

# Gorefield Primary School

## Inspection report

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<b>Unique Reference Number</b>	110634
<b>Local Authority</b>	Cambridgeshire
<b>Inspection number</b>	363373
<b>Inspection dates</b>	15–16 March 2011
<b>Reporting inspector</b>	Sheelagh Barnes

This inspection was carried out under section 8 of the Education Act 2005 which gives Her Majesty's Chief Inspector of Education, Children's Services and Skills (HMCI) the authority to cause any school to be inspected. The inspection was also deemed a section 5 inspection under the same Act.

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	108
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Ian Bullard
<b>Headteacher</b>	Alyson Palmer
<b>Date of previous school inspection</b>	25 January 2010
<b>School address</b>	High Street Gorefield, Wisbech PE13 4NB
<b>Telephone number</b>	01945 870321
<b>Fax number</b>	01945 870321
<b>Email address</b>	head@gorefield.cambs.sch.uk

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## Introduction

This inspection was carried out by one additional inspector. The inspector visited six part lessons and observed all six teachers during the inspection. A survey of the learning in the whole school was conducted with the headteacher. The inspector held meetings with the headteacher, representatives of the governing body, the mathematics and literacy coordinators, and other staff. The inspector talked to groups of pupils from Reception to Year 6, including some from the school council. The inspector observed the school's work and looked at documentation, including policies relating to safeguarding and risk assessments. An analysis was made of school data on pupils' attainment and progress, and the inspector looked at pupils' work in books and on display. No parental questionnaires were sent out as this was originally a section 8 monitoring inspection.

The inspection reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- The development and implementation of procedures to monitor the quality of teaching and its impact on learning. The use of this information to identify what needs to be done to bring about improvement in pupils' achievement especially in Key Stage 2.
- The use of assessment systems to accelerate pupils' progress including:
  - ensuring that lessons include work which challenges all groups of pupils, especially the more able
  - identifying sharp targets for pupils that make clear the next steps in their learning.
- The improvement in leadership and management at all levels to ensure that all areas of the school's work, especially pupils' achievement, are monitored carefully to provide an accurate assessment of the school's effectiveness and how leaders ensure that this is made central to strategic planning for improvement.

## Information about the school

This is a smaller than average sized primary school. The great majority of pupils are from a White British background. All pupils speak English as their first language. The proportion of pupils with special educational needs and/or disabilities is broadly average. However, a higher than average proportion has a statement of their special educational need. The proportion of pupils known to be eligible for free school meals is in line with the national average. Pupils are taught in four mixed-age classes. Provision for Early Years Foundation Stage is in the Reception class, which also has some pupils from Year 1. The substantive headteacher returned from maternity leave at the start of the autumn term 2010. The school has gained the Health Promoting School and the Active Mark awards. At the time of the previous inspection, the school was judged to be requiring special measures.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**3**

**The school's capacity for sustained improvement**

**3**

## Main findings

In accordance with section 13 (4) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that the school no longer requires special measures.

The school provides a satisfactory quality of education. Pupils of all levels of attainment are making sound progress and their personal development is good. The systems to ensure the safety and well being of pupils are good. As a result, pupils enjoy school and feel secure. They say things such as: 'I feel really safe, I have loads of friends and if I have a problem the teacher will sort it out for me.' The extent to which pupils learn to develop healthy lifestyles is good. They behave well and make a positive contribution to their community. This all contributes to the comfortable, happy and hardworking atmosphere around the school. The school enables pupils to take part in a wide range of competitive sports, in which they do remarkably well. There is also a good range of extra curricular activities, which make learning enjoyable. As one boy reported: 'School helps us learn and enjoy things, we have fun when we are learning.'

There has been an improvement in leadership and management at all levels. Self-evaluation is broadly accurate. Procedures to monitor the quality of teaching and learning have been put in place and have resulted in an improvement since the previous inspection. The quality of teaching is now satisfactory and a significant proportion of good teaching was observed during inspection. Teaching and learning in the Early Years Foundation Stage is good. Scrutiny of work in books shows that this is a developing trend throughout the school. This improved quality of teaching has accelerated the progress pupils from all groups make in reading, writing, mathematics and science. Teachers' marking is consistent and of good quality. Satisfactory use is made of assessment to plan lessons to meet the needs of pupils of differing abilities, including those with special educational needs and/or disabilities and higher attaining pupils. However, there is still opportunity for further refinement. Too often pupils sit inactive at the start of lessons, listening to teachers' explanations for the work other groups are to undertake. Pupils all now have clear, suitably challenging targets for the next steps in their learning in reading, writing, mathematics and science that are reviewed regularly. They know what these are and so understand what the next steps are that they need to work on next to improve. However, frequently the success criteria for a lesson, which are shared with pupils, are not sufficiently well worded to explicitly include some part of these next steps.

