

Gorseland Primary School

Address: Deben Avenue, IP5 3QR

Unique reference number (URN): 124625

Inspection report: 9 December 2025

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.

Expected standard

Achievement

Expected standard 

Leaders have high expectations and ambition for all pupils. Overall attainment at the end of key stage 2 is close to national averages. Pupils acquire the essential knowledge and skills they need to access the broader curriculum. The school prepares pupils well for the next stage in their education.

The school knows individual pupils well. Teachers identify pupils' next steps and most barriers to learning accurately. Leaders recognise that some pupils could do even better. For example, some disadvantaged pupils do not achieve as well as they could. Leaders are taking appropriate steps to support these pupils to overcome their barriers to learning and to improve achievement.

Most pupils are able to recall the important content of the curriculum that leaders want them to learn. They develop a secure foundation upon which to build future learning.

Attendance and behaviour

Expected standard 

Leaders' work to improve attendance and lateness has resulted in pupils attending more regularly and improved punctuality. Current attendance broadly matches the national averages and demonstrates an improving picture for all groups of pupils over time. Persistent absence has significantly reduced recently due to effective support for individual pupils. Staff welcome pupils at the gates and entrances to the school building, and at the door to each classroom, in the morning. This ensures that every pupil has a positive start to their school day. Pupils receive support to separate from a parent or carer, share a worry or a concern, so they are ready and able to learn.

There is a consistent approach across the school to managing pupils' behaviour. Staff expect pupils to be ready, respectful and safe. Pupils live up to these expectations. Pupils show care and consideration towards each other. They are friendly and supportive. Pupils know and understand what bullying is and what to do if they or a friend experience behaviour that upsets them. Pupils talk very positively about behaviour at the school and the importance of friendship and being kind. Staff provide effective support for pupils when they need it. This ensures that pupils learn how to manage their emotions and focus on their learning.

Curriculum and teaching

Expected standard 

Leaders have designed a broad, balanced and appropriately sequenced curriculum. In English and mathematics, staff teach the curriculum consistently well. They use clear and effective routines and approaches to teach key knowledge and model new language. This helps pupils to remember and recall the important information and vocabulary that they need to learn.

Leaders provide teachers with the training and support they need to teach the curriculum according to the 'Gorseland way'. Staff have secure subject knowledge and make appropriate adaptations for pupils with SEND to ensure that pupils access and learn the important content of the curriculum. Staff provide pupils with the support they need to keep up and catch up.

Pupils develop independence and take pride in their work. Pupil leaders share their love of different subjects and promote these to others. Leaders have rightly focused on ensuring consistency in teaching of English and mathematics so that pupils acquire essential skills in reading and writing and understanding number. While leaders have made clear how the curriculum across subjects should be taught, it is not taught as effectively in some subjects beyond English and mathematics. In those subjects, teachers are developing further how they teach the curriculum so that pupils learn as well as they do in core subjects.

Early years

Expected standard 

The early years curriculum is designed so that children revisit and deepen their knowledge across all areas of learning. Staff focus on developing children's communication and language skills and engage children in purposeful talk. They consider children's starting points, including those who are disadvantaged. When staff identify gaps in knowledge, they provide support and adapt provision effectively, such as setting up a 'drawing club' to encourage mark making. They actively encourage children to feel confident and be curious. Staff use stories, imaginative play and well-planned continuous provision indoors and outdoors to expand children's vocabulary and strengthen their physical development.

In Reception Year, children begin learning to read. Staff teach letters and the sounds they make through daily phonics sessions using a consistent approach. Lessons follow familiar routines that children enjoy. Children love practising what they learn. They enjoy sharing books and stories. They learn to challenge themselves, explore new things and revisit, practise and apply previous learning. This helps them remember what they learn. Staff and leaders work closely with parents and carers, so they can help children at home and know what children are learning about in school. Children are well prepared for future learning in Year 1.

Inclusion

Expected standard 

This is an inclusive school with two special educational needs (SEN) units. All pupils attending the SEN units (Reception/key stage 1 specialist unit and key stage 2 cognition and learning unit) have education, health and care (EHC) plans. Leaders work closely with partners and parents and carers to identify pupils' needs and possible barriers to learning. This means they can act swiftly and provide the necessary support pupils need. This support extends to all disadvantaged pupils and those known to social care. This is a school where every pupil is included in school life. Assemblies and performances are accessible, such as opportunities to sign and sing songs.

