

# Gorsemoor Primary School

**Address:** Gorsemoor School, Gorsemoor Road, Heath Hayes, Cannock, Staffordshire, WS12 3TG

**Unique reference number (URN):** 124183

## Inspection report: 10 February 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 ●

### Inclusion

Strong standard ●

This is a very inclusive school where all pupils are made to feel welcome and supported to feel good about themselves. Leaders work closely with a range of external services to make sure pupils' needs are identified quickly and accurately. They also make sure that staff have the right training, resources and support to meet those needs in class. This aspect is a notable strength and means that all pupils can participate in, and access, learning across the whole curriculum. Furthermore, leaders track progress carefully. When needs be, they make further adjustments to teaching to make sure it meets individual pupils' particular needs.

Beyond the classroom, the school's inclusive practice extends across all other areas. For example, all pupils take on leadership jobs so that they have a role in shaping school life and supporting others.

Leaders' rigorous oversight of inclusion is also evident in the way additional funding for disadvantaged pupils is used. It is equally apparent in the high priority given to pastoral support. For example, well-trained staff provide high-quality support for pupils' emotional wellbeing. This, together with the very welcoming ethos, helps everyone to feel valued, secure and safe at school.

### Personal development and wellbeing

Strong standard ●

The school's personal, social, health and economic education programme provides pupils with a very secure knowledge of how to keep themselves safe and take responsibility. Indeed, the school does a lot to develop pupils' character. To this end, leaders have identified the character virtues of integrity, inclusivity, curiosity, aspiration and independence. Pupils understand what these mean and can talk about their relevance and importance to their lives in school and beyond. They have a clear understanding of fundamental British values.

Outside of lessons, pupils benefit from many varied and worthwhile opportunities. After-school clubs range from LEGO and cooking to board games and netball. Leaders check on participation rates and do much to ensure there is something for everyone.

The wider curriculum includes deliberate opportunities for pupils to build their knowledge of how different people live and the diversity of modern Britain. The approach to school trips and extra activities is also coherently planned and serves to enrich pupils' learning and outlook in lots of positive ways. On top of this, during their time at the school, every pupil has a leadership role. The pupil subject and wellbeing ambassadors, for example, work alongside staff to shape school policy and help others. Through these roles and others, such as in the eco-team, pupils have an influential voice in school that is heard and listened to. This, too, supports them to develop skills that will serve them well in life beyond the school gates.

Staff have an excellent knowledge of pupils' different needs. They use this insight to provide tailored pastoral support that responds thoughtfully to individual circumstances. As a result,

pupils thrive and gain a genuine sense of belonging at school.

In short, pupils are supported to be inquisitive, confident and resilient young people. This helps them to make the most of school and be very well prepared for later life.

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## Expected standard

### Achievement

Expected standard 

Overall, pupils achieve well and secure the knowledge they need to access later learning at secondary school.

Over time, pupils' outcomes in the end of key stage assessments for reading, writing and mathematics have been in line with national averages. This applies to all groups of pupils, including disadvantaged pupils. This positive track record is also reflected in the quality of work in current pupils' books and in what pupils know and remember about different subjects. For example, pupils can apply and talk about their knowledge of different art techniques when creating their own work.

Early attention to reading, writing and number helps most pupils to secure important basic skills. This, in turn, supports their achievement across the whole curriculum. However, there is scope to strengthen this further so that even more pupils develop fluent handwriting and number skills.

### Attendance and behaviour

Expected standard 

Leaders do much to emphasise the importance of regular school attendance. They have established methodical systems for tracking absence and checking whether it is justified. When needs be, they then use this information to support parents and carers to get their children to school every day and on time. This work is largely successful, and attendance at school is broadly in line with the national picture.

The school's consistently high expectations for behaviour mean that classrooms are calm, purposeful places where everyone can get on with their learning. Pupils are attentive to their teachers and keen to learn. They willingly help others. This orderly, respectful behaviour is also evident on the playground. Unkind behaviour of any sort is rare. This is because staff teach pupils how to manage their emotions in constructive ways and how to act in different situations. Pupils respond very well to this and take a role in supporting the school's positive culture. For example, pupil wellbeing ambassadors regularly set up worthwhile activities for other pupils to enjoy. If any behaviour falls short of expectations, then staff, and pupils, deal with it calmly and effectively.

### Curriculum and teaching

Expected standard 

The school provides a broad and effective curriculum that supports meaningful progression across different subjects. Classrooms are well resourced and set up carefully to support

learning. Over time, leaders have ensured that staff access regular training. This has helped to strengthen the curriculum, subject expertise and the quality of teaching. The attention to phonics, for example, has led to higher expectations and more consistent and effective practice across the school. This, in turn, has lifted standards in reading. Similarly, a whole-school focus on oracy is currently serving to expand pupils' knowledge of language. Indeed, classrooms are full of lively, confident discussion that helps to develop and embed pupils' learning.