Pupils' achievement is monitored carefully. School leaders record pupils who appear not to be making expected progress each term. Extra booster sessions are then put into place to quickly reverse the slowing of progress in any year group. The headteacher is aware this system needs to become embedded fully in school practice. Leaders know that there needs to be continued work to raise progress to good for all pupils. In mathematics, this involves providing even more opportunities for pupils to become confident in the

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relationships between numbers. In some lessons, too much emphasis is put on recording number problems rather than practical work on number. In writing, many pupils have developed an awkward grip of writing tools and an untidy and illegible writing style. The coordinator for literacy has also identified the need to improve pupils' skills in using a wider vocabulary and grammatically complex sentences.

Pupils' spiritual, moral, social and cultural development is satisfactory overall. Their social and moral development is good. School self-evaluation acknowledges that pupils' awareness of other cultures, including the range of different cultures in Britain today, is relatively weak. This is an area highlighted for improvement.

About 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

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

- Raise pupils' attainment in mathematics and writing by:
  - recording and following up rigorously on pupils who are not making expected progress every term
  - providing more practical opportunities for pupils to handle number
  - improving pupils' skills in using exciting vocabulary and grammatically complex sentences
  - improve handwriting, including developing a sustainable pen grip for all pupils.
- Improve the quality of teaching and learning by:
  - making sure specific improvement targets for all teachers are agreed and followed up on
  - identifying clear learning objectives for the different ability groups in a lesson and share these with the pupils
  - reducing the time pupils spend in lessons listening to instructions for other groups.
- Develop pupils' awareness of their own culture and that of other groups living in Britain today.

## Outcomes for individuals and groups of pupils

<b>3</b>
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The pace of learning is satisfactory for pupils of all levels of ability. The previous backlog of underachievement has been effectively eroded. Children start school with standards that are below those expected for their age and make good progress. By the time they start in Year 1, standards are in line with those expected. Lesson observations confirm that standards are also in line with those expected for pupils' ages at the end of Year 2 and Year 6. Progress is satisfactory and in some lessons pupils make good progress in their learning. Although progress is not always as rapid as it could be in all lessons, the refined system of monitoring enables any slowing of progress to be identified and remedied speedily. For example, in a lesson for older pupils, those who found composing sentences more daunting were given the opportunity to record their sentences verbally before writing them down.

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One relative weakness across the school is in pupils' ability to handle number confidently. They are competent in recording number problems and applying correct methodology. Pupils in Year 1 learn to record simple addition. Generally, however, even the oldest pupils are tentative in their knowledge of the relations between numbers as not enough time is spent in practical mathematical activities. In a lesson for the oldest pupils on fractions, the teacher was keen to push the pace forward with the whole class and practical opportunity for pupils to experiment in dividing and sharing was limited. This emphasis on getting to the answer, rather than developing confidence in the skill required, causes hesitancy for some pupils and slows their working as a result.

In writing, many pupils have developed incorrect pencil grips and barely legible handwriting styles. The coordinator is aware of this and plans a whole-school focus on improvement. Another aspect of literacy that has been highlighted for all classes is in developing pupils' use of a wider and more explicit vocabulary and expanding their use of grammatically more sophisticated sentence structures. Currently, the limited range of vocabulary used and very simple sentence formation is preventing pupils from attaining higher standards in their writing.

Pupils feel safe and have good understanding of how to attain healthy lifestyles. They are keen participants in sport and eagerly await the annual commencement of swimming in the summer term. Behaviour is good. Pupils say, 'Sometimes someone will get 'carried away' but we usually manage to sort it out for ourselves, without needing a teacher.' Pupils have a good sense of communal responsibility and take part whole-heartedly in charitable events. Several run clubs for others during lunchtimes, and the role of school councillor is taken on very seriously and with great pride. Attendance, which is average, belies pupils' enthusiasm for school. Recent snowy weather meant that barely half of pupils managed to get into school on one day in particular. This lowered overall percentages significantly.

Pupils' moral and social development is good. Their spiritual development and cultural development are satisfactory. While pupils have a strong understanding of their local community and within school, their knowledge and awareness of other cultural groups is limited.

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*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>3</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>3</b>
Taking into account:	
Pupils' attendance <sup>1</sup>	3
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>3</b>

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

## How effective is the provision?

The quality of teaching has improved and is now satisfactory. Whole-school systems, such as the new, high quality marking procedure, are established well. Teachers have allocated targets to everyone in the class for reading, writing, mathematics and science and pupils know what these are. This helps each pupil to take a more active part in monitoring their own progress. Lesson planning is detailed and the information from assessment is used satisfactorily to ensure that the needs of differing groups are met appropriately. However, while different groups have tasks modified to match their needs, these are not always reflected in the criteria for success given by the teacher at the start of the lesson. As a result, it is very hard for pupils to evaluate their progress meaningfully. In addition, pupils spend too long in some lessons listening to instructions which are not relevant to them. Sometimes, good use is made of support staff and information technology to involve pupils actively while instructions are given to others, but this is not always the case.

