



Gorefield Primary School

Inspection Report

Unique Reference Number 110634
Local Authority CAMBRIDGESHIRE
Inspection number 288727
Inspection dates 19–20 October 2006
Reporting inspector Roger Brown

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Primary	School address	High Road
School category	Community		Gorefield, Gorefield
Age range of pupils	4–11		Wisbech, Cambridgeshire PE13 4NB
Gender of pupils	Mixed	Telephone number	01945 870321
Number on roll (school)	109	Fax number	01945 870321
Appropriate authority	The governing body	Chair	Mrs Ann Wood
		Headteacher	Mrs Jennifer Spriggs
Date of previous school inspection	2 July 2001		

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Introduction

The inspection was carried out by an Additional Inspector.

Description of the school

This is a small village school serving the local community and the surrounding area. Almost all pupils are from White British backgrounds. The number of pupils who are eligible for free school meals is just above the national average. Pupils enter the school with broadly average attainment. The number of pupils with learning difficulties and disabilities is in line with that normally found in a primary school, and a small number of the pupils have a statement of special educational needs, which is twice the national average. Since April 2006, the school has been led by an acting headteacher.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 2

The quality of education is good and some aspects are outstanding. It provides good value for money. The staff are dedicated, caring and approachable and the pupils thrive in their care. 'Its brilliant here', said one Year 6 pupil, 'and getting better all the time'. The school is central to the community and parents express almost unanimous praise for its work. One parent whose child has recently transferred to the school wrote 'Everyone at Gorefield has welcomed us and my child already feels part of the school community and looks forward to each school day'.

The pupils' personal development is good. The school is successful in developing their self-confidence and independence, whilst at the same time encouraging them to be part of a team. As a result, pupils are happy and thoroughly enjoy school. Their behaviour is excellent. They know how to make good choices about living healthy and leading active lives. All pupils are encouraged to play an important part in shaping the life of the school and make a positive contribution to the local community. They know how to air their views and that in doing so they can bring about change. They are provided with good skills which prepare them well for later life.

Children in the Foundation Stage settle very quickly, get thoroughly involved in their activities and make excellent progress. The excellent teaching and Reception curriculum are very closely planned to meet the children's needs. By the end of their time in school, pupils attain above average standards. This is as a result of the good progress they make in Key Stages 1 and 2. Good assessment and tracking of pupils' progress ensure that all pupils, including those with learning difficulties and those who have special gifts and talents, achieve well. However, pupils' writing does not reach the same high levels attained in reading, mathematics and science. Analysis has shown that it is not just pupils' writing skills that need support, but some pupils find it hard to speak at length and present complex ideas verbally; this does not help their writing.

Teachers are thoughtful and creative in the way they teach, for instance in their inventive use of information and communication technology (ICT). As a result of the good quality teaching, the pupils' learning is good. The good curriculum is enhanced by a wealth of clubs and activities outside lessons that all help to foster the pupils' enjoyment of the school.

Good leadership and management results from successful teamwork between staff and governors and enables the school to have a clear and accurate picture of its development and effectiveness. The highly effective governing body has played a very significant role in sustaining and promoting the school through many changes. The school was highly rated at the time of the last inspection and it has continued to improve well since then, despite substantial staff changes and the introduction of many new initiatives. The acting headteacher is not just sustaining the school's success, but clearly helping to build its achievements even further.

What the school should do to improve further

- Improve pupil's writing skills, paying particular attention to increasing challenge and extending the work of the high attainers.
- Extend pupil's speaking and listening skills.

Achievement and standards

Grade: 2

The children's skills, knowledge and understanding at the end of their Reception year are excellent. Most children achieve beyond the goals for learning expected of this age. By the end of Year 2, teachers' assessments in reading, writing and mathematics show that standards are above average. Pupils' progress continues to be good as they move up through the school. By the time pupils leave at the end of Year 6 standards in the national tests in English, mathematics and science are generally above those found locally and nationally. Writing is less well developed compared with other areas of learning. Although their basic writing skills are sound, too few pupils achieve success at the higher levels. In analysing what it needs to do to develop standards further staff have concluded that they need to extend pupils' speaking and listening skills.

Personal development and well-being

Grade: 2

Pupils really like coming to school and greatly enjoy learning as a result their attendance is good. Pupils' spiritual, moral, social and cultural development is good overall. Their moral and social understanding is outstanding; their behaviour excellent. They actively care for each other and demonstrate an exceptionally strong sense of responsibility by following the school's safety procedures. Pupils' cultural understanding has some weaknesses but is satisfactory overall. The school works hard to extend their experience and understanding of faiths and cultures. Pupils rightly believe that they influence what happens at the school. The school council proudly talks of the changes that have been brought about and their achievements. All pupils understand the importance of adopting a healthy lifestyle; they really enjoy the opportunities for sports and know about healthy eating and try to commit themselves to it.

