Inspection of a school judged good for overall effectiveness before September 2024: Garvestone Community Primary School

Dereham Road, Garvestone, Norwich, Norfolk NR9 4AD

Inspection date: 7 May 2025

Outcome

Garvestone Community Primary School has taken effective action to maintain the standards identified at the previous inspection.

The headteacher of this school is Michelle Farnan. This school is part of the Unity Education Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer (CEO), Glyn Hambling, and overseen by a board of trustees, chaired by John Baumber.

What is it like to attend this school?

Pupils delight in coming to school. A mix of smiling faces, friendly chatter and kind words are abundant as pupils arrive each day. Pupils young and old mix and play together with ease, with the oldest pupils keeping an eye out for any younger pupils who may need a friendly face or reassuring words to help them along.

Staff expect pupils to work hard and behave well, which they do. As a result, pupils achieve well because they rise to these high expectations. This is especially the case for pupils with special educational needs and/or disabilities (SEND).

Warm and respectful relationships sit firmly at the centre of the school. Consequently, the school is a positive environment for pupils to learn. They behave extremely well.

Older pupils take great pride in the responsibility they hold. Whether as part of the gardening committee, where pupils are designing and building the sensory garden, or the events committee, where pupils recently organised the school disco, they carry out their roles diligently. Opportunities such as these help pupils to play an active role in the school community. Pupils leave the school at the end of Year 6 as well-rounded young people ready to face their next stages in education and life.

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

Pupils learn a well-considered curriculum. This has been carefully crafted to ensure pupils learn well in the school's mixed-age classes. Teachers' strong subject knowledge enables pupils to build new knowledge on what they already know. This means pupils learn the curriculum in a sensible order, helping them to develop a growing depth of knowledge across the curriculum. For example, older pupils can draw on a range of methods to successfully solve mathematical problems because they have learned and practised these strategies in their younger years. Similarly, most pupils are adept at writing for different audiences and purposes because they remember, and draw on, their previous learning.

Staff have an accurate view of the needs of pupils with SEND. This means these pupils receive well-tailored support to help them achieve well academically and to develop their social and emotional needs. Teachers make careful adaptations to the curriculum for pupils with SEND, making sure they learn the important knowledge they need.

The youngest children learn to read well because of staff's skilful delivery of the school's phonics programme. Pupils become fluent and confident readers in their first few years in school. The school gives well-tailored support to those who need a little more support to help them to learn to read. Pupils make the progress they need to. A small number of pupils, though, are not provided with sufficient opportunity to apply and practise what they learn in phonics to their writing. This means they do not use what they know to help them spell words with increasing accuracy.

The historic lower attendance of too many pupils is no more. Pupils now attend very well. They miss very little school because they and their parents and carers know the importance of good attendance. If a pupil's attendance starts to slip, staff act quickly to find out why. They provide effective help to get things back on track. The school's supportive work with parents has significantly improved pupils' attendance.

Children in the Reception Year are guided to develop independence well. Staff know the needs of individuals and provide the right support for children's emotional needs. This results in children making friends quickly and being happy in their environment. Consequently, children in the Reception Year are well prepared as they start their journey through school.

Classrooms are vibrant, happy places. While pupils have much fun and laughter with their friends, they know that when play stops and work starts, they are expected to concentrate and try their best. This is exactly what they do. Pupils have very positive attitudes to their learning.

The carefully considered personal development programme helps pupils develop their understanding beyond the academic curriculum. Pupils have an age-appropriate understanding of healthy relationships. They learn about, and celebrate, the differences between themselves and others. Pupils have an age-appropriate understanding of the

risks they may face in the wider world. Older pupils know how to stay safe when online, including, for example, how to avoid scams.

The school and trustees work harmoniously to continue to improve the school for pupils. Staff are wholeheartedly proud to work in school. The school is highly considerate of staff workload and manages this well, taking into account the number of different roles individual staff members hold.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Teaching does not consistently provide the opportunity for a small number of pupils to apply in their writing what they learn in phonics. This means that these pupils do not have regular and relevant opportunities to apply or consolidate their new knowledge. The school should ensure teaching provides further opportunity for these pupils to practise their new learning.

Background

Until September 2024, on a graded (section 5) inspection we gave schools an overall effectiveness grade, in addition to the key and provision judgements. Overall effectiveness grades given before September 2024 will continue to be visible on school inspection reports and on Ofsted's website. From September 2024, graded inspections will not include an overall effectiveness grade. This school was, before September 2024, judged good for its overall effectiveness.

We have now inspected the school to determine whether it has taken effective action to maintain the standards identified at that previous inspection. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school's work has improved significantly or that it may not be as strong as it was at the last inspection, then the next inspection will be a graded inspection. A graded inspection is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the second ungraded inspection since we judged the predecessor school, Garvestone Community Primary School, to be good for overall effectiveness in July 2013.

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	144315
Local authority	Norfolk
Inspection number	10378572
Type of school	Primary
School category	Academy converter
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	59
Appropriate authority	Board of trustees
Chair of trust	John Baumber
CEO of the trust	Glyn Hambling
Headteacher	Michelle Farnan
Website	www.garvestone.norfolk.sch.uk
Date of previous inspection	15 January 2020, under section 8 of the Education Act 2005

Information about this school

- The school is part of the Unity Education Trust.
- The school does not currently make use of any alternative provision.

Information about this inspection

- Inspections are a point-in-time evaluation about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors held meetings with the headteacher, a range of school staff, the chair of the trust board, the CEO, and other trust leaders.
- Inspectors visited a sample of lessons, spoke to some pupils about their learning and looked at samples of pupils' work.

- To evaluate the effectiveness of safeguarding, inspectors: 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.
- Inspectors reviewed a range of documents, including, attendance records, pupil records, records of trust board meetings, school development plans and school self-evaluation documents.
- Inspectors considered the responses to the online survey for parents, Ofsted Parent View, including the free-text responses, and Ofsted's online staff survey.

Inspection team

Nathan Lowe, lead inspector	His Majesty's Inspector
Stephanie Wilcox	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 looked-after children, 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 2025