

Gorefield Primary Academy

Address: 69 High Road, Gorefield, Wisbech, Cambridgeshire, PE13 4NB

Unique reference number (URN): 145553

Inspection report: 6 October 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 ●

Early years

Strong standard ●

Leaders have designed a very well-considered early years provision. Almost every aspect of children's experiences contributes purposefully to their learning and development. Snack time, for example, is a planned opportunity for conversation, practising practical skills, making choices and, later in the year, learning about payments. Working closely with the trust, leaders have made deliberate decisions about staffing, class organisation and curriculum priorities. Children in the Reception Year benefit from their own small class and generous adult support. This enables staff to provide highly personalised teaching, identify gaps in learning promptly and ensure that children establish secure foundations from the outset.

The curriculum is carefully sequenced and ambitious. Staff have secure subject knowledge and work closely together to ensure that teaching is consistently strong. They deliberately revisit important vocabulary and encourage choral responses so that children develop confidence in expressing their ideas. Staff ensure that every child practises the basics, such as handwriting, every day.

The learning environment is thoughtfully organised. Children enthusiastically engage in imaginative play. Adults use planned experiences intelligently to reinforce and extend the curriculum.

Leaders place equal importance on children's personal development. They explicitly teach routines, including simple non-verbal signals, which children quickly learn and follow. These well-established routines create a calm, happy and purposeful environment for children to develop their confidence and independence.

Expected standard ●

Achievement

Expected standard ●

Pupils' achievement is improving as a result of leaders' work to strengthen the curriculum and provide additional, effective support when pupils need it. Published outcomes vary, reflecting the school's very small cohorts and differences in pupils' needs. However, the school ensures that pupils are ready with the knowledge, skills and independence they need by the time they leave Year 6. Pupils develop secure foundations in reading, writing and mathematics. They enjoy recalling their multiplication facts off by heart and being successful readers. This is due to the school's concerted effort to provide more opportunities for pupils to be successful in the basics, particularly in the early years.

Pupils develop secure knowledge in subjects such as history and geography. As a result, they can successfully write about and discuss interesting topics from the wider world.

Attendance and behaviour

Expected standard 

Leaders place considerable importance on ensuring that pupils attend school each day and on time. They rightly believe that regular attendance is crucial for pupils' educational success and sense of belonging. Leaders have established a thorough approach to improving attendance, drawing on research and national guidance to inform their work. The school works closely with families to agree practical steps that help pupils attend school more regularly and on time. These approaches make a positive difference. Attendance has improved and is now slightly above the national average.

Pupils behave very well. This contributes to a calm and orderly school environment. Established routines, particularly at the beginning of lessons, help pupils settle quickly and understand what is expected of them. Pupils know the school's expectations for behaviour, both in classrooms and around the school. Staff model kindness and respect in their interactions with pupils. Occasionally, pupils do not sustain their attention sufficiently during lessons and can become distracted. Staff respond to pupils' needs with patience and understanding. Pupils are enthusiastic about the school's rewards system and take pride in earning badges for their efforts and achievements.

Curriculum and teaching

Expected standard 

Leaders have thoroughly reviewed and improved the curriculum. This includes ensuring that early reading is taught systematically and with rigour. The curriculum is well-sequenced and provides helpful resources and guides for staff to use when teaching subjects such as history and geography. This ensures that pupils encounter new concepts in engaging and memorable ways. Following a period of staffing instability, staffing arrangements are now more settled and leaders continue to provide ample support so that teachers can teach well. Teachers generally follow the school's agreed approaches to teaching. They make effective use of resources, including visualisers, to explain new learning. They provide pupils with opportunities to discuss their ideas with one another.

Teachers generally explain learning clearly and provide appropriate support to pupils in lessons. Occasionally, modelling and checks on pupils' understanding are not sufficiently precise. Leaders recognise these inconsistencies and are developing staff expertise, particularly in mathematics, to improve classroom practice. Leaders have established a comprehensive system of additional teaching and interventions for pupils who require further support. Staff contribute well to this provision, working across the school to deliver targeted activities. This includes additional teaching and practice of early reading skills, which support pupils to catch up in reading.

