

Inspection of Grace Cook Primary School

Fuller Way, Chilton Leys, Stowmarket, Suffolk IP14 1GG

Inspection dates:	4 and 5 February 2025
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Early years provision	Outstanding
Previous inspection grade	Not previously inspected under section 5 of the Education Act 2005

The headteacher of this school is Richard Dediccoat. This school is part of The Orwell 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), Alastair Heath-Robinson, and overseen by a board of trustees, chaired by Mayleen Atima.

What is it like to attend this school?

Pupils attending the Grace Cook Primary School enjoy a safe and caring community. They work with staff who ensure that the school aims of 'dream, believe, achieve' are part of everyday school life. Pupils can share any worries with staff, who they know will help them. They are confident and kind to one another.

The school encourages pupils to be curious learners. Pupils have opportunities to be creative and share their ideas with others. Children in the Nursery and Reception particularly benefit from a range of stimulating activities. The school's focus on early language starts in the early years and ensures pupils build strong communication skills from the start. As a result, pupils are confident to talk about their learning. They like to challenge themselves and tackle the tasks set by their teachers with enthusiasm. As a result, pupils engage in lessons and achieve well.

The school has high expectations for pupils' behaviour. Pupils live up to these expectations. They model these in everything they do. For example, older pupils support younger pupils in the playground through the play leader programme.

Pupils learn in a calm environment. The school has carefully considered the design of classrooms and use of resources to ensure that pupils focus on their learning and do not become easily distracted.

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

Since the school opened in September 2022, it has developed a culture with high aspirations for its pupils. There are dedicated staff at all levels. They want pupils to build strong foundations for learning throughout their primary education.

Staff and pupils understand the Grace Cook expectations for their learning. Pupils model these expectations to new cohorts who join the school. This creates a purposeful environment that allows pupils to thrive.

The ambitious curriculum supports pupils to develop a wide range of knowledge in most subjects, and particularly in English and mathematics. This is because the school has identified precisely what pupils need to know and the order in which they should learn important knowledge. However, in some subjects, this is less clear. This means that teachers do not always deliver the curriculum as planned. Consequently, where this is the case, pupils could potentially develop gaps in their knowledge and this, in turn, may impact on their success when studying more complex learning in the future.

The school does not always have clear knowledge about whether curriculum subjects are being delivered as the school intends. This is because not all of the leaders have the understanding to complete rigorous and accurate checks of their area of responsibility.

The school places a high priority on the development of reading. Phonics teaching begins as soon as children start school. Staff have the training and expertise that they need to

teach reading well. Pupils who struggle with reading are identified early and receive the help they need to catch up quickly. Teachers regularly share high-quality stories and poems with their classes. Pupils encounter a range of authors and genres. Pupils are enthusiastic and fluent readers.

There has been a significant increase in the number of pupils with special educational needs and/or disabilities (SEND) joining the school. The school has increased its capacity to meet the needs of pupils with SEND. This allows more time for the school to identify pupils' needs and improve communication with parents and carers. Staff use their knowledge of pupils' needs to adapt learning activities effectively. As a result, pupils with SEND learn with their classmates and achieve well.

Children in the Nursery and Reception receive an excellent start to their education. The school has designed a very well-thought-out curriculum that encourages children to be independent in their learning. Children take part in a rich variety of activities throughout the day. They build their knowledge and develop their physical and social skills. There are very high expectations for the development of children's vocabulary and oral skills. Children are being very well prepared for key stage 1.

The school has made sure that attendance is a high priority. Pupils want to be in school because they value their learning. As a result, pupils' attendance has improved.

Pupils learn the importance of positive relationships and foster mutual respect. The school develops pupils' awareness of fundamental British values, various religions and cultures. Pupils understand that everyone is different and are committed to creating a welcoming community. Pupils benefit from educational visits linked to the curriculum, for example to a food museum and Colchester Zoo.

Trustees and governors are knowledgeable and check the work of the school. They ensure that staff feel happy and skilled in their roles. Staff receive high-quality training and are well supported with their well-being and workload. The governors and trustees are aware of the need to adapt as the school continues to grow. This includes the need to develop leadership capacity and sustainable systems that allow effective quality assurance to take place.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some subjects, the school has not identified precisely the knowledge that pupils need to learn. This means teachers do not consistently deliver the curriculum as the school intends. The school should review the curriculum content in some subjects and

provide clear guidance to teachers. This will ensure that pupils learn the intended curriculum and do not have gaps in their knowledge.

- The school does not consistently assess the implementation of the curriculum. This means the impact is not evaluated regularly. The school should provide training to all leaders and develop a structured quality assurance programme. This will ensure that there is a consistent approach so that leaders know how well pupils are achieving across the curriculum areas they lead.

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

Unique reference number	149067
Local authority	Suffolk
Inspection number	10378594
Type of school	Primary
School category	Academy free school
Age range of pupils	2 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	104
Appropriate authority	Board of trustees
Chair of trust	Mayleen Atima
CEO of the trust	Alastair Heath-Robinson
Headteacher	Richard Dediccoat
Website	www.gracecook.omat.org.uk
Date of previous inspection	Not previously inspected

Information about this school

- The school opened in September 2022 and has not previously been inspected under section 5 of the Education Act 2005. It is part of the Orwell Trust.
- The school offers nursery provision for two-year olds and currently admits pupils up to Year 4.
- The school uses three providers of alternative provision, two of which are unregistered.

Information about this inspection

The inspector(s) 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.
- Inspectors discussed any continued impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- The inspectors met with the chair of trust and governors.
- The inspectors met with the CEO of the trust, headteacher, senior leaders, teachers and staff.
- The 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 observed pupils' behaviour in lessons, around school and at social times. They considered pupils' views about behaviour in school. They also spoke with staff about pupils' behaviour, their workload and well-being.
- 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.
- The inspectors reviewed a range of documents, including school policies, the school development plan, the school's self-evaluation and minutes from meetings of local governing committee.
- The inspectors considered responses to parent survey, Ofsted Parent View, including free-text messages.

Inspection team

Rob James, lead inspector	Ofsted Inspector
Ryan Freeman	Ofsted Inspector

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Piccadilly Gate
Store Street
Manchester
M1 2WD

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