Staff know pupils well and check how well they are progressing academically and developmentally. Leaders ensure that staff are trained well so that pupils have the support that they need when they need it. Typically, this support helps close gaps and enables pupils

to overcome their barriers to learning. However, a few pupils, including some disadvantaged pupils, do not always achieve as well as they could. While individual pupils receive appropriate support and the school uses funding, such as pupil premium funding to meet pupils' needs, leaders are still developing how they evaluate which strategies have the strongest impact. This will enable them to strengthen their work to improve outcomes for all pupils.

Leadership and governance

Expected standard 

Leaders have high expectations of themselves, staff and pupils. They put the interests and needs of the pupils at the forefront of their plans and actions. Improvements have been managed well. For example, providing staff with the training and modelling of how to implement the curriculum consistently. Staff are excited to be contributing towards improvements at the school, in the best interests of pupils. Staff are generally positive about their workload and wellbeing. Leaders are not afraid to make difficult decisions for the benefit of pupils. As a result of their actions, leaders have secured solid foundations upon which to continue to build future success. Leaders know individual pupils well. They collect data about how well each pupil achieves and develops but leaders do not always use what they know as well as they could to inform future strategies.

Governors know the school well. They are passionate about the school and recognise the significant amount of work and improvements the school has made since the last inspection. They provide both support and challenge. They remain conscious of staff's and leaders' workload and wellbeing while keeping children and pupils at the heart of all their decision-making. Leaders understand the school's context accurately and carry out their statutory roles diligently. Governors seek advice and support and ensure that they have the right people to support and challenge leaders. They have rightly focused on developing staff expertise, knowledge and skills across the school so that pupils enjoy a rich educational experience at Gorseland.

Personal development and well-being

Expected standard 

Leaders have implemented an effective personal, social, health and economic education programme. Pupils learn how to stay safe online and in the community. They learn about trusted adults and the importance of healthy relationships and lifestyles in an age-appropriate way. They demonstrate an understanding of different faiths and cultures, and values. They learn about democracy by holding elections and voting. Planned events, such as visits from the police and fire services, enhance and bring the planned programme to life. There are opportunities for pupils to lead change at the school. Pupils with special educational needs and/or disabilities enjoy the same opportunities and are fully included in the life of the school. Pupils raise money for charity. Year 6 pupils raise funds to make and launch a film premier at a local theatre as part of their transition to secondary school. Pupils learn to value each other. They celebrate what makes each other unique and special. They learn what it means to be part of diverse multi-cultural Britain. Pupils encourage and support each other and demonstrate high levels of respect.

Pupils have a voice at Gorseland and their voice has an impact. Staff listen to pupils and empower them to make the changes they want to see. 'Wellbeing Champions' were created

as a result of pupils' desire to improve wellbeing for each other. If pupils need a friend, the buddy bench is available. This helps pupils to feel happy and safe.

Lunchtime activities are purposeful and provide opportunities for pupils to be active. A range of sports and other activities, run and created by pupils are on offer. This includes mindful colouring and hockey. There is a wide range of clubs at lunchtime and after school. Leaders' checks on pupils' participation identified that some disadvantaged pupils do not take up fully the opportunity to join after-school clubs. As a result, the school has increased the offer at lunchtime.

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

Pupils at Gorseland Primary School are ready, respectful and safe. They take pride in their school and demonstrate positive attitudes to learning. Pupils enjoy reading. Pupil 'reading ambassadors' suggest recommended reads for other pupils and promote reading for pleasure around the school. Pupils tend to achieve well. They confidently discuss their learning and understanding in English and mathematics. In some subjects, their knowledge is less secure. Children in the early years settle quickly in to routines. They are supported well to be curious and confident and to try new things.

Staff know pupils well and adapt the curriculum where necessary to ensure that their needs are considered and met. The school fully includes pupils in the special educational needs unit and those with special educational needs and/or disabilities in every aspect of school life. Pupils know and trust staff to help them if they have a worry or a concern, but they also learn how to help themselves and each other. Pupil 'wellbeing champions' and 'play leaders' work to ensure that everyone is happy and playtimes are fun. There are many activities for pupils to enjoy. Pupils have a voice. They learn to take responsibility for their learning and behaviour and to feel proud of their school. Bullying is extremely rare and swiftly resolved. Older pupils act as positive role models.

Pupils look forward to coming to school. They do not want to miss out. Attendance has improved over recent years. There are opportunities for pupils to join clubs and explore new hobbies. Trips and activities bring the curriculum to life and help pupils deepen their understanding beyond their local community. Close partnerships between the school and parents and carers help to ensure that pupils are ready for the next stage in their learning journeys.