Teachers have secure subject knowledge, and their use of assessment is mostly effective. They make effective adaptations for pupils with special educational needs and/or disabilities. This means that teaching is usually pitched at the right level and builds on what came before. That said, there is still room to sharpen practice further, for example strengthening fluency with number and giving pupils more consistent guidance about careful letter formation and pencil grip.

Teaching staff are positive role models and build warm relationships with pupils. They support them to be inquisitive about the world around them and ensure pupils are ready for learning at secondary school.

## Early years

Expected standard 

Children get a positive start to their education. Indeed, the school has recently built further on its successful work in early years by opening provision for 2-year-olds. This new venture is already having a positive impact on children's early learning and later school readiness.

Across the early years, staff organise classrooms well to support children's language development, social skills and independence. Consistent routines help children to settle quickly and understand expectations. Adults are calm, kind and attentive. They respond promptly to children's physical and emotional needs and are quick to offer comfort if anyone is upset. As a result, children feel safe, happy and confident in school.

Staff maintain regular communication with home, which begins before children start. This helps staff to understand children's needs and interests. It also ensures parents are informed and involved.

Staff make sure that children develop their language and early reading every day. This ensures that most children develop a secure grasp of the phonics they need to begin to read and write effectively. Leaders keep watch on adults' work and identify where further development is needed, such as strengthening how staff use daily conversations to extend children's learning.

This effective provision means that most children are well prepared for key stage 1.

## Leadership and governance

Expected standard 

Effective values-driven leadership has ensured that, since the previous inspection, the school has continued to improve. Leaders take care to look after the staff and support them with training and guidance that drive ongoing improvement. This investment in the staff team also means people feel valued at work and report high levels of job satisfaction. Supportive

teamwork and caring relationships typify the school culture. Indeed, leaders have successfully created a highly inclusive school where everyone's well-being is of central importance.

All leaders do their jobs well. They have established reliable routines for checking on the school's work and for gathering information about how well pupils are doing, and how staff are performing. Leaders know there is more work to do to sharpen up some aspects of their monitoring, such as checks on how well pupils' early foundational knowledge is being secured. Leaders make effective use of links with other organisations to support their improvement work. They are positive and professional role models for pupils and staff.

Leaders have established constructive relationships with parents, carers and the local community. Most parents value this and, during this inspection, many parents expressed positive views about the school.

Governors are very supportive and bring a healthy level of challenge. They are attentive to staff welfare and ambitious for pupils. Governors ensure all statutory duties are met. They work well with school leaders to make sure their decisions serve children's best interests.

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

Being a pupil at this school feels safe, welcoming and full of opportunity. From the moment pupils arrive each morning, they know the staff care about them. There is a healthy culture of looking after one another. If anyone ever feels worried, there is always someone ready to listen and help. Indeed, leaders have created a highly inclusive environment in which everyone is valued. Teachers understand pupils as individuals and adapt lessons so all can take part and achieve. Pupils, including those with special educational needs and/or disabilities and disadvantaged pupils, participate fully in all aspects of school life. This gives everyone a deep sense of belonging and builds self-esteem.

Leaders and staff have high expectations for behaviour, and pupils rise to them. Classrooms are calm and purposeful places. Pupils listen attentively, contribute thoughtfully and show enthusiasm for learning. Around the school, pupils behave with respect and kindness. Bullying is rare. This is because staff teach pupils how to manage their feelings and to sort out problems in sensible ways. Pupils understand their responsibility to contribute to this positive school environment.

In lessons, pupils enjoy a broad and well-sequenced curriculum that helps them build knowledge step by step. Teachers explain new learning clearly and check that pupils understand. This ensures that pupils build their knowledge and are well prepared for secondary school. Leaders are ambitious. They have sharpened aspects of the school's work to strengthen how well all pupils secure early writing and number skills.

Beyond lessons, pupils benefit from clubs, trips and leadership roles that widen their experiences and develop their confidence, character and independence. All of this helps them to grow into thoughtful, resilient young people who want to attend school.

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## Next steps

- Leaders should sharpen their checks on teaching, so that staff get more precise feedback and pupils consistently secure early foundational knowledge, particularly in relation to writing and number in the early years and key stage 1.
  - Leaders should refine how they evaluate staff training and its impact on pupils' learning and achievement.
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## About this inspection

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

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 co-headteachers, other leaders, members of staff, parents and pupils. The lead inspector met with 3 governors, including the chair. He also had a telephone conversation with a local authority officer.

Inspectors visited lessons in different subjects, looked at pupils' work and spoke with pupils about their learning.

The school uses no alternative provision.

