

Garrick Green Infant School

Inspection report

Unique Reference Number	121001
Local Authority	Norfolk
Inspection number	363930
Inspection dates	13–14 June 2011
Reporting inspector	Colin Henderson

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

Type of school	Infant
School category	Community
Age range of pupils	4–7
Gender of pupils	Mixed
Number of pupils on the school roll	135
Appropriate authority	The governing body
Chair	Deborah Robertson
Headteacher	Rebecca Dewing
Date of previous school inspection	28 November 2007
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Introduction

This inspection was carried out by two additional inspectors. The inspectors observed nine lessons involving six teachers and 12 teaching assistants. Meetings were held with governors, staff, groups of pupils and parents and carers. The inspectors observed the school's work, and looked at a wide range of documentation, including the school improvement and development plan, self-evaluation form, tracking data, minutes of meetings of the governing body and local authority reports. They also analysed 38 questionnaires from parents and carers and nine from staff.

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

- Inspectors explored how successful staff are in improving boys' writing skills to match those of girls.
- They looked at how well the staff and governors focus on raising attainment.
- They explored how well the school's ethos and vision encourage pupils' personal development and well-being and promote a desire to learn.
- They investigated how the school has improved the provision for learning outdoors in the Early Years Foundation Stage.

Information about the school

This school is smaller than average. Most pupils come from the local area with some coming from outside of the immediate locality. A below average number of pupils are known to be eligible for free school meals. The proportions of pupils from minority ethnic backgrounds and those who speak English as an additional language are well below the national average. An average proportion of pupils have special educational needs and/or disabilities and the proportion with a statement of special educational needs is above average. The school has achieved Healthy Schools status and has been awarded the Activemark, the foundation level of the International Schools Award and the Science Enthuse Award.

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?**2****The school's capacity for sustained improvement****2**

Main findings

Garrick Green continues to provide a good education for its pupils, which is valued highly by pupils and their parents and carers. It is a friendly, harmonious school community where pupils enjoy their learning. They respond enthusiastically in a safe environment in which they benefit from outstanding care, guidance and support. The high priority given to pupils' safety is highlighted in many activities throughout the school day. For example, in a lesson on space travel the teacher illustrated how a helmet is a crucial safety feature for children as well as astronauts! Many parents and carers commented very positively about the school; for example, 'I believe that going to Garrick Green has given my children the best possible start to their school life.' The outstanding, influential leadership of the headteacher continues to be a key factor in the school's success. She has established a very strong and cohesive staff team and a climate of mutual respect in which everyone's views on how to improve the school are encouraged and valued. There is a strong sense of belonging to a vibrant school community with a clear vision shared by all, reflected within the words of the school's song and its motto - 'learn to be happy and be happy to learn'.

Most children join the Reception Year classes with skills and abilities that are broadly similar to those expected for their age. Children benefit from good teaching, excellent individual support and a well-organised programme of activities. They make good progress in all areas of learning. Staff plan carefully to make effective use of resources, although opportunities for children to move freely between class-based and outdoor activities are limited by difficulties in accessing some outdoor resources. Pupils continue to make good progress across the school because teaching is consistently good. Teachers provide a good range of interesting learning activities, and the close partnership between teachers and teaching assistants is a key feature of the school's success. The progress of every pupil is closely tracked, and they benefit from excellent support and guidance in lessons that help them to achieve well. Pupils clearly enjoy their learning, as reflected by their good attendance. Their excellent behaviour both in lessons and around the school ensures that they enjoy school life and focus diligently and willingly on their work.

Pupils' achievement is good. They attain standards that are consistently above the national average by the time they leave at the end of Year 2. All pupils achieve well, although standards in boys' writing are not as high as those attained by girls. The school is introducing new resources and topics to encourage boys' involvement and extend their skills, although these are not yet embedded fully. The effective teamwork between teachers and teaching assistants is particularly successful in supporting pupils with special educational needs and/or disabilities. Staff know each individual and have a good understanding of their particular needs. They provide effective guidance to help them to make good progress and attain well compared to similar pupils nationally. Pupils talk excitedly about the good range of curriculum topics and interesting visits, such as a recent

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visit to the Science Museum. Their enjoyment and interest are evident in the high quality of work displayed in classrooms and around the school.

The headteacher and her staff have developed good, systematic procedures to help them gain a clear understanding of what they do well and what they need to improve. They work very successfully together to share ideas and practices that focus strongly on raising pupils' attainment. They make good use of assessments to check pupils' progress and identify those not on track to attain their end-of-year targets. All staff contribute to the effective use of support and intervention groups that help raise standards, for example, increasing the number of pupils attaining Level 3 in reading. The roles and contributions of governors have improved since the last inspection, although changes in personnel and organisational structure have limited their effectiveness in checking rigorously how well the school is doing and targeting areas for improvement. The school has a good partnership with parents and carers and strong links with other local schools and support agencies. These add to the very effective team approach and contribute well to enhancing pupils' learning. The school has good capacity to continue to provide a high-quality education and improve standards further.

