



Garvestone Community Primary School

Inspection Report

Unique Reference Number 120810
LEA NORFOLK LEA
Inspection number 280895
Inspection dates 15 June 2006 to 15 June 2006
Reporting inspector Mrs. Sandra Tweddell AI

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

Type of school	Primary	School address	Dereham Road
School category	Community		NR9 4AD
Age range of pupils	4 to 11		
Gender of pupils	Mixed	Telephone number	01362 850315
Number on roll	47	Fax number	01362 850315
Appropriate authority	The governing body	Chair of governors	Mrs.Sarah Hill
Date of previous inspection	22 May 2000	Headteacher	Mrs. Michelle Farnan

Age group 4 to 11	Inspection dates 15 June 2006 - 15 June 2006	Inspection number 280895
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Introduction

The inspection was carried out by an Additional Inspector.

Description of the school

Garvestone Primary is a very small school. Pupils come from a wide area and range of backgrounds and all are of White British background. The proportion of pupils with learning difficulties or disabilities is higher than in most schools as is the proportion entitled to free school meals. Attainment on entry is broadly average

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

Garvestone is a good school that gives good value for money. The majority of parents rate the school very highly. The school is at the heart of its community and pupils are closely involved with community life. It has recently been through an unsettled period but has settled well under a new headteacher. Pupils achieve well. They make good progress in relation to their starting points and standards are above average overall and well above average in reading. Standards at the end of Year 6 last year were lower than previously because half the pupils had learning difficulties or disabilities. The headteacher identified that standards in writing were not high enough and that some pupils were falling behind in mathematics. Her clear understanding of what needed to be done and swift action has ensured that standards in these two subjects have improved. The action includes professional development, effective deployment of staff, creative grouping of pupils and new approaches to teaching writing. More able pupils achieve satisfactorily but sometimes they mark time. The school knows that more needs to be done to tackle this. Pupils with learning difficulties or disabilities generally do well as staff understand their needs and give good support. There is little difference in the achievement of boys and girls as teaching engenders an enthusiasm for learning. All pupils are therefore well prepared to achieve economic well-being. The quality of provision in the Foundation Stage is good. Children make good progress, particularly in their personal development. Adults are used strategically to enable the small number of children to access an appropriate curriculum. They have a good awareness of the needs of young children and lessons are exciting. Pupils' personal development is good and their behaviour, relationships and attitudes to learning are excellent. Pupils show respect for one another, for adults and for themselves. They have many opportunities to appreciate the world beyond the material, such as the wonder of bread rising and the calm effect of the sculptures created by the pupils for an art exhibition, now placed in the school grounds. Pupils are taught effectively about how to stay safe and healthy and the school is well on its way to achieving the Healthy Schools' Award. Teaching and learning are good. A significant strength is that all teachers expect pupils to work independently and complete tasks in the time given. Pupils respond well to the high expectations made of them, especially of pupils' independence. Questions are used effectively to encourage depth of thinking, and resources are used well to stimulate interest. Generally, work is well matched to the needs of different groups of pupils. Teachers mark work regularly but the quality of the marking varies and does not always help pupils to move forward in their learning. All pupils are set targets for their work, but these are rarely referred to in marking. In addition, as the targets are not always shared with pupils they frequently do not know what is expected of them. Pupils' progress is tracked centrally, but is not readily available to teachers. Academic guidance is therefore satisfactory. The curriculum gives a good breadth of opportunities including a wide range of well attended extra-curricular activities which contribute to high standards. Cultural development is good and all pupils have the opportunity to learn both Spanish and French. The headteacher makes good use of outside resources and professional development of staff to increase subject expertise. The curriculum is being reviewed to further improve

enjoyment and standards. Personal support and guidance for pupils is particularly good. The school council plays an important role in helping pupils who have personal difficulties and school councillors know when they need to bring in an adult. Vulnerable children are cared for well because of the close-knit nature of the community. The success of the school is underpinned by the headteacher's effective leadership. Her style of leadership facilitates excellent teamwork and as a result, staff are willing to work flexibly. The governing body is effectively led and governors know the school well. Governors are not complacent, they carry out self reviews regularly. The school self-evaluation is highly accurate and the findings have been used to raise standards. An area to improve, already identified by the headteacher, is to use the expertise of all staff more efficiently in monitoring the effectiveness of the school. The headteacher has done what she can within the time available but recognises that other ways need to be explored to achieve greater objectivity. Improvement since the last inspection was affected by the staffing difficulties, but now the school is moving forwards quickly. The good leadership, commitment of the governors and the excellent team work between all adults means that the school is very well placed to make further improvements.

What the school should do to improve further

- Extend the system of tracking individual pupils' progress so that it is used by all teachers to ensure that pupils reach the highest possible standards. - Ensure that pupils understand the targets set for them and teachers use them effectively so that all pupils can do as well as they might, especially the more able. - Use the expertise of all staff effectively to strengthen the school's ability to monitor of the quality of provision

Achievement and standards

Grade: 2

Children in the Foundation Stage achieve well in all the areas of learning, particularly in their personal development. Pupils build on this good start and achieve well as they move up through the school. The relatively high number of pupils with learning difficulties or disabilities sometimes depresses standards, but generally, standards in English, mathematics and science are high by the ends of Years 2 and 6. Standards in writing have been lower than other subjects and so became a focus of attention. Standards have now risen. All groups of pupils do well, although sometimes the more able could do better.

