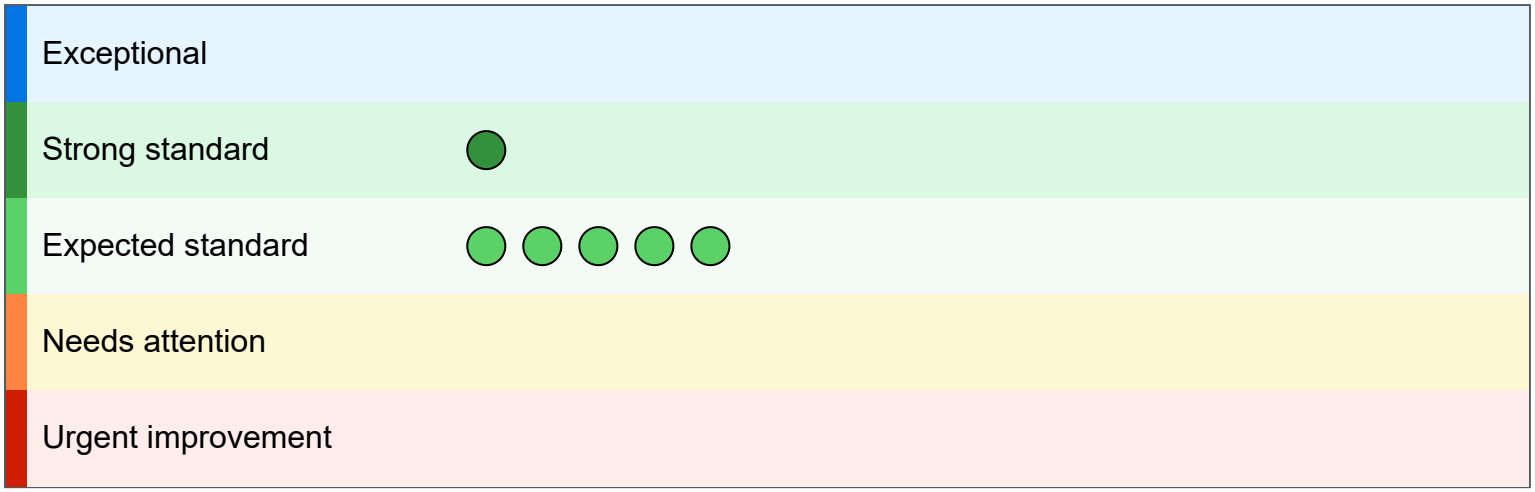
Parkway Academy

Address: Parkway, Gaywood, King's Lynn, Norfolk, PE30 4QJ

Unique reference number (URN): 150451

Inspection report: 6 October 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

Leaders' actions since the school became part of the trust have brought about significant improvement. Confidence and belief within the school community have been rebuilt.

School and trust leaders have a precise and accurate understanding of what is working well and where further development remains. Because of this crystal-clear oversight, leaders take the right actions at the right time to continue to improve the school. Over the past few years, this has happened at great pace. As a result of the positive culture leaders have created, staff are fully committed to the cause. They value having their views heard by leaders. They are part of a happy, well-supported team. This collaborative approach ensures that staff are well looked after and their wellbeing is considered with care and kindness by leaders.

Trustees and members of the academy committee provide highly effective levels of support and challenge. They receive useful and detailed information to enable them to maintain a strategic oversight of the school, ensuring they manage resources to benefit pupils across the school. They provide support when times get tough but never shy away from offering challenge in the drive for continued improvement.

The school's work with outside agencies has widened since the school became part of the trust. This has enabled staff to access specialist advice and guidance which has benefited pupils, in particular the most vulnerable. The same is true of the school's closer work with parents and carers. These links are effective in helping staff understand the needs of individual pupils even further.

Expected standard

Achievement

Expected standard

There are limited recent published outcomes. However, pupils learn well. As they now experience far better teaching, they make far better progress. Pupils learn and secure important knowledge in reading, writing and mathematics. They build on this knowledge as they move through the school, applying what they know to help them be successful in more complex work. Pupils who need a little more help in learning to read make great strides. So too do disadvantaged pupils.