What does the school need to do to improve further?

- Reduce the gap between boys' and girls' achievement in writing by extending and embedding recent initiatives to encourage boys' involvement in varied writing activities.
- Improve the contributions of governors to check on how well the school is doing and to target improvement rigorously.
- Further develop the outdoor area in the Early Years Foundation Stage so that resources can be accessed freely by Reception Year children to extend fully their skills and knowledge.

Outcomes for individuals and groups of pupils

2

Pupils make good progress in lessons because of good teaching, their excellent behaviour, the high-quality support and guidance and the interesting range of activities that are planned carefully to meet their learning needs. For example, pupils in Year 1 talked excitedly with their teacher and with each other about life on other planets after watching a video and listening to a visiting author. Reception children make good progress and most move into Year 1 with skills and knowledge that match those expected nationally. A significant number attain above expected levels. Attainment in Year 2 is consistently above average in reading, writing and mathematics, although boys' attainment in writing is below that of girls. Pupils' achievement in science is good and has benefited from a recent evaluation and improvement on how it is taught. More able pupils are challenged well to attain above average standards, and opportunities for gifted and talented pupils to extend their skills are enhanced well through links with the local junior school.

Many parents commented how their children really enjoy coming to school. Relationships are excellent and pupils in Year 2 take great care in ensuring that younger ones are happy, for example, acting as 'red bibbers' at break and lunch-times. Pupils commented on how they feel safe and are fully aware of their responsibility to behave sensibly and respect others. They adopt and enjoy healthy lifestyles, for example, through their

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participation in Sports Week and Walk to School Week. They contribute their ideas to improving the school through the school discussion group, and good links with the local community encourage them to contribute their views, for example, through the Norfolk Footprint Survey. Pupils' understanding of the world is enhanced by activities such as selling produce from the school garden to parents. Pupils' spiritual, moral, social and cultural development is good, especially for social and moral aspects. Their knowledge and understanding of other cultures are enhanced well through curriculum topics such as Kenya and through visitors, such as dancers and musicians.

These are the grades for pupils' outcomes

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

¹ 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?

Teaching is consistently good. It has some outstanding features. Relationships are excellent throughout the school. Pupils clearly enjoy their learning and work hard to achieve the learning objectives and please their teachers. Teachers use assessments effectively to match activities to pupils' different learning needs and help them improve their work by identifying specific improvement targets, especially for writing. Teachers make good use of resources to stimulate an excitement of learning, for example, imaginative programs on the interactive whiteboard to extend mental mathematical skills. Teachers make good use of talking partners to encourage pupils to share their ideas. They do not always make it clear to pupils what they expect them to achieve within the lesson. As a result, some pupils do not always achieve as well as they could.

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The curriculum provides a detailed skills-based topic programme that is used well to support and extend specific literacy and numeracy sessions and provide opportunities to extend key skills, especially in writing. Topics are planned well and the school is extending the range to include some that are aimed at encouraging boys to extend their writing skills. The curriculum is enhanced by good use of themed weeks and a broad range of clubs, visits, for example, to London, and visitors such as authors and musicians.

The outstanding care and support are key factors in helping pupils enjoy school and encouraging them to try hard. Teachers and support staff know each individual pupil well and interventions begin early to build confidence. Pupils benefit from consistently good support in classroom activities and effective induction processes when they join the school and when they transfer to the junior school. Pupils whose circumstances may make them vulnerable benefit particularly from close individual attention and the school's good links with external agencies and through developing a good partnership with parents and carers, for example, through the work of the family support adviser.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	1

How effective are leadership and management?

The excellent leadership of the headteacher provides a strong and persistent drive to improve the school. There is a mutual sense of pride and a shared view between all the staff of working together to improve the school. A systematic approach to self-review and targeting improvement is being put into place with increasing effectiveness, for example, when evaluating and improving the teaching of science. A willingness to identify weaknesses and share responsibility for improving them is improving the school's effectiveness and maintaining good standards. The headteacher's contribution to the school and her availability to parents, carers and pupils are valued greatly, as reflected in comments such as 'an amazing headteacher!' Members of the governing body are increasingly proactive in working with and supporting the staff, although the rigour of their evaluation processes is not firmly established because of changes in membership and setting up of a revised committee structure.

The school is successful in promoting equal opportunities and tackling any discrimination. Staff check attainment data carefully to ensure all pupils are progressing as well as they could. As a result, the proportion of more-able pupils attaining above-average standards in reading has increased. Safeguarding procedures are good and meet current requirements. The headteacher and nominated governor are proactive in ensuring that the school remains safe and secure. Staff are suitably trained in child protection and there are good systems for recording any concerns. The school is successful in promoting cohesion within

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the school and local communities, for example, looking at aspects of Polish culture and lifestyle to help a new pupil settle quickly into the school. Pupils' knowledge of other communities in the United Kingdom and globally is enhanced well by their involvement in themes such as 'Kenya' and a visit to a contrasting community on the North Norfolk coast.

