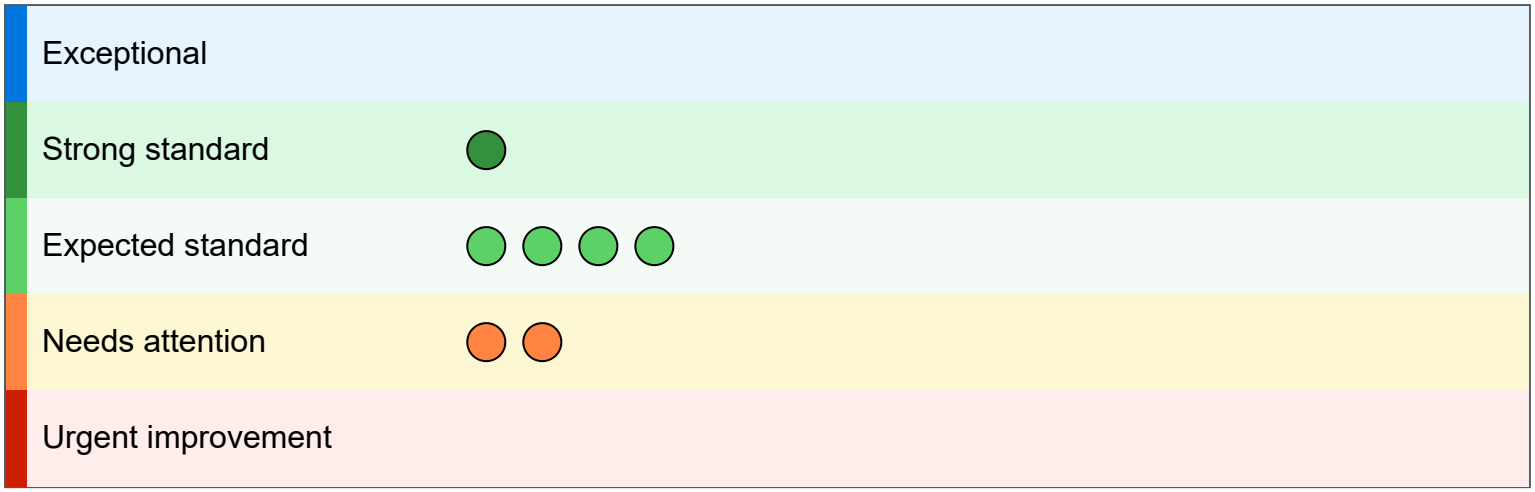
Burrowmoor Primary Academy

Address: Burrowmoor Road, March, Cambridgeshire, PE15 9RP

Unique reference number (URN): 150374

Inspection report: 29 September 2026



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

Leadership and governance

Strong standard

Trust and school-based leaders have greatly improved the school since it reopened. They resisted quick fixes and focused on securing the foundations. They evaluate the school's work rigorously and seek out the views and expertise of other professionals. Leaders rightly celebrate the progress made, but remain relentless in tackling the aspects that need to improve. They understand that lasting change depends on earning the trust of the school community. Their determination, care and strong moral purpose have achieved exactly that.

Parents and carers are united in their praise for leaders and what they have achieved so far. Leaders listen, communicate clearly and act decisively. Consequently, confidence in the school has grown rapidly among both parents and the wider community.

Staff are fully invested in leaders' ambition for the school. They understand why expectations have risen. They value systems that improve pupils' experiences while keeping workload manageable. Professional learning is varied and purposeful. It aligns closely with school priorities and individual needs. Like parents, staff feel known and valued. They appreciate how leaders encourage them to thrive at work and balance life beyond school.

Those who govern the school know it very well. They are deeply committed to its success and play a pivotal role in its improvement journey. They provide strong support for leaders and staff, but never lose sight of their responsibility to challenge. They ensure that ambition and hard work lead to tangible improvements for pupils, such as those around safeguarding, attendance and behaviour.

Expected standard

Attendance and behaviour

Expected standard

Attendance is improving rapidly. Leaders and staff have worked closely with parents and carers to promote the importance of regular attendance. There is a growing understanding that pupils who attend school regularly are happier, spend more time with friends and keep up with their learning. This helps them build confidence and achieve more. Parents are increasingly working alongside the school when attendance concerns arise. Pupils also enjoy playing their part. For example, classes strive to win the weekly diamond attendance award. Together, these efforts are helping more pupils attend every day and benefit fully from school life.

Pupils, parents and staff all recognise how much behaviour has improved. Leaders simplified the school rules and introduced clear systems for rewards and sanctions. They also strengthened relationships with families and staff. So, the adults in pupils' lives increasingly work together to celebrate positive behaviour and act together when conduct falls short of expectations. It shows, for example, in bullying being rare. Pupils typically behave calmly in lessons and create a positive atmosphere for learning. Leaders are now

focused on helping particular pupils develop the confidence and resilience to actively seek support, persevere with challenge and engage fully in their learning.

