

Garvestone Community Primary School

Inspection report

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|--------------------------------|--------------------|
| Unique Reference Number | 120810 |
| Local Authority | Norfolk |
| Inspection number | 327368 |
| Inspection date | 19 May 2009 |
| Reporting inspector | John Mitcheson HMI |

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

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| Type of school | Primary |
| School category | Community |
| Age range of pupils | 4–11 |
| Gender of pupils | Mixed |
| Number on roll | |
| School (total) | 45 |
| Government funded early education provision for children aged 3 to the end of the EYFS | 0 |
| Childcare provision for children aged 0 to 3 years | 0 |
| Appropriate authority | The governing body |
| Chair | Mr James Garrod |
| Headteacher | Mrs Michelle Farnan |
| Date of previous school inspection | 15 June 2006 |
| Date of previous funded early education inspection | Not previously inspected |
| Date of previous childcare inspection | Not previously inspected |
| School address | Dereham Road Garvestone Norwich Norfolk NR9 4AD |

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|--------------------------|-------------|
| Age group | 4–11 |
| Inspection date | 19 May 2009 |
| Inspection number | 327368 |

Telephone number
Fax number

01362 850315
01362 850315

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|--------------------------|-------------|
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Introduction

The inspection was carried out by one of Her Majesty's Inspectors and one additional inspector.

Description of the school

Garvestone primary school is a very small school with 45 pupils, serving the village of Garvestone and the surrounding rural area to the west of Norwich. The school provides Early Years Foundation Stage education for seven children in Reception. Almost all pupils are White British and the proportion of pupils eligible for free school meals is low. Approximately one third of pupils have learning difficulties and/or disabilities associated mainly with low literacy and numeracy skills and four pupils have a statement of special educational needs. Attainment on entry is similar to the national average. The school holds the Activemark and Healthy Schools awards.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 4

In accordance with section 13(3) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that this school requires significant improvement, because it is performing significantly less well than in all the circumstances it could reasonably be expected to perform. The school is therefore given a notice to improve. Significant improvement is required in relation to the leadership and management of the school.

Although the school is providing a satisfactory education for its pupils, leaders and managers at all levels, including the headteacher, subject leaders and governors do not have a clear understanding of the school's strengths and weaknesses or the action required to raise achievement and improve the school's overall effectiveness. The headteacher has the best interests of pupils at heart and commits a considerable proportion of her time to teaching lessons. This is helping to support pupils' learning, particularly in Key Stage 2 but it is detracting from her leadership and management responsibilities. She is not able to dedicate sufficient time to monitor what is happening in classrooms or ensure that issues raised in the previous inspection have been fully addressed. Whilst she and the governors have worked hard to secure some improvements, most notably to the school premises, they do not collect and use information to set challenging targets for pupils and staff, or accurately monitor and evaluate school performance.

Despite these inadequacies, pupils' personal development and well-being are good. Pupils thoroughly enjoy school, attend regularly, behave very well and display considerable understanding and friendship towards each other. They eat healthily, enjoy regular physical education lessons, including swimming, and actively participate in play at break-times and after-school clubs. Pupils on the school council told inspectors that, 'we work well together, learn how to make friends and make up after falling out'. Over half of all parents responded to the Ofsted questionnaire; the vast majority are overwhelmingly supportive of the school. Standards are broadly average and pupils' achievement is satisfactory. As with other small schools, results fluctuate from year to year. However, the lack of emphasis placed on raising pupils' achievement has meant that results at Key Stage One and standards in mathematics at Key Stage 2 have fallen over time and there has been too little improvement in standards. Currently, pupils make satisfactory progress in lessons and attain average standards. Pupils who find learning difficult receive good personal care and support to help them achieve equally as well as others.