These are the grades for leadership and management

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

Early Years Foundation Stage

Children make good progress as a result of: good teaching; a well-organised learning programme with a good balance between child-initiated and adult-directed activities; excellent individual support and guidance; and the effective use of ongoing assessments to track children's learning carefully. Children settle quickly and happily mainly because of the welcoming atmosphere and the good partnership with parents and carers which they value highly. One parent commented, 'A great start to my daughter's school life'. Staff work effectively as a team, organising an interesting range of learning opportunities in the classrooms and outdoors. For example, children very enthusiastically used a selection of cardboard boxes to create their own spaceship and were really excited when an 'astronaut' brought them a letter from space. However, the lack of a covered area, and difficulties for children accessing freely some of the outdoor resources, sometimes restrict the range of opportunities to develop and extend skills.

The leadership and management are good. Staff maintain detailed learning journey booklets to record the progress and achievements of each child. They use these ongoing assessment records successfully to plan further activities that will continue children's enjoyment and extend their learning. Staff work very well together as a team to enable each child to be supported and to make good progress. They make good use of existing resources and provision, although free-flow between the various areas of activity that

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encourage children's independence and also their social skills is restricted by difficulties in accessing some of outdoor resources.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
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 Stage	2

Views of parents and carers

Most parents and carers who responded to the questionnaire were very positive about the school. They particularly value the caring, nurturing environment and the willingness and availability of the headteacher and her staff to discuss any concerns they may have. One parent commented, 'The teaching staff are always available before or after school and communication is good in person, by email or by letter.' A small number of parents are concerned that the school does not keep them informed about their children's progress. Inspectors judged that the school has a good partnership with parents and carers and is eager to listen to and act upon parental concerns.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Garrick Green Infant School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school. The inspection team received 38 completed questionnaires by the end of the on-site inspection. In total, there are 135 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	29	76	9	24	0	0	0	0
The school keeps my child safe	34	89	3	8	1	3	0	0
My school informs me about my child's progress	23	61	10	26	4	11	1	3
My child is making enough progress at this school	24	63	10	26	1	3	2	5
The teaching is good at this school	29	76	8	21	0	0	1	3
The school helps me to support my child's learning	25	66	9	24	1	3	2	5
The school helps my child to have a healthy lifestyle	26	68	10	26	1	3	1	3
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	24	63	12	32	0	0	1	3
The school meets my child's particular needs	26	68	9	24	2	5	1	3
The school deals effectively with unacceptable behaviour	23	61	14	37	0	0	1	3
The school takes account of my suggestions and concerns	24	63	12	32	0	0	1	3
The school is led and managed effectively	29	76	8	21	0	0	1	3
Overall, I am happy with my child's experience at this school	29	76	7	18	1	3	1	3

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

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

	Overall effectiveness judgement (percentage of schools)			
Type of school	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	46	48	6	0
Primary schools	6	47	40	7
Secondary schools	12	39	38	11
Sixth forms	13	42	41	3
Special schools	28	49	19	4
Pupil referral units	14	45	31	10
All schools	10	46	37	7

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 2010 to 31 December 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 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"> ■ The school's capacity for sustained improvement. ■ Outcomes for individuals and groups of pupils. ■ The quality of teaching. ■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships. ■ The effectiveness of care, guidance and support.
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.



15 June 2011

Dear Children

Inspection of Garrick Green Infant School, Norwich, NR6 7AL

I would like to thank you for making us feel so welcome when we visited your school recently. After spending two days in your school, talking with you about what you do in school, looking at your work, watching you learn and talking to your teachers, we have judged that your school is good.

You clearly enjoy school and value the care and help you receive. We were pleased to see how well you get on together. Your behaviour is excellent and this means that teachers can get on with the job of helping you learn. Those of you in the Reception classes are making good progress and enjoying a good range of interesting activities. We have asked the headteacher and her staff to improve the outdoor area and its resources so that they can be used more regularly to improve your skills and knowledge.

You told us that you learn a lot in school and enjoy your interesting range of learning activities, particularly the trips and different clubs. You are making good progress in your lessons. Many of you were keen to tell us about your topics and themes, such as your current work on Space. Many boys were particularly interested in this topic. We have asked your teachers to provide you with more topics that will interest you all, but especially the boys, to develop your writing skills.

The headteacher and her staff are supported well by the school governors. They work well together as a team to try to improve your school. Several governors are new to their role. We would like them to check very carefully on how the school is doing and how they can make it even better.

Thank you again for helping us to find out about your school and we hope that all of you will continue to be happy and to work hard.

Yours sincerely

Colin Henderson

Lead inspector

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