Pupils with special educational needs and/or disabilities learn well from their varied starting points. These pupils gain the important knowledge and skills to help them succeed as they move through school.

While in the past too few pupils left the school ready for secondary school, this picture is changing rapidly. Leaders know there is more to do to further improve outcomes by the end of key stage 2.

Attendance and behaviour

Expected standard

Leaders set high standards around attendance. Pupils attend well. Leaders have had success with this by keeping a close eye on the needs of pupils and their families. If the attendance of a pupil starts to drop, leaders step in quickly to find out why. As a result, any barriers to attendance are broken down and continually checked so that they do not persist and continue to affect a pupil's attendance. Leaders and staff recognise that sometimes pupils' emotional needs are a barrier to them attending. Wise use of specialist external support to promote pupils' emotional wellbeing means that pupils see the school as a supportive place. This affects their attendance positively.

Pupils behave very well in lessons, in the playground and around the school. Over the past few years, leaders have worked to build a culture where warm, respectful relationships between pupils and staff are the norm. This is now the case. Staff have high expectations of how pupils should behave. Pupils live up to these. This leads to a safe, calm and happy learning environment. Leaders, staff and pupils are working to raise the bar even higher. The relatively new behaviour strategy is effective and has been well received. Leaders know there is more to do to further develop pupils' independence, self-discipline and commitment to their learning.

Curriculum and teaching

Expected standard

Leaders have a very accurate view of the curriculum and the quality of teaching. They have made considerable changes to both aspects over the past few years, and these are paying dividends. For example, phonics is now taught very well. Staff use their expertise to help pupils who find learning to read tricky catch up. Similarly, pupils practise and recap important knowledge and skills, for example in handwriting and calculation.

Teachers teach well. They have secure subject knowledge. This helps them check pupils' understanding accurately and correct mistakes quickly. Teachers ask precise questions to check that pupils remember important vocabulary and that pupils can apply newly learned concepts. This goes for support staff, who are well trained to lead sessions with pupils who may need a little extra support. Leaders, and teachers themselves, are in relentless pursuit of making teaching even better. Leaders' work to ensure teaching is consistently highly effective across all subjects is ongoing. They know there is more to do.

Pupils who speak English as an additional language receive effective help. Pupils are taught new words and phrases very well. This means that pupils have the important language that they need to enable them to progress. Careful and appropriate adaptations to the curriculum benefit disadvantaged pupils and pupils with special educational needs and/or disabilities.

Inclusion

Expected standard

Leaders and staff know the needs of individual pupils very well. This means pupils who face barriers to their learning, such as pupils with special educational needs and/or disabilities (SEND), benefit from well-tailored support. This helps them to be confident and successful. Similarly, disadvantaged pupils gain from carefully considered help. Leaders' astute use of the pupil premium funding not only provides disadvantaged pupils with opportunities to

widen their experiences but also ensures that they receive the right support in class to help them achieve well academically.

Pupils with SEND who learn for some of their time in the Aspire Suite benefit from this provision. This is because staff have a detailed understanding of these pupils' needs. Staff precisely adapt work and activities to help these pupils learn and develop well.

Many different languages are spoken in school. Pupils who are still in the early stages of learning to speak English build their knowledge and confidence in communication in English. Pupils who take on caring roles within their own family delight in being part of young carers club. Not only is this a fun and friendly gathering, but it also provides pupils with the chance to share their worries with others in similar circumstances. As a result, staff are effective in addressing the potential barriers these pupils might face.

Personal development and wellbeing **Expected standard**

Leaders have devised a curriculum and personal development programme that is uniquely tailored to the needs of their cohort. Staff bring world views into the classroom. This ensures that pupils are well-guided to become global citizens and understand the world beyond West Norfolk.

Pupils learn a well-considered personal, social and health education curriculum. They remember much of what they are taught and, importantly, put their learning into practice as they go about their lives. This helps them to understand key concepts, at a level appropriate to their age. For example, the risks and benefits associated with social media and online platforms and aspects such as keeping mentally and physically healthy. Pupils also have a well-developed understanding of important values such as democracy and tolerance. They put these into practice when voting for roles such as house captains and are open to listening to the views of other people, even if they do not match their own. Pupils have a strong moral code. They know right from wrong and speak up if they see something that they know is against school rules, for example.

