

# Inspection of Garboldisham Church Primary School

Church Road, Garboldisham, Diss, Norfolk IP22 2SE

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Inspection dates: 12–13 November 2019

## **Overall effectiveness**

**Inadequate**

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The quality of education

**Inadequate**

Behaviour and attitudes

**Good**

Personal development

**Requires improvement**

Leadership and management

**Inadequate**

Early years provision

**Inadequate**

Overall effectiveness at previous  
inspection

Outstanding

## **What is it like to attend this school?**

Although pupils like coming to Garboldisham School, they are receiving a poor quality of education. This is because curriculum plans have little structure and coherence. This weakness is very apparent also in the early years. Children and pupils do not learn as well or as much as they should.

Despite this, pupils enjoy what they do learn. They like learning about the Anglo-Saxons in history and about sound in science. They take part in sporting activities and competitions. Pupils in Year 6 are looking forward to their residential trip.

There are strengths in the school's work. Pupils' behaviour is good. Older pupil 'buddies' take care of younger ones at playtimes. At lunchtimes, pupils learn to share by helping themselves and others to food as it is passed around the table. Pupils said that bullying is rare. They know they can tell an adult if they are upset or worried about anything.

Teachers and teaching assistants work together to provide an effective level of pastoral care for each pupil. Pupils say that staff are 'strict but kind and help you out'. Staff know each pupil well in this small school.

Leaders make sure that the school's strong ethos is part of each child's experience. Pupils enjoy learning hymns. They listen to a variety of stories about world religions. Pupils know to treat others as they would like to be treated themselves. However, the curriculum is not giving pupils enough understanding about the wider world, and the different cultures within it.

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

Leaders and governors have not acted swiftly to address weaknesses in the curriculum. They have not recognised the shortcomings of the school and are too reliant on external support to identify what needs to improve. Local authority support has not enabled leaders to take effective action because leaders and governors lack the capacity to improve the school. The headteacher has many additional responsibilities; these responsibilities are not well shared with other leaders. Other leaders' work is not increasing the headteacher's capacity to address urgent weaknesses.

Leaders and governors do not have a clear vision about what they want pupils to learn and why. There is not an ambitious and relevant curriculum in place. While staff teach the full range of national curriculum subjects, the content of what to teach is left for individual teachers to decide. However, teachers do not identify the key knowledge for pupils to learn in each subject. This means that pupils' access to the curriculum is too often haphazard and is not well planned or thought out.

Teachers do not give pupils opportunities to revisit important concepts and make

links to previous learning. For example, in history, pupils learn facts about the Romans and the Anglo-Saxons, but they are not taught essential vocabulary or terms such as 'invasion'. This weakens the quality of what pupils can write.

Pupils enjoy the stories teachers read to them. Pupils say they like reading. However, staff lack knowledge about how to teach early reading. The books provided for pupils who struggle with reading are sometimes too hard. Those pupils who fall behind in reading are not helped to catch up quickly.

Leaders' chosen mathematics programme does not meet pupils' different needs throughout the school. Leaders have not made sure that all staff understand what they should be teaching, when and how. Consequently, mathematics activities do not always help pupils learn successfully. Leaders' work to improve the teaching of arithmetic for older pupils is not being developed lower down the school. Leaders are beginning to address this.

Leaders have not identified and planned for pupils with special educational needs and/or disabilities (SEND). They have not checked that teachers give the right support to these pupils so that they make good progress.

The early years curriculum shares the same lack of coherence seen across the rest of the school. Staff in early years do not use what they record about children's achievements to plan what children need to learn next. However, children's behaviour is good. Children settle well into the school in their mixed Reception/Year 1 class. They enjoy playing with others and do so well.

Teachers help pupils to learn right from wrong through assemblies and religious education lessons. Pupils have opportunities to develop responsibility, for example through the school council. However, leaders have not made sure that the curriculum is sufficiently planned so that pupils learn about different cultures and people.

Pupils enjoy coming to school and want to do well. Most pupils behave well in lessons and around the school. They are friendly and respectful. Occasionally, when teaching is not matched to their needs, some pupils lose interest in their learning.