Next steps

- Leaders should ensure that all staff teach the curriculum consistently and effectively across all subjects so that pupils build their knowledge securely across all areas of the curriculum.
 - Leaders need to use the information they gather about pupils' progress, achievement, attendance and behaviour to evaluate and analyse the impact of strategies and approaches on pupils more strategically to inform improvement work across the school.
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About this inspection

The headteacher of this school is Elizabeth Green.

The chair of the board of governors is Daniel Webb.

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

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

Inspection activities:

Inspectors spoke with leaders and governors during the inspection.

The school has two specialist units for cognition and learning.

Headteacher: Elizabeth Green

Lead inspector:

Oriana Dalton, His Majesty's Inspector

Team inspectors:

Tessa Holledge, His Majesty's Inspector

Katie Devenport, His Majesty's Inspector

Benjamin Axon, His Majesty's Inspector

Facts and figures used on inspection

The data was used by the inspector(s) during the inspection. More recent data may have been published since the inspection took place.

 This data is from 9 December 2025

School and pupil context

Total pupils

483

Well 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

502

Well 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)

10.54%

Below average

What does this mean?

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

National average: 26.3%

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

8.07%

Well above 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

7.66%

Well below average

What does this mean?

The proportion of pupils with reported special educational support needs at the school.

National average: 15%

Location deprivation

Well 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)

SEN unit

What does this mean?

Whether school has Resourced Provision or SEND unit (if applicable).

Type of specialist provision (if applicable)

MLD - Moderate Learning Difficulty

What does this mean?

The type of Special Educational Needs provision provided at the school (if applicable).

All pupils' performance

Pupils reaching the expected standard in reading, writing and maths

The percentage of pupils meeting the expected standards in a combined reading, writing and maths measure.

Year	This school	National average	Compared with national average
Latest 3 year average	65%	61%	Close to average
2024/25	63%	62%	Close to average
2023/24	57%	61%	Close to average
2022/23	77%	60%	Above

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	76%	74%	Close to average
2024/25	76%	75%	Close to average
2023/24	67%	74%	Below
2022/23	87%	73%	Above

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	71%	72%	Close to average
2024/25	69%	72%	Close to average
2023/24	64%	72%	Below
2022/23	80%	71%	Above

Pupils reaching the expected standard in maths

The percentage of pupils meeting the expected standard in maths.

Year	This school	National average	Compared with national average
Latest 3 year average	78%	73%	Close to average
2024/25	76%	74%	Close to average
2023/24	72%	73%	Close to average
2022/23	87%	73%	Above

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 maths

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and maths.

Year	This school	National average	Compared with national average
Latest 3 year average	26%	46%	Below
2024/25	14%	47%	Below
2023/24	18%	46%	Below
2022/23	S	44%	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	39%	62%	Below
2024/25	43%	63%	Below

Year	This school	National average	Compared with national average
2023/24	18%	62%	Below
2022/23	S	60%	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	26%	59%	Below
2024/25	14%	59%	Below
2023/24	18%	58%	Below
2022/23	S	58%	S

Disadvantaged pupils reaching the expected standard in maths

The percentage of disadvantaged pupils meeting the expected standard in maths.

Year	This school	National average	Compared with national average
Latest 3 year average	35%	60%	Below
2024/25	43%	61%	Below
2023/24	18%	59%	Below
2022/23	S	59%	S

‘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 maths

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and maths, including the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	26%	68%	-42 pp
2024/25	14%	69%	-55 pp
2023/24	18%	67%	-49 pp
2022/23	S	66%	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	39%	80%	-40 pp
2024/25	43%	81%	-38 pp
2023/24	18%	80%	-62 pp
2022/23	S	78%	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	26%	78%	-52 pp
2024/25	14%	78%	-64 pp
2023/24	18%	78%	-59 pp
2022/23	S	77%	S

Disadvantaged pupils reaching the expected standard in maths

The percentage of disadvantaged pupils meeting the expected standard in maths and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	35%	80%	-45 pp
2024/25	43%	81%	-38 pp
2023/24	18%	79%	-61 pp
2022/23	S	79%	S

‘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.

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 (2 terms)	4.2%	5.2%	Below
2023/24	5.3%	5.5%	Close to average
2022/23	5.8%	5.9%	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
2024/25 (2 terms)	7.7%	13.3%	Below
2023/24	13.3%	14.6%	Close to average
2022/23	13.9%	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 standards expected of them.

Expected standard

The school is fulfilling the expected standard of education and/or care. This means they are following the standards 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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