Inclusion

Expected standard 

The school identifies pupils' needs promptly. Leaders provide staff with ample guidance and support to meet pupils' needs. Staff are confident and knowledgeable when helping pupils with special educational needs and/or disabilities (SEND) to access learning. Staff recognise that supporting pupils with SEND and those who are disadvantaged is a shared responsibility. Clear expectations for classroom practice help staff to make appropriate adaptations. However, teachers do not always make precise use of detailed information

available about pupils' needs. As a result, they sometimes miss opportunities to adapt their teaching in response to what pupils know, understand and can do.

The school knows pupils and their families well. Leaders understand the barriers that pupils may face and take thoughtful steps to help pupils overcome these barriers. This understanding informs how leaders use additional funding, including pupil premium funding, to provide helpful additional support. This includes providing speech and language therapy, and social support. Pupils recognise the benefits of this help and feel more successful in school as a result. Leaders work closely with parents, including when children transition into the Reception Year. Leaders also work closely with wider agencies, including the local authority, ensuring that pupils get extra help when they need it.

Leadership and governance

Expected standard 

Leaders act with integrity in establishing clear expectations, curriculum improvements and changes to the school's behaviour culture. This has improved the quality of provision for pupils and staff. Leaders understand the school's priorities well and are committed to providing the best conditions for pupils' academic success and emotional wellbeing. They have managed changes carefully, providing staff with guidance and support to implement the school's initiatives.

Staff recognise and appreciate the improvements made to the school's organisation and ways of working since the headteachers took up their roles. They describe a positive working environment and express pride in the school and its achievements. Leaders have prioritised professional development, drawing on expertise within the school and trust to improve staff confidence and competence. This includes supporting staff to implement changes to the curriculum and refine their approaches to teaching.

The trust provides valuable strategic and practical support. Collaboration enables staff to share expertise and increases the capacity available to support pupils and their families. Wider trust networks provide further specialist knowledge, including in the early years. Trustees provide effective strategic oversight and fulfil their statutory responsibilities well. They understand the school's context and the challenges it faces.

Leaders place importance on building positive relationships with parents and carers. They make themselves visible and accessible, offering regular opportunities for families to share their views through meetings, forums and informal conversations. Leaders listen carefully and respond thoughtfully to feedback, using what they learn to inform their decisions. As the school continues to build on recent improvements, leaders recognise the value of keeping families well informed.

Personal development and wellbeing

Expected standard 

Leaders are ambitious for pupils' personal development and provide a wide range of opportunities that broaden their experiences beyond their immediate community. This approach encourages pupils to discover new interests, develop their talents and consider the possibilities available to them in the future. Carefully planned visits, visitors and participation in local and national events enrich pupils' experiences. Leaders use additional funding to ensure that financial circumstances do not prevent pupils from taking part.

Pupils benefit from a varied programme of clubs and activities that reflect their interests. These include opportunities within the school day, such as a battleships club. Pupils also enthusiastically take on positions of responsibility. Established roles, including sports leaders and school councillors, allow pupils to contribute to school and develop leadership skills. Leaders are extending these opportunities through additional roles.

Leaders help pupils develop an understanding of the wider world and their future possibilities. This includes careers events and a range of activities that encourage them to explore different occupations and consider aspirations beyond their local community.

The personal, social, health and economic education curriculum is carefully planned and complemented by engaging assemblies. These make a valuable contribution to pupils' understanding of safety, equality and fundamental British values. Pupils look forward to exploring these important issues and can remember a lot about what they have learned. This supports pupils to be respectful and understanding about difference. The curriculum is sequenced so that pupils' education about safety, wellbeing and relationships is tailored to their age and needs.

Leaders prioritise pupils' emotional wellbeing. Staff place kindness and empathy at the heart of their interactions with pupils. This helps pupils to feel settled and understand they are an important part of this nurturing community. Pupils and families appreciate the way the school provides helpful pastoral support to any pupil who needs it.

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

The school is a welcoming and caring place. Staff know pupils well. They treat them with kindness and respect. Warm relationships and access to additional support help pupils to feel safe, valued and included. Pupils understand the school's expectations and generally behave well. They enjoy earning badges that recognise their efforts and achievements and take pride in the school.