Parents and carers are supportive of the school. They particularly welcome the care provided for pupils. They like the warm family atmosphere of the school where every pupil is known.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders and staff take safeguarding pupils very seriously. Leaders have acted upon the advice from the local authority to improve the security of the school site. Leaders make sure that concerns about pupils are recorded in line with best practice. Leaders act on any concerns and work with other agencies to make sure

pupils are not at risk. Leaders make sure staff are well trained and know how to keep children safe. Staff teach pupils how to keep safe online. They teach pupils about personal safety, for example road safety and safe relationships, through personal, social, health and economic (PSHE) lessons. Pupils say they feel safe at school.

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

### **(Information for the school and appropriate authority)**

- Leaders need to identify the content of the curriculum for each subject and plan how this will be implemented. They need to sequence teaching plans so that pupils build on their learning and make links with prior learning. Leaders need to ensure that where published programmes are used, such as in mathematics, the content is sequenced effectively and adapted to pupils' needs.
- Leaders need to provide training for all staff so that they understand what they teach and how learning links to previous and future learning. Teachers need to ensure that the activities they provide will help pupils learn the intended curriculum content. Leaders need to ensure that all pupils benefit from expert teaching in reading.
- Curriculum leaders need to be knowledgeable about the subjects they lead. They need to be given opportunities to check the quality of teaching and learning in their subjects.
- Leaders need to identify the specific needs of pupils with SEND and plan for these appropriately. Leaders need to check thoroughly that provision matches pupils' needs and is helping these pupils make good progress in their learning.
- Governors need to hold leaders to account for the quality of education provided and ensure that leaders have the necessary capacity to address weaknesses in the school's provision. Governors need to increase their understanding about their statutory responsibilities.
- Leaders need to improve pupils' personal development. They need to plan how they will teach pupils about the wider world and help pupils learn about other cultures and people, so they are well prepared for life in modern Britain.
- Leaders need to ensure that the curriculum in early years is carefully planned so that it is matched to children's needs. Teachers need to use their assessments of children's learning to inform their future planning.

## **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 Ofsted Parent View information 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.

If you're not happy with the inspection or the report, you can [complain to Ofsted](#).

## **Further information**

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

## School details

<b>Unique reference number</b>	121038
<b>Local authority</b>	Norfolk
<b>Inspection number</b>	10121492
<b>Type of school</b>	Primary
<b>School category</b>	Voluntary controlled
<b>Age range of pupils</b>	5 to 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 of governing body</b>	Mary Feakes
<b>Headteacher</b>	Suzanne Halliwell
<b>Website</b>	<a href="http://www.garboldishamchurchprimaryschool.co.uk">www.garboldishamchurchprimaryschool.co.uk</a>
<b>Date of previous inspection</b>	6–7 October 2011

## Information about this school

- The school has four classes; three of these have mixed year groups. Three quarters of pupils attending the school come from outside of the school's catchment area.
- The school has received a warning notice from the local authority following a series of reviews over the past year.
- The school was previously inspected in 2011 and judged outstanding. It was therefore exempt from routine inspection.

## Information about this inspection

We carried out this inspection under section 8 of the Education Act 2005. We deemed the inspection a section 5 inspection under the same Act.

In accordance with section 44(1) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that this school requires special measures because it is failing to give its pupils an acceptable standard of education and the persons responsible for leading, managing or governing the school are not demonstrating the capacity to secure the necessary improvement in the school.

- We met with senior leaders and three members of the governing body. We spoke with teachers and teaching assistants. We met with a group of pupils from key stage 2 and read with a small number of pupils from key stage 1. We also spoke with pupils on the playground at lunchtime.
- We spoke with a representative from the local authority and the diocese about their work with the school.
- We scrutinised pupil records and files relating to safeguarding. We also looked at staff recruitment and staff training records.
- We considered in detail the school's work in reading, mathematics, art and history. We met with curriculum leaders. We visited lessons and spoke with teachers and pupils from the lessons seen. We also looked at a range of pupils' work.
- We spoke with parents at the start of the school day. We considered the 35 responses made by parents to Parent View, Ofsted's online questionnaire, and parents' responses to the school's recent early years survey.

### **Inspection team**

Maria Curry, lead inspector

Her Majesty's Inspector

Heather Hann

Ofsted Inspector

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Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

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Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
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