Pupil leaders are proud of their roles. They make a difference to the school community. Recent improvements such as the new playground equipment and the much loved 'buddy bench' came about through the views of pupils. Similarly, the new library is calm and highly conducive to learning. Library monitors help to maintain this environment and promote a culture of reading.

Pupils benefit from a range of clubs and activities. Leaders keep a close eye on how many pupils access these clubs to ensure that all pupils have equal access. The school's pastoral support for pupils is highly effective. Their wellbeing and emotional needs are met very well by skilled staff.

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

Pupils attend a school where happy faces, hard work and high expectations are the norm. As pupils arrive each morning, they happily chat to staff and their friends about their

hobbies, pets or simply what the day ahead holds for them. These warm and caring relationships are the backbone of everything leaders have created over the past few years. Pupils learn and develop well in a safe, caring and positive environment.

Pupils behave very well. While the school is filled with smiles and laughter, pupils pay close attention and try their best when it is time to work. This means that lessons run smoothly, and on the whole, pupils enjoy their learning. They now receive high quality teaching. Therefore, pupils are learning more and more over time and being increasingly well prepared for secondary school. This is especially the case for pupils with special educational needs and/or disabilities, who benefit from well-tailored support to help them learn well. This includes pupils who learn in the Aspire Suite. Similarly, other pupils who face barriers to their learning achieve well because their needs are well understood and met.

Many pupils speak languages other than English. They enjoy celebrating their different cultures, backgrounds and beliefs with their friends. As such, pupils gain a deeper understanding of people who are different to themselves.

Wider opportunities are plentiful. Whether visits to local landmarks or further afield, pupils begin to see the world of opportunities that await them outside of King's Lynn. Older pupils test their resilience during residential trips to the Lake District or Peak District, trying a range of adventurous pursuits. Closer to home, pupils who take on roles such as school councillors, house captains, vice-captains or members of the eco-council take their responsibilities seriously. They see the difference they make to their school community.

Next steps

- Leaders should continue to embed high-quality teaching across the school so that pupils learn well across the curriculum and are well prepared for their next stages of education, including secondary school.
- Leaders should ensure that the renewed approach to behaviour is fully established across the school so that pupils further develop their independence, self-discipline and commitment to their learning.

About this inspection

This school is part of Eastern Multi 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), Paul Shanks, and overseen by a board of trustees, chaired by Graham Pearson.

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

This inspection took place from Tuesday 6 to Wednesday 7 October 2026.

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 principal, vice principal and a range of other staff during the inspection. Inspectors also spoke with trust leaders, including the CEO, the chair of the trust board and members of the academy committee.

The inspectors confirmed the following information about the school:

The school currently makes use of 2 alternative provisions, including one that is unregistered.

The school joined the trust in December 2023.

The principal joined the school in November 2024.

Principal: Ben Paull

Lead inspector:
Nathan Lowe, His Majesty's Inspector

Team inspectors:
Rob Edwards, Ofsted Inspector
Ross Marks, His Majesty's 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 6 October 2026

School and pupil context

Total pupils

160
Below 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

229
Close to 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)

45.00%
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

7.50%
Well above 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

34.38%
Well above average

What does this mean?

The proportion of pupils with reported special educational needs support at the school.

National average: 15%

Location deprivation

Well above 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)	43%	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)	48%	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)	64%	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)	50%	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)	24%	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)	35%	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)	41%	59%	Below
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)	29%	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)	24%	69%	-46 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)	35%	81%	-46 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
2025/26 (provisional)	R	R	R
2024/25 (final)	41%	78%	-37 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)	29%	81%	-51 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)	6.0%	5.1%	Close to average
2024/25 (3 term)	5.3%	5.2%	Close to average
2023/24 (3 term)	5.0%	5.5%	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
2025/26 (1 term)	19.1%	14.4%	Above
2024/25 (3 term)	13.0%	13.0%	Close to average
2023/24 (3 term)	12.8%	14.6%	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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Piccadilly Gate
Store Street
Manchester
M1 2WD

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Textphone: 0161 618 8524
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