Quality of provision

Teaching and learning

Grade: 2

Teaching and learning are good. In the Foundation Stage it is outstanding. Activities are planned which meet the children's needs exceptionally well. Teachers have high expectations of the pupils and of themselves. Lessons are well organised, well resourced, imaginatively presented and clearly capture the interest of the pupils. There is a spirit of teamwork in the school and everyone works well together. Teachers and teaching

assistants have excellent relationships with each other and with the pupils. Teachers use an appropriate level of challenge in lessons. They extend the pupils' skills and understanding without inhibiting their learning in almost all respects. However, the emphasis they place on promoting speaking and listening and on writing is less strong. In each class pupils understand the routines and procedures; they move from activity to activity in a sensible and orderly fashion and get on with their work. Assessment procedures are comprehensive and accurate allowing teachers to target specific developments to move the pupils on in their learning whatever their level of ability.

Curriculum and other activities

Grade: 2

The quality of the curriculum is good. An excellent curriculum and high levels of expertise in the Foundation Stage, result in children's exceptional progress. The school makes good provision for teaching the essential literacy, numeracy and ICT skills, giving the pupils a good background and grounding. In addition, the pupils get a rich diet of interesting work and experiences which build their knowledge and understanding effectively. The teachers are developing and improving the curriculum; they are trying out different ways of planning it to ensure all essential elements are covered. One aspect that already works well is the creative and inventive use of ICT across all subjects. The varied and wide ranging level of extra-curricular activities is particularly noteworthy. This includes experience of a good range of sports and languages all of which help to prepare the pupils well for transfer to secondary education.

Care, guidance and support

Grade: 2

Pupils correctly believe that the care, guidance and support they receive is good. They value and respect the relationship they have with the adults in the school. They all know and understand from the marking in their books what they have done well, what they need to improve. However, they are not yet given enough detailed information that will challenge them to attain even higher standards. Pupils are proud to be at the school, they speak enthusiastically about how their work is valued and praised by the staff. Teaching assistants are deployed very effectively and their work gives great support to individual pupil's development. Careful attention is paid to the pupil's welfare. Robust procedures, in line with national requirements, are in place to ensure that pupils are safeguarded. Child protection procedures are well established and rigorously maintained.

Leadership and management

Grade: 2

Leadership and management are good. The school runs smoothly on a day-to-day basis and the strong teamwork apparent throughout the school is exemplified by high quality relationships at all levels. All leaders know the school's strengths and relative weaknesses well, despite some over-cautious judgements about their effectiveness.

The work of governors is excellent. Governors working closely with the staff are very strongly focused on raising standards even higher. They analyse results carefully and in doing so are able to focus accurately on what they need to do to continue to improve. The success of the governing body in sustaining, supporting and developing the school over a period of substantial changes is a key feature in the long-term success of this school. The school's budget is managed carefully and, although there is currently a substantially higher than recommended carry forward, this is already earmarked for planned refurbishment of the school's heating.

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Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2
How well does the school work in partnership with others to promote learners' well-being?	2
The quality and standards in the Foundation Stage	1
The effectiveness of the school's self-evaluation	2
The capacity to make any necessary improvements	2
Effective steps have been taken to promote improvement since the last inspection	Yes

Achievement and standards

How well do learners achieve?	2
The standards ¹ reached by learners	2
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and disabilities make progress	2

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2
The extent of learners' spiritual, moral, social and cultural development	2
The behaviour of learners	1
The attendance of learners	2
How well learners enjoy their education	1
The extent to which learners adopt safe practices	1
The extent to which learners adopt healthy lifestyles	2
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	2
How well are learners cared for, guided and supported?	2

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively performance is monitored, evaluated and improved to meet challenging targets	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	1
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Text from letter to pupils explaining the findings of the inspection

21 October 2006

Dear Children

Gorefield Primary School, High Road, Gorefield, Wisbech, Cambridgeshire. PE13 4NB

Thank you for your warm welcome when I visited your school. It was a real pleasure to be with you. I enjoyed watching your classes, and I really enjoyed talking to you about your work.

What I liked most about your school was:

- the great start you get in the Foundation Stage
- the fact that you enjoy your school extremely well, you learn well, and think learning is fun
- how excellently you behave and how well you care for each other
- the way your teachers listen to you and when you come up with a good idea, such as 'no name calling week' they help you put it into action; and
- the outstanding way your governors are involved in the school, help to make it part of the community and really find many ways to help you.

However I would like your teachers to:

- work on improving your writing; and
- help you to develop your speaking and listening skills.

Many of your parents wrote to me saying that they think that you go to a good school, and I agree with them. I thoroughly enjoyed the time I spent with you in school.

Best wishes for the future.

Roger Brown

Lead inspector