

Garvestone Community Primary School

Inspection report

Unique Reference Number	120810
Local Authority	Norfolk
Inspection number	343769
Inspection dates	1–2 July 2010
Reporting inspector	Sheelagh Barnes

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

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	41
Appropriate authority	The governing body
Chair	James Garrod
Headteacher	Michelle Farnan
Date of previous school inspection	19 May 2009
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Introduction

This inspection was carried out by an additional inspector. Five lessons were observed and two teachers seen. Meetings were held with pupils, governors and staff. The inspector observed many aspects of the school's work and looked at policy documents, improvement plans, assessments of pupils' progress, safeguarding documentation and also scrutinised pupils' work books. The responses of 27 questionnaires received from parents and carers were considered, also questionnaires completed by staff.

The inspection reviewed many aspects of the school's work. It looked in detail at the following:

- the quality of teaching, particularly in mathematics
- whether the curriculum provides enough well-resourced tasks to challenge pupils appropriately
- the quality of leadership and management and whether leaders have established a robust system for monitoring
- the quality of provision for children in the Early Years Foundation Stage.

Information about the school

This is much smaller than average rural school. Pupils are of White British heritage and none are learning English as an additional language. They are taught in two mixed-age classes. The proportion of pupils with special educational needs and/or disabilities, including those with a statement of their needs, is above average. The proportion known to be eligible for free school meals is below average. A significant minority of pupils start at the school at times other than the beginning of the Reception year. The school has gained the Activemark and Healthy School accreditation. At the time of the previous inspection, the school was given a notice to improve.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

3

The school's capacity for sustained improvement

3

Main findings

In accordance with section 13 (5) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that the school no longer requires significant improvement. This school now provides a satisfactory quality of education. It has a number of significant strengths including the good quality of care, guidance and support it provides for all pupils. This, in turn, results in pupils making good progress in their personal and emotional development. Behaviour is good and the atmosphere around the school is that of a happy and cooperative community. Pupils willingly participate in taking on responsibilities both in and outside lessons. They talk enthusiastically about how much they enjoy school and demonstrate this with their above-average attendance. They have a good understanding of what constitutes a healthy lifestyle and know how to keep themselves safe. Most actively choose to take part in sporting activities on a regular basis.

The quality of teaching is satisfactory overall. It is improving and is often good, particularly in mathematics, where there has been a recent whole-school focus. However, there is too much variation in the quality. Pupils of all levels of prior attainment and from all groups make satisfactory progress in their learning. In lessons where the learning is good, teachers take full account of the levels of attainment each pupil has reached when planning activities, so that there is the right amount of challenge to enable everyone to make good progress. This good practice is inconsistent. Marking of work is regular and helpful, particularly in mathematics and English. In several other subjects, teachers mark only for subject knowledge and miss opportunities to remind pupils of how to use their personal targets to improve their writing.

Teachers make efforts to make the curriculum as exciting and interesting as possible. Pupils talk enthusiastically about learning about fractions by eating different fractions of carrots, cakes and tortilla wraps. Extra-curricular provision is good and pupils are given the opportunity to take part in a wide range of energetic and sporting activities. However, the curriculum is only satisfactorily matched to pupils' needs and the challenge it provides is inconsistent. Provision for pupils with special educational needs and/or disabilities enables them to make progress in line with their peers.

Leadership and management are satisfactory and developing. The headteacher and governors are fully aware of roles and responsibilities and monitoring now has greater rigour. Many governors and coordinators are new to their role and systems are new. The school leaders acknowledge that further time and training are required to embed systems of monitoring and evaluation fully and to consolidate improvements. Self-evaluation is accurate and the school has a satisfactory capacity to improve still further, as a result of the improvement in educational provision and pupils' achievement

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since the last inspection. Safeguarding systems are good and rigorously applied. The provision for children in the Early Years Foundation Stage is satisfactory overall. It has good features, but it does not consistently provide opportunities for children to learn with tasks that match closely enough their individual stages of development.

What does the school need to do to improve further?

- Improve the quality of teaching and learning, so that it is consistently good or better, by:
 - ensuring that lesson planning always takes full account of the different levels of attainment pupils have reached
 - ensuring marking of work in topics regularly reminds pupils of their personal targets in writing.
- Develop provision in the Early Years Foundation Stage so that work is planned for children that closely match their stages of development and individual needs.
- Leaders at all levels should undertake further training and consolidate systems for monitoring and evaluation so that they become fully embedded in daily practice for all.
- About 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

Outcomes for individuals and groups of pupils

3

Attainment of pupils at the start of Year 1 is in line with that expected nationally. Observation of work in books and of pupils' learning in lessons confirms the satisfactory progress by pupils throughout the school. By the end of Year 6, attainment is broadly average in English, mathematics and science and the 2009 Key Stage 2 test results reflect this. Progress in mathematics is satisfactory and improving due to the recent focus leaders have put on raising standards in this subject. Progress in reading is generally good throughout the school. Progress in writing is satisfactory, but variable because of variations in the quality of lessons. Pupils' achievement, including that of pupils with special educational needs and/or disabilities, is satisfactory.

