

# Inspection of Nova Primary Academy

South Bretton, Peterborough, Cambridgeshire PE3 9XJ

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Inspection dates:	26 and 27 November 2024
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Previous inspection grade	Requires improvement

The headteacher of this school is Daniel Saull. This school is part of Peterborough Keys Academy Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer (CEO), Ian Young, and overseen by a board of trustees, chaired by Claire Higgins.

## **What is it like to attend this school?**

Leaders' vision of ambition for pupils and the community is at the heart of this welcoming school. Pupils meet the high expectations the school has for what they can achieve. Effective changes to the curriculum have helped improve the quality of pupils' work.

Pupils learn to treat everyone with kindness. They take on responsibilities, such as school councillors or play leaders, with pride. Staff build excellent relationships that ensure pupils always feel they have someone to talk to. The school has a strong focus on supporting the well-being of pupils. Pupils feel safe and listened to.

The school sets high behavioural expectations for all pupils. Pupils enjoy learning because they experience an ambitious and interesting curriculum. Lessons are calm and purposeful. Pupils persevere when learning is challenging and maintain high levels of concentration. Children in the early years quickly develop good social skills and show consideration for each other. Pupils enjoy the trips and visitors to the school that support the curriculum.

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

Pupils have not always achieved as well as they should in national tests and examinations. Some of these pupils missed considerable amounts of time due to the COVID-19 pandemic. In addition, weaknesses in the school's previous curriculum also hampered how well pupils learned. The school has worked effectively to make progress since the last inspection. Standards in many areas have improved. With the support of the trust, leaders have brought stability to the school following a period of staffing change. Developments to the school curriculum ensure that learning is carefully sequenced so that pupils' knowledge builds well over time. There are strong foundations in the early years and effective transition into Year 1. Pupils who are deaf are given appropriate adaptations so that they can access the curriculum and achieve well.

Staff have strong subject knowledge. They explain new ideas clearly. In most subjects, pupils progress well through the curriculum and achieve well. In a few subjects and in writing, some pupils have gaps in their knowledge. This means they do not fully understand key concepts and knowledge before teachers introduce new content. In addition, in these subjects, teachers do not routinely support pupils to remember the key knowledge that they are being taught.

Reading is a priority. Staff are well trained to support pupils in learning to read. This starts in the early years, where children receive skilful support to develop their language skills. Pupils receive effective phonics teaching so that they learn and remember new sounds well. The school ensures that any gaps in learning to read are identified quickly. Pupils who need it receive extra support to ensure that they become fluent and confident readers. Older pupils talk confidently about the books they are reading and the texts they study. Adults reading regularly to pupils is a feature of the school and one that is greatly appreciated by the pupils.

Pupils with special needs and/or disabilities (SEND) are included well in the life of the school. Their needs are identified quickly. Pupils are seen as unique and treated as such. The school makes sure that lessons are adapted appropriately to ensure pupils with SEND can access the curriculum successfully. Expert advice is sought when needed. Detailed support plans are in place for pupils with SEND, and these are regularly checked to monitor the progress that is being made on key actions. Effective teaching and support mean that pupils with SEND achieve well.

Personal development is at the heart of the school. Pupils learn about being safe and the importance of values, like democracy. The school council plays an active part in helping to improve the school. Regular, local visitors to the school and trips to the nearby church help pupils to feel connected to their community. Pupils talk confidently about why tolerance, and respect for different cultures, are important. Older pupils talk about the importance of taking on responsibility and they enjoy looking after younger pupils and leading on charity work.

From the very start of school in Reception Year, teachers help children learn what it means to behave well. When pupils find it difficult to meet the school's expectations, they are supported effectively by staff who follow clear strategies.

Staff are very positive about working at Nova Academy. They are proud of their school and appreciate the opportunities for professional development. These have strengthened the subject knowledge of staff. Trustees fulfil their responsibilities well and are actively supported by an academy committee. Trustees and committee members effectively support leaders and hold the school to account. Parents and carers are overwhelmingly positive about the school.

## **Safeguarding**

The arrangements for safeguarding are effective.

## **What does the school need to do to improve?**

### **(Information for the school and appropriate authority)**

- Some pupils have gaps in their learning in some subjects due to a weak curriculum in the past. This makes it difficult for them to build on their learning quickly. Teachers do not always address these gaps or help pupils to remember important knowledge in these subjects. The school should ensure that teachers address the remaining gaps in pupils' knowledge and use effective strategies to help pupils remember key knowledge in these subjects so that pupils can benefit fully from the new curriculum.
- The curriculum in writing is less well developed than other subjects. This has contributed to lower outcomes in writing. The school should ensure that the new writing curriculum is implemented effectively to ensure that all pupils achieve the best possible outcomes in writing.

## 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' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

## School details

<b>Unique reference number</b>	145739
<b>Local authority</b>	Peterborough
<b>Inspection number</b>	10345504
<b>Type of school</b>	Primary
<b>School category</b>	Academy special sponsor-led
<b>Age range of pupils</b>	4 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	366
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	Claire Higgins
<b>CEO of the trust</b>	Ian Young
<b>Headteacher</b>	Daniel Saull
<b>Website</b>	<a href="http://www.novaprimaryacademy.co.uk">www.novaprimaryacademy.co.uk</a>
<b>Dates of previous inspection</b>	12 and 13 July 2022, under section 5 of the Education Act 2005

## Information about this school

- The school is part of the Peterborough Keys Academy Trust.
- The headteacher and deputy headteacher have joined the school within the last year.
- The school uses two alternative school provisions.
- The school has a specially resourced provision for deaf pupils that has eight places.

## Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005. During a graded inspection, we grade the school for each of our key judgements (quality of education; behaviour and attitudes; personal development; and leadership and management) and for any relevant provision judgement (early years and/or sixth form provision). Schools receiving a graded inspection from September 2024 will not be given an overall effectiveness grade.

- Inspections are a point-in-time evaluation about the quality of a school’s education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors carried out deep dives in these subjects: early reading, mathematics, science and religious education. For each deep dive, inspectors held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils’ work.
- The inspectors spoke to the headteacher, deputy headteacher, subject leaders and special educational needs coordinators.
- Inspectors met the chair of the trust board, the chair of the academy committee and the CEO.
- The inspectors discussed the school’s approach to behaviour and attendance. They spoke with pupils about behaviour and observed pupils at lunchtime and when moving around the school.
- To evaluate the effectiveness of safeguarding, the inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils’ interests first.
- Inspectors considered responses to Ofsted’s online surveys for parents and staff.

## **Inspection team**

Duncan Ramsey, lead inspector	Ofsted Inspector
Joe Creswick	Ofsted Inspector
Bryony Surtees	Ofsted Inspector

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