Early years

Expected standard

Leaders have built a staff team that works well together. Staff bring warmth, patience and care to their interactions with children, whether reading, playing or supporting their welfare. As a result, children settle quickly, families feel welcomed and the partnership between home and school gets off to a productive start.

The approach to developing the curriculum reflects the careful and methodical way leaders improve the school. For example, leaders are introducing new approaches to strengthen children's speaking, listening and understanding skills. As well as supporting learning, these approaches give staff a sharper understanding of children's needs and help them identify those who may benefit from extra support. Leaders have a clear plan for making these changes work. Training, resources and regular review help staff develop their teaching with confidence. Leaders are ambitious, but realistic about the pace of change. This thoughtful balance supports staff well-being and helps ensure that improvements have a lasting impact on children's learning.

There is ongoing work to strengthen teaching across the areas of learning. Even so, leaders' and staff's combined efforts are evident in the progress children make. For example, more children now start Year 1 able to read, write and calculate with increasing confidence.

Inclusion

Expected standard

The school serves a high proportion of pupils with additional needs. Leaders and staff remain committed to do all they can to best meet these needs. For example, leaders introduced a space where pupils can better learn particular subjects in smaller groups. At other times, the pupils learn and play alongside their classmates. This has helped pupils remain calmer and more focused.

Leaders recognise that wellbeing support is having a positive impact on pupils' attendance and behaviour. They also understand the need to build on this success by using pupils' positive relationships with staff to help particular pupils engage more readily in learning.

Leaders have effective processes for identifying the barriers that disadvantaged pupils face and selecting appropriate, research-informed actions. They understand how their priorities fit together. They routinely evaluate what is and is not making a difference. For example, leaders know more needs to be done to improve outcomes for disadvantaged pupils.

Leaders and staff remain tenacious in how they work with those who oversee the education and care of pupils known to children's social care. This helps ensure that pupils' needs remain visible and that families receive the support available to them.

Personal development and wellbeing

Expected standard

Leaders are determined to widen pupils' horizons. Pupils sample cuisines from around the world, visit London to see famous landmarks and take part in sporting and musical events. Whether competing in a swimming gala or performing to an audience, pupils develop confidence and creativity. Leaders also work hard to ensure that all pupils can take part, using additional funding to remove financial barriers where needed or increasing staff supervision if a pupil's additional need requires it.

Pupils learn valuable lessons in personal, social and health education. Older pupils, for instance, explore the life of a fictional child and offer advice about how that child could improve their diet, exercise and mental wellbeing. Pupils also learn how to keep safe when they are on and offline. For example, they learn that information online is not always trustworthy and that they must be careful about what they share with others. While pupils typically recall what they have done, they do not always remember the key messages behind their learning. Leaders recognise there is work to do to ensure the most important learning sticks in pupils' minds over time.

Fundamental British values are woven throughout the curriculum. Pupils learn about different faiths, beliefs and cultures, helping them develop respect for others. They also experience democracy first-hand through the elected school council, whose ideas have led to improvements such as new playground equipment.

Pastoral support is tailored to pupils' needs. Open communication between leaders, staff, parents and carers helps ensure that concerns about pupils' wellbeing are identified and addressed quickly. Pupils speak warmly about the trusted adults they can turn to for help. Whether through daily check-ins or targeted therapeutic support, pupils receive the care and guidance they need. This reflects the culture of kindness and nurture that runs through the school.

Needs attention

Achievement

Needs attention

There are pupils, including disadvantaged pupils and pupils with special educational needs and/or disabilities, who have gaps in their knowledge of reading, writing and mathematics. For example, older pupils who do not know their multiplication tables securely find work involving fractions, decimals and percentages more difficult. This affects how successfully pupils complete their classwork and how well they achieve in national tests.

Pupils are developing what they know across the wider curriculum. However, the depth and accuracy of what they record and what they can recall varies. Some pupils explain confidently and in detail about what they have learned. Others struggle to remember important knowledge or explain concepts correctly.

Achievement is improving. Same-day catch-up support, for example, helps pupils address misconceptions in an effort to secure recent learning. Still, leaders and staff understand that

continued effort is needed across the school to ensure more pupils leave Year 6 ready for secondary school.

Curriculum and teaching

Needs attention

Leaders have carefully designed a curriculum that identifies precisely what pupils should learn. They also introduced research-informed approaches to support pupils with additional needs to participate fully in school life and access learning with growing success. There is clear guidance about the activities pupils should complete to build their understanding. Along with this guidance, leaders ensure staff have the equipment and resources needed to teach subject-specific content. For example, pupils use percussion instruments to learn about pulse and rhythm in music and explore light and shadow using torches in science. Leaders understand that effective teaching is built over time, not through quick fixes. They have introduced improvements in a sensible order. Staff are growing in confidence and expertise. It shows, for example, in phonics teaching and catch-up support which typically helps pupils to become confident and fluent readers.