Observations by inspectors found the quality of teaching and learning to be satisfactory rather than good. The school's own evaluation is inaccurate because it is not based on evidence gained from regular monitoring or external validation of the quality of lessons. Leaders do not have a clear picture of the quality of teaching and learning. Lesson planning is rudimentary, based on broad objectives and clear expectations of behaviour that help to support satisfactory learning. Effective use of interactive whiteboards helps to stimulate pupils' learning, and teachers regularly praise pupils both verbally and in their marking of pupils' work. However, they do not always tell pupils what is to be learnt or plan activities that challenge the most able pupils in order to accelerate their learning and promote good progress.

The school makes best use of its limited space and its partnerships with other local schools to provide a satisfactory curriculum. All statutory requirements are met and the curriculum is enhanced by French, Spanish and music lessons taught by visiting teachers, and by accessing

off-site sports facilities for swimming and physical education. Pupils spoke enthusiastically about the weekly gardening club, basketball practices and street dance sessions. Teachers and support staff know the pastoral needs of all pupils well and the quality of care and personal support is good. Pupils are happy, enjoy the company of each other and value the personalised support from their teachers. Safeguarding arrangements are met and procedures to monitor attendance are thorough. Procedures to track pupils' progress are not used often enough by teachers and managers to monitor achievement. Staff are beginning to use assessment information to identify those pupils at risk of underachieving and would benefit from extra support, but this is new and not firmly embedded. Pupils know their targets but these are not always referred to in lessons or in teachers' marking to ensure that pupils attain the highest possible standards.

Resources are not well deployed and value for money is not satisfactory due to the inordinate amount of the headteacher's time spent teaching rather than leading and managing the school. The headteacher and the governors' inability to provide the school with the capacity to make improvements is shown by inaccurate self-evaluation and its track record and performance since the last inspection. Whilst staff work collectively, there is no senior leadership team or assistant leader to assume leadership duties or lead the school in the head's absence. Governors have little impact on the quality of provision and the pupils' achievement. They acknowledge they need to reorganise and play a far more prominent role in supporting and challenging the work of the school.

Effectiveness of the Early Years Foundation Stage

Grade: 3

Adults and children enjoy good, trusting relationships with each other. Children are welcomed into Reception; adults set high expectations of how children should behave and this helps them to settle well and quickly become ready to learn. Satisfactory teaching and learning places a suitable emphasis upon developing children's early literacy and mathematical skills. This, coupled with a good understanding of their personal and academic needs, helps children to make the progress expected of them. Resources are suitable for this age group but some planned activities are over-directed, with few opportunities for children to make choices or initiate their own play. Children learn well and enjoy using the outside environment, for example, by finding word cards in the outside area and then matching them to pictures inside. However, the outside area is not as stimulating or inviting as it could be. Teachers' use of printed work sheets does not give children sufficient opportunities to learn through practical experience and does not stimulate their curiosity. Day-to-day management of the Early Years Foundation Stage provision is satisfactory but leadership and management to support improvement are inadequate.

What the school should do to improve further

- Governors, the headteacher and the local authority should meet as a matter of urgency to clarify leadership roles and responsibilities at all levels across the school and to identify ways of building capacity to make the necessary improvements.
- Conduct a thorough and accurate evaluation of the strengths and weaknesses of the school; put detailed plans and challenging targets in place to address those areas that need improving and monitor closely the impact and effectiveness of these plans.
- Establish a cycle of monitoring that regularly includes formal lesson observations, scrutiny of teachers' planning and analysis of progress data in order to improve the quality of teaching and learning and to raise pupil achievement.

- Improve leadership and enhance provision in the Early Years Foundation Stage by providing more opportunities for children to make choices, initiate their own play and learn with interesting, practical resources.

Achievement and standards

Grade: 3

Results in national tests at the end of Years 2 and 6 in 2008, show that standards were similar to those attained nationally and the majority of pupils made the progress expected of them. Targets set for the proportion of Year 2 pupils attaining the expected level in mathematics, science and writing were met but narrowly missed in reading. All Year 6 pupils met the expectations in English and science, including a small number of pupils who find learning difficult or joined the school mid-way through the key stage. Pupils make less progress in mathematics. The school has responded by introducing new teaching resources and interactive tasks to practise at home to support pupil learning. These are having a noticeable impact on older pupils' enthusiasm for the subject. Inspectors found that currently pupils are on course to reach broadly average standards. Newly-introduced assessment procedures indicate that all pupils are on track to meet the targets set for them, reflecting satisfactory achievement.