Co-headteachers: Emilie Lees and Nicki Costello

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### Lead inspector:

Martin Pye, Ofsted Inspector

### Team inspectors:

Susan Ray, Ofsted Inspector

Janice Wood, Ofsted Inspector

Janet Tibbits, Ofsted 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 10 February 2026

# School and pupil context

## Total pupils

**413**

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

**600**

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)

**16.95%**

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

**3.15%**

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: 3.5%

**Pupils with special educational needs (SEN) support**

**15.98%**

Close to average

**What does this mean?**

The proportion of pupils with reported special educational support needs 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 | 60%         | 61%              | Close to average               |

| Year                     | This school | National average | Compared with national average |
|--------------------------|-------------|------------------|--------------------------------|
| <b>2024/25 (revised)</b> | 65%         | 62%              | Close to average               |
| <b>2023/24 (final)</b>   | 55%         | 61%              | Close to average               |
| <b>2022/23 (final)</b>   | 60%         | 60%              | 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 |
|------------------------------|-------------|------------------|--------------------------------|
| <b>Latest 3 year average</b> | 71%         | 74%              | Close to average               |
| <b>2024/25 (revised)</b>     | 80%         | 75%              | Close to average               |
| <b>2023/24 (final)</b>       | 63%         | 74%              | Below                          |
| <b>2022/23 (final)</b>       | 71%         | 73%              | 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 |
|------------------------------|-------------|------------------|--------------------------------|
| <b>Latest 3 year average</b> | 73%         | 72%              | Close to average               |
| <b>2024/25 (revised)</b>     | 72%         | 72%              | Close to average               |
| <b>2023/24 (final)</b>       | 76%         | 72%              | Close to average               |
| <b>2022/23 (final)</b>       | 73%         | 71%              | Close to average               |

### **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 |
|------------------------------|-------------|------------------|--------------------------------|
| <b>Latest 3 year average</b> | 72%         | 73%              | Close to average               |
| <b>2024/25 (revised)</b>     | 78%         | 74%              | Close to average               |
| <b>2023/24 (final)</b>       | 67%         | 73%              | Close to average               |
| <b>2022/23 (final)</b>       | 70%         | 73%              | Close to average               |

## 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 |
|------------------------------|-------------|------------------|--------------------------------|
| <b>Latest 3 year average</b> | 40%         | 46%              | Close to average               |
| <b>2024/25 (revised)</b>     | 37%         | 47%              | Close to average               |
| <b>2023/24 (final)</b>       | 38%         | 46%              | Close to average               |
| <b>2022/23 (final)</b>       | 47%         | 44%              | Close to average               |

### 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 |
|------------------------------|-------------|------------------|--------------------------------|
| <b>Latest 3 year average</b> | 58%         | 62%              | Close to average               |
| <b>2024/25 (revised)</b>     | 68%         | 63%              | Close to average               |

| Year            | This school | National average | Compared with national average |
|-----------------|-------------|------------------|--------------------------------|
| 2023/24 (final) | 50%         | 62%              | Below                          |
| 2022/23 (final) | 53%         | 60%              | Close to average               |

### 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 | 54%         | 59%              | Close to average               |
| 2024/25 (revised)     | 47%         | 59%              | Close to average               |
| 2023/24 (final)       | 63%         | 58%              | Close to average               |
| 2022/23 (final)       | 53%         | 58%              | Close to average               |

### 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 | 54%         | 60%              | Close to average               |
| 2024/25 (revised)     | 58%         | 61%              | Close to average               |
| 2023/24 (final)       | 56%         | 59%              | Close to average               |
| 2022/23 (final)       | 47%         | 59%              | Close to average               |

### 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 | 40%         | 68%                              | -28 pp                  |
| 2024/25 (revised)     | 37%         | 69%                              | -32 pp                  |
| 2023/24 (final)       | 38%         | 67%                              | -30 pp                  |
| 2022/23 (final)       | 47%         | 66%                              | -20 pp                  |

**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 | 58%         | 80%                              | -22 pp                  |
| 2024/25 (revised)     | 68%         | 81%                              | -12 pp                  |
| 2023/24 (final)       | 50%         | 80%                              | -30 pp                  |
| 2022/23 (final)       | 53%         | 78%                              | -25 pp                  |

**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 | 54%         | 78%                              | -24 pp                  |
| 2024/25 (revised)     | 47%         | 78%                              | -31 pp                  |
| 2023/24 (final)       | 63%         | 78%                              | -15 pp                  |
| 2022/23 (final)       | 53%         | 77%                              | -24 pp                  |

### 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 | 54%         | 80%                              | -26 pp                  |
| 2024/25 (revised)     | 58%         | 81%                              | -23 pp                  |
| 2023/24 (final)       | 56%         | 79%                              | -23 pp                  |
| 2022/23 (final)       | 47%         | 79%                              | -33 pp                  |

## 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 term) | 5.3%        | 5.2%             | Close to average               |
| 2023/24 (3 term) | 6.4%        | 5.5%             | Above                          |
| 2022/23 (3 term) | 6.2%        | 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 term) | 14.0%       | 13.3%            | Close to average               |
| 2023/24 (3 term) | 19.2%       | 14.6%            | Above                          |
| 2022/23 (3 term) | 16.9%       | 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 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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