

Inspection of Ormiston Bushfield Academy

Ortongate, Orton, Peterborough, Cambridgeshire PE2 5RQ

Inspection dates:	13 and 14 May 2025
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Outstanding
Leadership and management	Good
Sixth-form provision	Good
Previous inspection grade	Not previously inspected under section 5 of the Education Act 2005

The principal of this school is Dennis Kirwan. This school is part of Ormiston Academies Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Tom Rees, and overseen by a board of trustees, chaired by Julius Weinberg.

What is it like to attend this school?

Pupils at Ormiston Bushfield Academy benefit from an exceptional range of opportunities. The school sets ambitious standards for its pupils, equipping them with essential skills and knowledge for future success. This approach ensures that every pupil can pursue their dreams.

Pupils appreciate their lessons are delivered by skilled teachers. The curriculum is diverse and rich. Pupils have access to a range of resources and equipment to support and enhance their learning. Staff strive to make the learning environment safe and inclusive, where pupils feel confident to share their ideas.

Pupils demonstrate positive behaviour. They have trusting relationships with adults, seeking help whenever needed.

Pastoral support is highly effective, and pupils deeply appreciate the school's provision. Skilled staff offer guidance, providing a reassuring environment where pupils always have a place to turn. This fosters a sense of confidence, safety, and security among pupils and students.

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

Leaders have designed a curriculum that challenges pupils, while paying close attention to activities that will deepen pupils' knowledge and skills. Teachers are subject experts and know their subjects well. Pupils benefit from well-considered times to reflect on their prior learning. Teachers help pupils to remember the curriculum, so they can access new content confidently. Occasionally, the school does not ensure that teaching enables pupils to move on when they are ready, meaning there are missed opportunities to gain new knowledge.

The school prides itself on its inclusive offer and this can be seen across school. In the classroom, expectations are never lowered and all pupils, including those with special educational needs and/or disabilities (SEND), have access to the same broad curriculum as their peers. Pupils who may struggle to access the curriculum are identified swiftly by the school to ensure the right support is in place. The school has high expectations of all pupils, and this instils confidence in the learners.

The school actively supports pupils' reading development, providing early intervention for those who face challenges or have fallen behind. Newly introduced reading programmes equip students with the essential knowledge and skills to become confident and proficient readers.

The school excels in fostering pupils' personal development through well-structured and continuously refined initiatives. Character development is seamlessly integrated into the curriculum and in turn enhances students' understanding of their skills. Diversity and cultural appreciation are enriched through visits to museums, theatres, libraries, and art

galleries, alongside extracurricular clubs. Comprehensive careers guidance from Years 7 to 13 ensures equal access to future opportunities. The school's strong personal development programme instils pride in pupils; they are proud to belong to 'team OBA.'

Pupils behave well and display positive attitudes towards staff and peers alike. There is strong support for pupils who may find the environment challenging to navigate. At the school's 'Atlantis House', skilled staff ensure that vulnerable students participate in lessons alongside their peers and provide these pupils with tailored support. This provision allows pupils to reset and reflect while continuing their education in a supportive environment.

The sixth form provides a vibrant and nurturing environment, offering a wide range of courses. This empowers students to learn subjects aligned with their unique goals and aspirations. Education, support and guidance are of equal value here. Teachers show expert knowledge in lessons and students respond well to this. Preparation across all of these areas mean that most students secure places at their preferred universities, including prestigious institutions. A growing number pursue apprenticeships, showcasing the wide range of opportunities available.

Leaders are steadfast in their ambition for every pupil, cultivating a clear vision for the school and its pupils. Their meticulous approach ensures all pupils thrive under their guidance. The trust knows and understands the school. This ensures that any support or guidance is specific to the needs of the pupils. Staff at every level receive valuable training, collaboration opportunities, and well-being support. The strong partnership between parents and staff fosters a supportive community, with pupils at its heart.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Sometimes, the school does not ensure that when pupils' knowledge is secure, teaching moves them on in their learning of curriculum content. This means that some pupils do not progress through the curriculum as well as they could. The school should ensure that assessment is used well to identify when pupils have secured the knowledge they need, then provide the teaching and tasks for pupils to move on to their next steps.

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	135980
Local authority	Peterborough
Inspection number	10345294
Type of school	Secondary
School category	Academy converter
Age range of pupils	11 to 18
Gender of pupils	Mixed
Gender of pupils in sixth-form provision	Mixed
Number of pupils on the school roll	1226
Of which, number on roll in the sixth form	172
Appropriate authority	Board of trustees
Chair of trust	Julius Weinberg
CEO of the trust	Tom Rees
Principal	Dennis Kirwan
Website	www.bushfield.co.uk
Dates of previous inspection	3 December 2019 and 9 January 2020, under section 8 of the Education Act 2005

Information about this school

- Ormiston Bushfield Academy is a member of Ormiston Academies Trust.
- The school currently uses four registered and four unregistered alternative provisions for pupils.
- The school meets the requirements of the provider access legislation, which requires schools to provide pupils in Years 8 to 13 with information and engagement about approved technical education qualifications and apprenticeships.

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: English, science, physical education, languages, drama and history. For each deep dive, inspectors discussed the curriculum with leaders, visited a sample of lessons, spoke with teachers, spoke with some pupils about their learning and looked at samples of pupils' work.
- Inspectors also visited a range of lessons in the sixth form.
- The lead inspector met with the trust director of education, the CEO, trustees and members of the local governing body.
- Inspectors held meetings with a range of school leaders, including those who are responsible for behaviour, safeguarding and pupils with SEND.
- An inspector met with early career teachers and staff involved in their induction.
- Inspectors observed pupils' behaviour in lessons and at other times around school.
- Inspectors met with groups of pupils to discuss their learning, behaviour, personal development and their safety.
- 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 scrutinised a range of records relating to behaviour and attendance.
- Inspectors considered the responses to Ofsted Parent View, including the free-text responses. They also considered the responses to Ofsted's staff survey and the responses to the pupil survey.

Inspection team

Louise Cooper, lead inspector

His Majesty's Inspector

Nicola Ready

Ofsted Inspector

Garry Trott

Ofsted Inspector

Suzanne Thrower

Ofsted Inspector

Victoria Hearn

Ofsted Inspector

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Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

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