Pupils benefit from the high expectations that leaders have established for their learning. They enjoy developing their knowledge and skills, particularly in reading and mathematics. Pupils speak enthusiastically about learning their times tables off by heart. They appreciate the additional help they receive when they find something difficult. Pupils who need extra support, including pupils with special educational needs and/or disabilities (SEND), benefit from staff who are dedicated and well-trained to help them feel and be successful learners.

Children in the early years get off to an excellent start. Staff make every moment count by incorporating opportunities to develop language, independence and practical skills into activities. Every child has opportunities to practise the basics such as handwriting. Well-taught routines create the ideal conditions for friendly and calm participation in lessons, activities and playtimes.

The school encourages pupils to look beyond their immediate surroundings and discover new interests and possibilities. Pupils develop an understanding of the wider world and the importance of treating others fairly. Pupils enjoy visits, visitors and opportunities to participate in a range of events. A range of clubs, including lunchtime activities, provides

opportunities to develop friendships and pursue interests. Pupils also value the responsibilities they take on as school councillors and school leaders. This supports pupils to make a positive contribution to their school community.

Next steps

- Leaders should ensure that teachers make consistent use of information about pupils' individual needs so that they can adapt teaching precisely and respond effectively to pupils' learning.
 - Leaders should embed recent improvements to teaching, particularly approaches to modelling, scaffolding and checking understanding, so that pupils receive the explanations and support they need to develop and deepen their knowledge.
 - Leaders should ensure that staff consistently reinforce expectations for pupils' attention and engagement in lessons so that pupils remain focused on their learning and make the most of the time available.
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About this inspection

This school is part of the Diamond Learning Partnership Trust which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Jonathan Lewis, and overseen by a board of trustees, chaired by Godfrey Smith.

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

This inspection took place from 6 October to 7 October 2026.

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 chief executive officer, trustees, a local governor, co-headteachers and school leaders. Inspectors also spoke with staff and pupils.

The inspectors confirmed the following information about the school:

The school currently uses no alternative provision.

Since the previous inspection, new co-headteachers have taken up leadership of the school. They joined in January 2024.

Co-headteachers: Aimee Garner and Nancy Irvine

Lead inspector:

Hannah Stoten, His Majesty's Inspector

Team inspector:

Sally Garrett, 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 6 October 2026

School and pupil context

Total pupils

95

Well below 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: 268

School capacity

105

Well below 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)

25.26%

Close to average

What does this mean?

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

National average: 26.5%

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

3.16%

Close to 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: 4.1%

Pupils with special educational needs (SEN) support

26.32%

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

Close to 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	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	29%	62%	Below
2023/24 (final)	63%	61%	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	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	57%	75%	Below
2023/24 (final)	69%	74%	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	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	50%	72%	Below
2023/24 (final)	88%	72%	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	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	29%	74%	Below
2023/24 (final)	81%	73%	Above

The Key Stage 2 data we used for this inspection has not yet been published; therefore, we have not provided it alongside this school's report card. 'R' in the table indicates that the data is not yet available. We will update the table when the Department for Education publishes the data for the latest academic year.

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	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	S	47%	S
2023/24 (final)	S	46%	S

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	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	S	63%	S
2023/24 (final)	S	62%	S

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	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	S	59%	S

Year	This school	National average	Compared with national average
2023/24 (final)	S	58%	S

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	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	S	61%	S
2023/24 (final)	S	59%	S

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‘S’ in the table above indicates the data has been suppressed, which is usually due to small cohorts. The suppression rules applied by the DfE when publishing the data have been mirrored and applied in the report card.

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	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	S	69%	S
2023/24 (final)	S	67%	S

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	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	S	81%	S
2023/24 (final)	S	80%	S

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	R	R	R

Year	This school	National non-disadvantaged score	School disadvantage gap
2025/26 (provisional)	R	R	R
2024/25 (final)	S	78%	S
2023/24 (final)	S	78%	S

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	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	S	81%	S
2023/24 (final)	S	79%	S

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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
2025/26 (1 term)	5.1%	5.1%	Close to average
2024/25 (3 term)	7.3%	5.2%	Above
2023/24 (3 term)	5.8%	5.5%	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
2025/26 (1 term)	12.9%	14.4%	Close to average
2024/25 (3 term)	19.8%	13.0%	Above
2023/24 (3 term)	17.3%	14.6%	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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