

Inspection of Garlinge Primary School and Nursery

Westfield Road, Margate, Kent CT9 5PA

Inspection dates: 28 and 29 November 2023

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Outstanding
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Good

What is it like to attend this school?

Pupils behave and concentrate very well in this warm and inclusive school. They consider the views of others and share their own confidently. Pupils have a clear understanding of diversity in their own school and the wider community. They work hard to embody the school's values of perseverance, aspiration, respect and teamwork. Pupils feel safe and happy and show consideration and courtesy to all.

Pupils are keen to learn. They participate purposefully in lessons and listen attentively to teachers. Pupils excitedly discuss the books that they have studied and the high-quality work that they produce. Pupils, including those with special educational needs and/or disabilities (SEND), work hard to meet teachers' high expectations and achieve well.

Pupils learn how to keep themselves physically and mentally healthy. They can identify the features of a healthy meal and relish getting involved in a range of sporting activities every day. Pupils enthusiastically represent the school in sports such as dodgeball, football and cross-country. Staff make adaptations to ensure that all pupils can participate in sport. For example, the school designed an accessible cross-country course for pupils with physical disabilities that enabled all pupils to compete alongside each other.

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

The school has designed an ambitious and broad curriculum that meets the needs of all pupils. The curriculum starts in Nursery and builds carefully on what pupils learn. Children in Nursery enjoy a rich range of stories and activities and learn how to play cooperatively in preparation for Reception Year. The school has carefully considered and sequenced what pupils should learn. They build a deep range of knowledge and skills over time. For example, in history, pupils study a range of historical periods in chronological order and strengthen their knowledge of how civilisations change through time.

The school carefully identifies the needs of pupils with SEND and makes careful adaptations to meet these needs. This starts in Reception, where pupils receive individualised support to prepare them for learning phonics. Pupils with SEND attend lessons alongside their peers and are fully involved in all aspects of school life.

Staff support pupils skilfully, and this helps them build resilience and independence. Teachers check pupils' knowledge effectively and explain clearly what pupils need to learn in the majority of subjects. For example, teachers in mathematics show pupils how to use the bar model to solve problems involving fractions. This supports pupils to make clear connections between prior learning and the new topics they are studying. However, occasionally, teachers select activities that do not help pupils to make connections to what they have already learned. This means that pupils do not always deepen their essential knowledge.

The school has responded quickly to the low published outcomes in phonics in 2023. Leaders have introduced a new phonics programme and have embedded this quickly through high-quality training. Staff are knowledgeable and teach phonics well. They also plan well-considered support for those pupils who require additional help to become fluent readers. Teachers use a variety of methods to check what pupils learn and remember. Staff use this information to plan additional learning or to make adaptations for pupils with SEND. They communicate confidently with pupils and check their understanding systematically.

Pupils have positive attitudes to learning. They are keen to achieve the range of rewards available from staff for excellent conduct. Pupils are courteous and move around the school sensibly. At social times, they take part in a wide range of activities, where they behave very well. Staff successfully support pupils who struggle to behave sensibly.

The school has prioritised personal development. Pupils learn about concepts such as democracy, the rule of law and how to keep themselves safe online. They regularly recap their learning in these areas and their understanding becomes increasingly sophisticated. Pupils participate in rich debates about complex moral issues. They discuss their opinions maturely and develop an extensive knowledge of different cultures. For example, they work with local artists or participate in events celebrating local culture and history. Pupils learn how to be independent through a vast range of leadership roles and class responsibilities.

Parents are positive about the school. They know that the school carefully supports pupils and treats them all as individuals. The school carefully considers staff's workload and well-being when introducing new policies. Governors are knowledgeable and hold leaders to account well.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some subjects, teachers' subject knowledge is not strong enough. As a result, teachers' planned activities do not support pupils in remembering their learning as well as they could. Leaders should ensure that staff improve their subject knowledge in these subjects and plan activities that enable pupils to learn and remember more.

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 information from Ofsted Parent View 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.

Further information

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

In the report, 'disadvantaged pupils' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	135212
Local authority	Kent
Inspection number	10287991
Type of school	Primary
School category	Foundation
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	769
Appropriate authority	The governing body
Chair of governing body	William Herbert and Martina Graham (co-chairs)
Headteacher	James Williams (executive headteacher) Anna Northrop (head of school) Stephen Cope (head of school)
Website	www.garlingeprimary.co.uk
Date of previous inspection	15 March 2018, under section 8 of the Education Act 2005

Information about this school

- The school is part of a federation with Parkside Community Foundation Primary School, Canterbury.
- Pupils from The Foreland Fields School, Ramsgate are educated on the school site. Teachers from Forelands Fields are responsible for the education of these pupils.
- The school manages a specially resourced provision for pupils with physical disabilities. There are eight pupils who are taught in mainstream classes.
- The school manages a specially resourced provision for pupils with autism spectrum disorder. There are 11 pupils who are taught in mainstream classes and within the provision.
- The school does not currently use any alternative provision.
- The school provides breakfast and after-school clubs for pupils.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- Inspections are a point-in-time judgement about the quality of the school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. The lead inspector discussed the impact of the pandemic with the school and has taken that into account in their evaluation of the school.
- The inspection team met with the executive headteacher and heads of school, as well as with other leaders and staff. The lead inspector also met with a representative of the local authority.
- The inspection team carried out deep dives in the following subjects: reading, mathematics, science, history, music and art. For each deep dive, the inspector held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- To evaluate the effectiveness of safeguarding, the inspector: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.

Inspection team

Gavin Thomas, lead inspector	His Majesty's Inspector
Catherine Hylands	Ofsted Inspector
Louise Lythgoe	Ofsted Inspector
Joyce Lydford	Ofsted Inspector

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at <http://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2023