Relationships are positive between adults and pupils, and have a positive impact on learners' attitudes to lessons. Pupils' moral and social development is good. Spiritual development is well promoted and, as a result, pupils demonstrate a real sense of enjoyment and fascination when learning about the world around them. This was exemplified in an assembly when there was real awe as pupils realised the comparative size of the African continent to Europe and some of the countries that they knew. Cultural development is good and pupils respond well to the artistic, sporting and cultural opportunities the school provides. They are interested in exploring cultural diversity and have positive attitudes towards different religious, ethnic and socio-economic groups as demonstrated by their links with Kenya. Pupils are adamant that they feel safe in school. They feel that any concerns they have will be listened to.

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In view of pupils' satisfactory numeracy and literacy skills and developing responsibility for their learning, they are adequately prepared for the next stage in their education, future lives and well-being.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account:	
Pupils' attainment ¹	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account:	
Pupils' attendance ¹	2
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

Teaching generally enables pupils from all groups to make satisfactory gains in their learning. Teachers plan many practical tasks and good progress was seen in several lessons. However, scrutiny of work in books and observation of lessons indicate that too often the learning planned does not meet the needs of every pupil well enough to ensure better than satisfactory progress. Pupils enjoy lessons when based on interesting activities but, too often, learning is only satisfactorily matched to their prior attainment and skills. This slows the pace at which the pupils can learn. Teachers mark pupils' books regularly, giving praise and encouragement. Some marking, for example in mathematics and in English workbooks, is linked very effectively to letting pupils know how well they have met their own particular next step for improvement. However, the quality of marking in other subjects, such as history, is not consistent in the guidance it

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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gives pupils to enable them to make the best possible progress in developing their writing skills.

Teachers work effectively to make lessons memorable - for example, through a topic on pirates for younger pupils, or learning about fractions and measuring through making fruit cocktails for older pupils. These lessons are much enjoyed and provide a good vehicle for a lot of learning across subjects, such as mathematics and design and technology. As a result, pupils are interested in and enjoy what they are taught.

However, the lessons tend to be planned according to age-related expectations for each year group, rather than pupils' actual prior attainment. This results in pupils making generally satisfactory, rather than good, progress. The range of extra-curricular enrichment opportunities is particularly commendable in view of the size of the school and makes a very positive contribution to pupils' personal and social development.

Pastoral support for pupils is good so they feel safe within school. Any pupils in need of additional support, including those with special educational needs and/or disabilities, are well catered for. The school provides a welcoming learning environment and adults go out of their way to ensure all pupils feel valued. As a result, pupils are confident and happy at school.

These are the grades for the quality of provision

The quality of teaching	3
Taking into account: The use of assessment to support learning	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	3
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The headteacher has worked diligently to address the issues raised by the previous inspection. Her positive and inclusive manner has ensured that staff morale remains good. In their questionnaire responses, staff say they are proud to work at the school and that they feel their contributions are valued. The action taken since the previous inspection has resulted in systems which drive improvement satisfactorily.

Equality of opportunity is satisfactorily promoted and any discrimination tackled. The performance of all groups and individual pupils is monitored, but progress is not yet consistently above satisfactory. The school adopts good practice in safeguarding across all areas of its work. All procedures are rigorously reviewed. The good quality assurance and risk assessment systems take regard of the opinions of pupils and parents and carers, who are regularly asked for their views.

The governing body has provided stability since the last inspection by remaining supportive, and visible to staff, pupils, parents and carers alike. Governors are starting to hold the school to greater account for tackling weaknesses. Training has resulted in

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their improved confidence to challenge. Links with parents and carers and with other agencies, such as local schools, are strong and have a positive impact on the provision for pupils. The school has a good range of partnership activities, developed through hard work and commitment of staff and governors. These partnerships make a strong contribution to pupils' achievements and well-being. Links have resulted, for example, in opportunities for pupils to receive, without cost to the school, coaching in a range of sporting activities and French teaching for learners in upper Key Stage 2. These links give improved outcomes in areas which the school could not otherwise provide.