The quality of the curriculum is satisfactory. There is a strong emphasis on enrichment, such as taking part in many sporting competitions with other local schools. There has been considerable success in this, despite the small size of the school. The awards are celebrated and given high priority. This has a positive impact on pupils' self esteem and their sense of community. Extra-curricular provision is good and a large majority of pupils in Key Stage 2 and a very large majority in Key Stage 1 regularly take part in clubs and organised lunchtime activities voluntarily.

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The care, guidance and support provided by the school are major strengths. Parents, carers and pupils alike praise the school for the consistent quality of its care. Provision for those experiencing difficulties and pupils whose circumstances may make them vulnerable enable them to take a full part in all aspects of school life. The breakfast club makes a positive and sociable start to the day for those who attend. The school has had success in ensuring attendance is in line with the average. There is a clear and consistent strategy with other schools in the area to strongly discourage the taking of holidays during term time and this is working effectively. The work with agencies, such as the educational welfare service, has already shown impact.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>3</b>
Taking into account: The use of assessment to support learning	3
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>3</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

## How effective are leadership and management?

Under the strong leadership of the headteacher, the work of subject leaders has improved significantly. They now rigorously monitor pupils' work, lesson planning and tracking in their subject across all classes and write appropriate development targets for the future. The work the school does to ensure equality of opportunity is satisfactory and any discrimination is tackled. The headteacher is fully committed to improving standards in all areas of school life. Her clear thinking and positive attitude have won the appreciation and support of staff, parents, carers and pupils alike. Parents strongly support the school and value its many strengths. They speak warmly of the fact that the door is always open to them and that teachers and the headteacher listen to any concerns they may wish to share about their children.

Governance is satisfactory. Governors have undertaken training and have involved themselves actively in assessment and in development planning. Their knowledge of the data and its interpretation is improving rapidly. Members of the governing body now feel confident to challenge decisions. Safeguarding procedures are good and the documentation is meticulous. The school leaders are rigorous in ensuring that training is kept up-to-date. There is good induction in safeguarding aspects for all new staff.

The school has audited the way it promotes community cohesion. It is well aware that while pupils have a strong understanding of the immediate area and do a lot to help the local community, they have few opportunities to communicate with or mix with people of other cultural and religious backgrounds.



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*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	3
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>3</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>3</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>3</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>3</b>

## Early Years Foundation Stage

Children start in the Early Years Foundation Stage with standards that are below those expected for their age. They are taught effectively in a mixed-aged class with pupils in Year 1. The leader of the provision has a good knowledge of the children in her class and the needs of young children in general. She plans activities that meet their needs and interests well. There is a good balance of activities, some of which are adult-directed and others child-initiated. Leadership and management are good. As a result of this and the well established routines, children grow in confidence and skills. Their personal development is particularly good and they happily take responsibility for dressing themselves after physical education sessions in the hall or registering their 'penguin' into the correct place at the start of each day. Early reading skills are developed well through carefully structured sessions to teach children the sounds each letter makes. Progress is good and by the time children start in Year 1, standards are in line with those expected. Parents are particularly pleased with the speed with which their children settle into school and their keenness to attend, some even asking to go to school at the weekend.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
Taking into account: Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation	2

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Stage

## Views of parents and carers

Parental questionnaires are not normally distributed for monitoring inspections conducted under section 8 of the Education Act 2005, unless inspectors have specific reasons to request that the school does so.

The parents and carers interviewed were very positive about the school and the improvements made. All felt that their children are making better progress. They expressed confidence in the way the school looks after their children and the ease with which they can talk to staff about any concerns. Inspection evidence showed that the systems for care, guidance and support for pupils is good and that progress has improved in all classes.

## **Responses from parents and carers to Ofsted's questionnaire**

Parental questionnaires are not normally distributed for inspections conducted under section 8 of the Education Act 2005, unless inspectors have specific reasons to request that the school does so.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	59	35	3	3
Primary schools	9	44	39	7
Secondary schools	13	36	41	11
Sixth forms	15	39	43	3
Special schools	35	43	17	5
Pupil referral units	21	42	29	9
All schools	13	43	37	8

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2009 to 31 August 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



17 March 2011

Dear Pupils

**Inspection of Gorefield Primary School, Wisbech, PE13 4NB**

Thank you for helping me to find out about your school. I enjoyed watching lessons and talking to some of you. Your school now enables you to make satisfactory progress and no longer requires 'special measures'. These are some of the best things about your school.

You learn how to keep healthy.

You are kept safe and learn how to take care of yourselves.

Your behaviour is good and you are helpful to others.

There are plenty of clubs that you can join and some of you even run clubs yourselves.

You know the next targets for learning in English, mathematics and science.

The care and support the school provides for you is good.

I have asked your school to look at how they can make things even better. The most important things they need to do are to make sure that:

- your attainment is higher by Year 6 in mathematics and writing
- the teaching enables you to make even more progress in your lessons
- you learn more about your own culture and that of others in Britain today.

You can help with this by continuing to listen as carefully as you can to teachers and always trying your hardest in lessons.

Yours sincerely

Sheelagh Barnes

Lead inspector

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