Personal development and well-being

Grade: 2

The school's small size and caring ethos contribute well to pupils' social, moral spiritual and cultural education, which is good. Pupils regularly engage with the local community, for example, by raising funds for charity through a sponsored swim. They are taught how to be tolerant and open minded but their understanding of other communities in the United Kingdom is underdeveloped. Pupils' enjoyment of school is reflected in their attendance which is consistently high with no unauthorised absence. No pupil exclusions from school and no recorded incidents of bullying confirm the pupils' views that this is a safe, friendly school. Lunchtimes are enjoyable and civilised. Pupils of all ages eat healthily, mix well together and show good care and respect for one other. The school council has been recently re-established and makes a satisfactory contribution to school life.

Quality of provision

Teaching and learning

Grade: 3

The quality of teaching and learning is satisfactory. Teachers combine whole-class teaching with more focused group work for specific age groups. Pupils enjoy working with, and learning from, each other. Suitable tasks are set for pupils of different ages but pupils of similar ability all do the same work which restricts the progress of the most able. The majority of lessons observed were over-directed and provided only limited opportunities for pupils to learn independently. The use of questioning is not targeted effectively and does not always confirm that all pupils understand what they have learnt. Procedures to track pupil progress are not systematic and this information is not analysed sufficiently to illustrate that pupils are making anything other than satisfactory progress.

Curriculum and other activities

Grade: 3

Pupils are taught in a Key Stage 1 and a Key Stage 2 class. Pupils of mixed ages are taught together and at times split into suitable age and ability groups. Satisfactory provision for literacy, numeracy and information and communication technology ensures that pupils are suitably prepared for their future economic well being and the next stage of their education. Pupils told inspectors that they get regular opportunities to use laptop computers. Topic work based on themes gives pupils of different ages good opportunities to work and learn together. For example, Key Stage 2 pupils thoroughly enjoyed working in pairs to sample Greek food and record their findings, although this experience was cut short due to insufficient time available. Opportunities for enriching learning through after school clubs are satisfactory. These are valued by pupils and parents.

Care, guidance and support

Grade: 3

The school's small size means that everyone knows each other well. This helps to promote a family ethos within the school based on good quality care and support for all pupils. Pupils with learning difficulties and/or disabilities have individual education plans with targets to help them improve. These are checked periodically but some targets are missing and do not provide a full picture of pupils' progress. However, effective support in lessons for pupils who find learning difficult compensates for this relative shortcoming to ensure that these pupils make the same progress as their peers. Parents feel able to come into school to speak with staff and acknowledge the care and support provided for their children.

Leadership and management

Grade: 4

Insufficient time is allocated to leading and managing the school. The headteacher and governors are not providing the school with a clear steer towards improvement; inadequate progress has been made since the last inspection. Self-evaluation lacks rigour because insufficient monitoring takes place to gather the information needed to inform this process. Leaders do not have an accurate picture of the quality of teaching and learning and how this is contributing towards the standards achieved because they do not observe lessons, make regular checks of teachers' planning and pupils' work, or analyse performance data. Teachers share responsibility for managing subjects. Some sharing of expertise has led to improvements, such as the introduction of new teaching resources, but other aspects such as raising achievement of the most able in all subjects has not been shared. The school ensures that pupils of all backgrounds and abilities participate fully in all that it offers, despite shortcomings in ensuring that higher attaining pupils make the same progress as others. Community cohesion is satisfactory; staff have a growing understanding of what needs to be done and are beginning to make links with other urban schools and organisations to broaden pupils' understanding of others from different backgrounds.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: www.ofsted.gov.uk.

