE13 4ED

Inspection dates: 15 and 16 November 2022

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

What is it like to attend this school?

This is a school where everyone is included. Leaders make sure that pupils feel valued and cared for. They are passionate about helping pupils to become well-rounded, empathetic citizens. Staff focus on knowing and supporting pupils and families. As a result, there are warm and open relationships.

Pupils enjoy coming to school. They value the rich curriculum and purposeful planned events, such as visitors from different professions. Staff offer a variety of clubs to develop pupils' interests and talents. These include forest school and British Sign Language. Older pupils appreciate the opportunity to go on residential trips.

Pupils' behaviour is very calm in classrooms and at social times. They have extremely positive attitudes to learning. Leaders promote the school's values, such as kindness, through assemblies and the curriculum. Staff help pupils to speak about their behaviour and support them to manage it. This is highly effective. Pupils say that bullying is rare, but they trust any member of staff to sort it out if it does happen.

Parents speak very highly of the school. One said, 'This is an absolutely fantastic community school. Staff genuinely care for each and every one of the pupils and nothing is ever too much trouble.'

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

Leaders have worked hard to establish a carefully sequenced curriculum that considers pupils' needs. Leaders, including governors, regularly monitor the curriculum. They check its impact and make changes when necessary. In some subjects, some older pupils have difficulty in remembering core knowledge. This is because some of the content is new to these pupils. Teachers use assessment to adapt the curriculum to pupils' needs and are starting to use this information to check pupils' understanding.

Leaders have prioritised reading throughout the school. They have strengthened phonics teaching by using agreed and unified methods. Leaders make sure that every teacher follows this approach. Pupils now learn to read more quickly and with greater accuracy than in the past. Teachers regularly check what pupils know in reading. They identify pupils who have fallen behind. These pupils receive additional teaching sessions and catch up quickly.

Staff plan carefully sequenced lessons which help pupils to build on their prior knowledge. For example, teachers' modelling of mathematical language helps pupils to learn and use appropriate vocabulary. Teachers use questioning well to check pupils' understanding. This enables them to identify when pupils require more support.

In the early years, leaders have focused on improving children's spoken language. Staff are excellent role models for the children to copy. Children enthusiastically take part in a range of activities that help them develop their spoken language, including responding to songs and nursery rhymes. Teachers support parents to help their children with reading. For example, teachers invite parents to take part in a real phonics lesson. This enables parents to use the same approaches at home. Children in the early years make an excellent start to school life. They are happy and settle in quickly.

Staff identify pupils with special educational needs and/or disabilities early. Key staff are well trained so they can adapt the curriculum to pupils' needs skilfully. As a result, pupils receive highly effective, tailored support.

Pupils demonstrate maturity and respect in the way they behave. They are polite and friendly towards each other. They develop confidence by following the guidance which teachers give them. Lessons are never disrupted by poor behaviour, so pupils can concentrate without interruption.

Pupils follow a highly ambitious programme to develop their social and cultural understanding. For example, they study a range of world faiths. As a result, pupils are empathic towards people different from themselves. They have opportunities to serve the school, for example, on the school council. Here they also learn about the importance of democracy.

Pupils encapsulate the school motto of, 'To live, to learn, to love, together'. Leaders give pupils opportunities to hold positions of responsibility. For example, many pupils become prefects who help in the running of the school day. Pupils learn about the importance of an active lifestyle. They enjoy running the 'mini marathon' to raise funds for a local cancer charity. Older pupils are active in the wider community and run coffee mornings to which the whole village is invited.

Governors and the trust are knowledgeable about the school and the challenges it faces. They provide support and challenge to school leaders in equal measure. Leaders have included staff on the school improvement journey. Staff enjoy their work and say that leaders are considerate of their workload.

Safeguarding

The arrangements for safeguarding are effective.

Staff understand that safeguarding is everyone's responsibility. Leaders ensure that staff receive regular safeguarding training and can recognise the signs which could indicate that pupils are suffering from harm.

Leaders prioritise pupils' well-being and encourage them to talk about any concerns they may have. Leaders ensure that, when necessary, pupils benefit from appropriate support without delay. Teachers make sure that pupils learn about the risks that they may face, including when using the internet.

The school keeps the necessary safeguarding records, which are followed up in a timely manner. Leaders make the right checks on staff who join the school.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some subjects where the curriculum is new, staff do not always identify when pupils have not understood or remembered core knowledge or concepts. Leaders should monitor the way that assessment is used to quickly identify when a pupil has forgotten or misunderstood key aspects of the curriculum.

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.

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	144288
Local authority	Cambridgeshire
Inspection number	10241056
Type of school	Primary
School category	Academy converter
Age range of pupils	2 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	73
Appropriate authority	Board of trustees
Chair of trust	Mike Younger
Headteacher	Karen Milnthorpe
Website	www.guyhirn.cambs.sch.uk
Date of previous inspection	30 October 2019, under section 8 of the Education Act 2005

Information about this school

- Guyhirn has a Christian character. The religious aspects of the school's provision were last inspected in October 2021 under section 48 of the Education Act 2005.
- The school does not currently use any alternative provision.
- The school is part of the Diocese of Ely Multi Academy Trust.

Information about this inspection

The inspectors carried out this graded 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 met with the headteacher, the assistant headteacher, senior leaders, the special educational needs coordinator, groups of staff and representatives from the local governing body and trust, including the chief executive officer and school performance directors.

- Inspectors carried out deep dives in the following subjects: early reading, mathematics, art and history. For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, looked at samples of work and spoke to pupils about their learning. Inspectors also looked at samples of work and spoke to pupils about their learning in personal, social, health and economic education.
- The lead inspector listened to children read from the Reception class and observed pupils in Years 1 and 2 read to an adult.
- To evaluate how well the school protects pupils and keeps them safe, the lead inspector met with the designated safeguarding lead and inspectors spoke with pupils and staff. The lead inspector also scrutinised the school's single central record of employment checks.
- Inspectors observed pupils' behaviour in lessons and around the school site. Additionally, inspectors spoke to pupils to discuss their views about the school.
- An inspector spoke to parents at the start of the school day. Inspectors considered the 35 responses to the online survey, Ofsted Parent View, including 17 free-text comments. They also took into consideration the 11 responses to the staff survey and the 39 responses to the pupil surveys.

Inspection team

Tim McLoughlin, lead inspector	Ofsted Inspector
Helen McCarney	Ofsted Inspector

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