However, leaders recognise there is more to do to address inconsistencies in how well teaching sets pupils up to succeed. Some pupils move on too quickly before gaps in their knowledge have been addressed. Others do not get enough in the way of clear explanation, purposeful practice or responsive support when learning something new. This makes it harder for them to complete their work and remember what they have learned.

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

Many pupils are confident, charming and full of character. This particularly shines through at breaktimes and lunchtimes. Pupils make the most of these opportunities to socialise. They play team games, walk and talk with friends or become immersed in imaginative play. The playground buzzes with activity, laughter and creativity. Such happy moments are one of the reasons why more pupils are attending school every day. It helps too that their competitive spirit means they enjoy working with classmates to earn the diamond attendance award to be in with a chance to earn a special privilege.

Alongside the friends they make, pupils greatly appreciate the care and support leaders and staff provide. From the friendly conversations that happen throughout the day to the carefully planned pastoral support on offer, pupils know there is always someone to turn to. Leaders and staff notice when something is wrong, listen carefully and take effective action. Consequently, pupils are kept safe.

Pupils value the school's ever-expanding range of opportunities. Through the 'truly trusted' initiative, they learn the importance of responsibility, kindness and service to others. Pupils can take on roles, such as reading with younger pupils or acting as school ambassadors. Pupils relish lessons in the school's woodland area, learning how to build dens and start a campfire. Local experiences, such as singing carols at the local church, help pupils feel part of their community.

Since the school reopened, pupils' achievement has improved. This is due to the determined efforts of leaders and staff. Even so, many pupils, particularly disadvantaged pupils, have gaps in important knowledge and skills. These gaps can hold them back when learning new things. As a result, pupils currently are not achieving as highly as they should in national tests, in the work they produce or when talking about what they have learned.

Next steps

- Leaders should continue to improve teaching so that explanations, modelling, practice and adaptations are matched more precisely to pupils' starting points and learning needs to raise their achievement.
- Leaders should build on the effective well-being provision so that all pupils learn to persevere with challenge, participate fully in learning and achieve their potential.

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 (CEO), 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 29 to 30 September 2026.

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

Inspectors spoke with the CEO, deputy CEO, the trust leader responsible for education and professional learning, the headteacher, two assistant headteachers, two local governors and other leaders and staff during the inspection.

The inspector(s) confirmed the following information about the school:

The school reopened as Burrowmoor Primary Academy when it joined The Diamond Learning Partnership Trust in November 2023. Its predecessor school, Burrowmoor Primary School, had been part of a different multi-academy trust and was in a category of concern before it closed. The headteacher and assistant headteachers joined this school from other schools in The Diamond Learning Partnership Trust shortly before the school reopened.

The school also, under the same registration, runs a nursery for children aged two to four. Children may join the nursery at the start of the term after their second birthday. Additionally, there is before- and after-school childcare for pupils attending the school.

The school does not use alternative provision.

Headteacher: Ruth Bailey

Lead inspector:
Daniel Short, His Majesty's Inspector

Team inspectors:
Duncan Ramsey, Ofsted Inspector
Gemma Brown, 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 29 September 2026

School and pupil context

Total pupils

326
Close to 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

480
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)

45.02%
Well above 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

3.68%
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

18.40%
Close to 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)	32%	62%	Below
2023/24		61%	

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)	55%	75%	Below
2023/24		74%	

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)	59%	72%	Below
2023/24		72%	

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)	43%	74%	Below
2023/24		73%	

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)	13%	47%	Below
2023/24		46%	

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)	25%	63%	Below
2023/24		62%	

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)	56%	59%	Close to average

Year	This school	National average	Compared with national average
2023/24		58%	

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)	31%	61%	Below
2023/24		59%	

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 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)	13%	69%	-57 pp
2023/24		67%	

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)	25%	81%	-56 pp
2023/24		80%	

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)	56%	78%	-22 pp
2023/24		78%	

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)	31%	81%	-49 pp
2023/24		79%	

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.

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)	6.5%	5.1%	Above

Year	This school	National average	Compared with national average
2024/25 (3 term)	7.8%	5.2%	Above
2023/24 (3 term)	9.5%	5.5%	Above

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)	17.8%	14.4%	Above
2024/25 (3 term)	24.3%	13.0%	Above
2023/24 (3 term)	28.6%	14.6%	Above

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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Piccadilly Gate
Store Street
Manchester
M1 2WD

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Textphone: 0161 618 8524
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