Personal development and well-being

Grade: 2

Pupils' personal development is good and their behaviour, attitudes and relationships are excellent. They enjoy school, which is seen in the high rate of attendance. The school council gives pupils the opportunity to develop leadership skills and they use it well. Their ability to take responsibility and make decisions which affect them was

clearly demonstrated when the council took full responsibility for putting together a bid for 2000GBP for playground equipment. They canvassed opinions from pupils and the community, researched all the options and put together a document of high quality. The bid was successful. The strong family ethos has created an environment in which pupils support one another and relate well across the age ranges. As a result, most pupils are confident and when they leave the school, are mature and responsible young people.

Quality of provision

Teaching and learning

Grade: 2

Teaching and learning are good. Teachers' enjoyment of teaching fosters a love of learning so most pupils are eager to learn and try hard. This was clearly evident during hymn practice when pupils were introduced to a difficult new hymn. The majority, including the youngest children, persevered and achieved a creditable performance. Pupils develop good skills of enquiry and are eager to ask questions. Mixed aged classes work well as staffing and grouping arrangements are flexible, responding to the individual needs of the pupils. As a result, pupils with learning difficulties or disabilities and vulnerable children are taught well. However, sometimes, more able pupils mark time. Teachers mark work regularly, but the quality of marking varies and does not always suggest how the work might be improved.

Curriculum and other activities

Grade: 2

The curriculum is good and is enhanced by a good range of extra-curricular activities that are well attended. Clubs take place also at lunchtime to give those pupils who travel long distances the opportunity to take part. French and Spanish are taught from Year 1 with the support of a local secondary school. This contributes well to pupils' awareness of cultural differences. Specialist teaching is brought into school for physical education and music ensuring that all subjects are taught to a good standard. The curriculum is generally well matched to the needs of all pupils although sometimes, more able pupils could do more.

Care, guidance and support

Grade: 3

This is satisfactory overall. The personal care of pupils is particularly good. There are clear procedures for child protection and for risk assessments. Pupils feel safe as adults know the children exceptionally well. Academic guidance is satisfactory. Information relating to pupils' progress is mapped and kept centrally but teachers tend to rely on their personal knowledge of the pupils. Therefore, the evaluation of progress made by pupils is not sufficiently robust to ensure that all pupils do as well as they might. Pupils are set targets for a range of subjects but many pupils are unsure about them.

A strength in academic guidance is self-evaluation by pupils that leads to them writing part of their report.

Leadership and management

Grade: 2

This is good. High standards are at the heart of the school's work and to achieve this the headteacher works strategically and creatively with the resources available. The governing body is effectively led. In this small school, responsibilities are covered effectively and professional development is appropriately tied to the school improvement plan. Ensuring quality through monitoring is done as well as possible within the limited resources and the headteacher is aware that in order for it to be even more objective, other approaches are needed. The high carry forward in the budget was due to factors outside the school's control which have been resolved. Self evaluation is effective and the capacity for further improvement is good.

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Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall	16-19
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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	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	2	NA
The effectiveness of the school's self-evaluation	2	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

Achievement and standards

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

Personal development and well-being

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

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	2	NA
How well are learners cared for, guided and supported?	3	NA

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

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	2	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2	NA
How effectively and efficiently resources are deployed to achieve value for money	2	NA
The extent to which governors and other supervisory boards discharge their responsibilities	2	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

The extent to which schools enable learners to be healthy	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
The extent to which providers ensure that learners stay safe	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
The extent to which learners make a positive contribution	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
The extent to which schools enable learners to achieve economic well-being	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

Text from letter to pupils explaining the findings of the inspection

I am writing to let you know the outcome of the inspection of your school on 15 June 2006. Thank you for your courtesy and for giving up part of your lunch time to talk to me about your school. I should be grateful if you would convey my thanks to your fellow pupils who made me very welcome and who answered all my questions. You go to a good school that is well led and managed by Mrs Farnan and the governors. All the adults who work in the school care for you and do all they can to help you to reach high standards in your work. The teaching is good and you learn well so that you make good progress. It was clear both from talking to you and from watching you at work that most of you enjoy school, find the work interesting and work hard. You told me that you feel safe in school and have someone to talk you if you need advice. Your fellow pupils understand the work that you do as a school council. They appreciate the 'worry box' and the friendship bench that you look after. I was impressed by the quality of the work you put into the bid for playground equipment and not surprised that you won the funds. There are some things that could be improved to make your school even better. You are set targets for your work but some of you are not sure about them. I have asked your teachers to help you to use them to check that your work keeps improving. You can help by getting to know your targets and using them to improve your work. Mrs Farnan has a record of how you are progressing, but as your teachers know you so well, they do not keep a close eye on the previous records. We have asked them to check these regularly to make sure that you progress as well as possible. It would be helpful if all the staff were fully involved in checking how well the school is doing. Thank you once again for all your help. All good wishes for the future.