Annex A

Inspection judgements

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| Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate | School Overall |
|---|----------------|

Overall effectiveness

| | |
|---|----|
| How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners? | 4 |
| Effective steps have been taken to promote improvement since the last inspection | No |
| How well does the school work in partnership with others to promote learners' well being? | 3 |
| The capacity to make any necessary improvements | 4 |

Effectiveness of the Early Years Foundation Stage

| | |
|---|---|
| How effective is the provision in meeting the needs of children in the EYFS? | 3 |
| How well do children in the EYFS achieve? | 3 |
| How good are the overall personal development and well-being of the children in the EYFS? | 3 |
| How effectively are children in the EYFS helped to learn and develop? | 3 |
| How effectively is the welfare of children in the EYFS promoted? | 2 |
| How effectively is provision in the EYFS led and managed? | 4 |

Achievement and standards

| | |
|--|---|
| How well do learners achieve? | 3 |
| The standards ¹ reached by learners | 3 |
| How well learners make progress, taking account of any significant variations between groups of learners | 3 |
| How well learners with learning difficulties and/or disabilities make progress | 3 |

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

Personal development and well-being

| | |
|---|---|
| How good are the overall personal development and well-being of the learners? | 2 |
| The extent of learners' spiritual, moral, social and cultural development | 2 |
| The extent to which learners adopt healthy lifestyles | 2 |
| The extent to which learners adopt safe practices | 2 |
| The extent to which learners enjoy their education | 2 |
| The attendance of learners | 2 |
| The behaviour of learners | 2 |
| The extent to which learners make a positive contribution to the community | 2 |
| How well learners develop workplace and other skills that will contribute to their future economic well-being | 3 |

The quality of provision

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

Leadership and management

| | |
|--|-----|
| How effective are leadership and management in raising achievement and supporting all learners? | 4 |
| How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education | 4 |
| How effectively leaders and managers use challenging targets to raise standards | 4 |
| The effectiveness of the school's self-evaluation | 4 |
| How well equality of opportunity is promoted and discrimination eliminated | 3 |
| How well does the school contribute to community cohesion? | 3 |
| How effectively and efficiently resources, including staff, are deployed to achieve value for money | 4 |
| The extent to which governors and other supervisory boards discharge their responsibilities | 4 |
| Do procedures for safeguarding learners meet current government requirements? | Yes |
| Does this school require special measures? | No |
| Does this school require a notice to improve? | Yes |

Annex B**Text from letter to pupils explaining the findings of the inspection**

20 May 2009

Dear Pupils

Inspection of Garvestone Community Primary School, NR9 4AD.

Thank you for welcoming us to your school and sharing your views about it with us. May I thank members of the school council and the group of pupils I joined for lunch. You were polite and a pleasure to talk with and you represented your school well.

We were most impressed with your behaviour and your positive attitudes. You are happy in school, you behave very well and take good care of each other. Well done everybody. You enjoy coming to school and take advantage of the extra things happening such as gardening club, French club and after school sport. You concentrate in lessons and make satisfactory progress. Some of you could do better than this, so we have asked your headteacher and school governors to make some significant improvements. These include:

- the headteacher, school governors and staff from Norfolk County Council meeting together to plan what to do to make improvements to your school
- making sure that leaders and managers in the school have a really clear understanding of what you and your teachers do well, and not so well. This will help them to make lessons even better than they are and help you to achieve well
- regularly monitoring how well you are doing by watching your lessons, checking your books and looking at your targets to see if you are making enough progress
- asking the leader of the Early Years Foundation Stage to provide children in Reception with more opportunities to make their own choices, decide what to play and learn using different toys and equipment.

You can help your teachers by continuing to work hard and by looking after each other well. If you have any good ideas that will make the school a better place, let your school council know so they can share your ideas with Mrs Farnan.

Best wishes for the future.

Yours faithfully

John Mitcheson

Her Majesty's Inspector