There is active promotion of community cohesion within the school and local community and further reaching out to other communities through links in Kenya and, more recently, a school in Essex. This work has a positive impact within the school itself, as reflected in pupils' positive community contribution and their good spiritual, moral, social and cultural development. There is less evidence of success at national level. Evaluation of this work is in its early stages. Community cohesion is recognised by school leaders and governors alike as an area for improvement.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	3
Taking into account: The leadership and management of teaching and learning	3
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	3
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	3

Early Years Foundation Stage

Children settle happily into the Reception class with pupils from Year 1 and Year 2. Children's attainments on entry are broadly in line with those expected for their ages. They quickly become confident about class routines, because provision for their personal and social development is good. They are motivated by the good use of praise for their efforts and share and engage well with their peers. Arrangements to keep them safe and healthy are good. For example, care is taken to ensure sun hats and sun creams are

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used when children work out of doors. Staff are alert and monitor all aspects of child protection diligently.

The quality of teaching is satisfactory, but variable. Literacy and numeracy skills are taught satisfactorily. The teachers and support staff make regular observations of what children can do and record these carefully. Adults are supportive and encouraging. Topics are chosen to appeal to all ages in the class. However, on occasion, the youngest children spend too long undertaking directed tasks and the focus of lessons is too advanced for them to make more than satisfactory progress. The school has recently developed the resources available in the outdoor area, but lesson planning does not always take sufficient regard of the Early Years Foundation Stage programme of study. Although children enjoy selecting their own activities and are given scope to make their own choices across the areas of learning, these opportunities are limited. In part this is because of the focus on the National Curriculum for pupils in Years 1 and 2.

Leadership and management are satisfactory. There are positive relationships with parents and carers who are well informed by informal conversations, newsletters and notice-boards. By the end of the Reception year, most children reach standards that are broadly in line with those expected for their age.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	3
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	3

Views of parents and carers

Parents and carers have a positive view of the school and its work. Those who responded to the questionnaire were unanimous that their children enjoy school and that it keeps them safe and enables them to have a healthy lifestyle. These views are reflected in those of the pupils. All pupils who were spoken to or who filled in a questionnaire were adamant that 'The adults in school care for me.' These views were all supported by inspection findings.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Garvestone Community Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school. The inspector received 27 completed questionnaires by the end of the on-site inspection. In total, there are 41 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	22	81	5	19	0	0	0	0
The school keeps my child safe	24	89	3	11	0	0	0	0
The school informs me about my child's progress	16	59	9	33	2	7	0	0
My child is making enough progress at this school	16	59	9	33	2	7	0	0
The teaching is good at this school	16	59	11	41	0	0	0	0
The school helps me to support my child's learning	14	52	12	44	1	4	0	0
The school helps my child to have a healthy lifestyle	19	70	7	26	0	0	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	16	59	9	33	1	4	0	0
The school meets my child's particular needs	19	70	7	26	1	4	0	0
The school deals effectively with unacceptable behaviour	18	67	8	30	1	4	0	0
The school takes account of my suggestions and concerns	18	67	8	30	1	4	0	0
The school is led and managed effectively	18	67	8	30	1	4	0	0
Overall, I am happy with my child's experience at this school	20	74	6	22	1	4	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above is for the period 1 September to 31 December 2009 and is the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> ■ The school's capacity for sustained improvement. ■ Outcomes for individuals and groups of pupils. ■ The quality of teaching. ■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships. ■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



5 July 2010

Dear Children

Inspection of Garvestone Community Primary School, Norwich, NR9 4AD

I enjoyed visiting your school recently and I want to thank you for being so polite and helpful in talking to me. This letter is to tell you about the judgements I arrived at.

You enjoy school, behave well, attend school regularly and arrive on time. You think deeply about things and your consideration of others and the world about you is good. You get on well with each other and you listen carefully to your teachers. You learn a lot about how to stay healthy and keep safe and you all work hard to make school a strong and happy community.

The school is providing you with a satisfactory education. Children in the Reception class are provided with a sound start, and you all make satisfactory progress as you move through the school. The staff care for you well and help you if you have problems. Those in charge of the school are working to make it better all of the time. I think there are some things that could help to make your school even better. I have asked your teachers and governors to do the following.

Make sure that all of your lessons are like the very best ones.

Improve lessons for the youngest of you, so that you have more opportunity to learn following the Early Years Foundation Stage framework.

Make sure that governors and leaders in your school carry on developing their skills in checking how well each of you is doing.

I know you can all help by continuing to work hard and by doing your best all of the time.

Yours sincerely

Sheelagh Barnes

Lead inspector

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