

# Garvestone Community Primary School

Dereham Road, Garvestone, Norwich, NR9 4AD

**Inspection dates** 3–4 July 2013

<b>Overall effectiveness</b>	Previous inspection:	Satisfactory	3
	This inspection:	<b>Good</b>	<b>2</b>
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Good	2

## Summary of key findings for parents and pupils

### This is a good school.

- Pupils make good progress from their starting points in both key stages. They attain broadly average standards by the time they leave the school.
- Achievement in all subjects, and particularly mathematics, has improved over recent years.
- Teaching has improved. Teaching is good overall, and outstanding in some lessons.
- Relationships between staff and pupils are strong. Pupils know they are valued and appreciate the support they receive from teachers and teaching assistants.
- Attendance is usually above average because pupils enjoy coming to school.
- Pupils are extremely polite and considerate and they feel very safe and happy in school. Their behaviour and attitudes to learning are outstanding, and this makes a considerable contribution to the good progress they make.
- Pupils are provided with many memorable learning experiences.
- Parents are very positive about the school and know that their children are safe, happy and well looked after.
- The headteacher and the governing body direct the school's work very well. They have successfully tackled previous weaknesses in teaching and pupils' achievement.
- Governors are knowledgeable and hold leaders to account for the school's performance.

### It is not yet an outstanding school because

- Strategies to improve pupils' writing that have recently been introduced have not been fixed firmly into daily practice.
- While most pupils make expected progress in their writing, they have not always reached the highest standards of which they are capable.
- Key subject leaders have not been given regular opportunities to observe, and comment on, teaching and learning in all classrooms.

## Information about this inspection

- The inspector visited five lessons, taught by four teachers and/or teaching assistants. All of these lessons were seen together with the headteacher.
- Samples of pupils' written work were analysed. The inspector listened to some pupils in Year 1 and Year 2 reading.
- Meetings were held with school staff, a group of pupils, governors and a senior area adviser for school improvement from the local authority.
- The inspector took account of the 14 responses to the online questionnaire (Parent View) and the nine questionnaires completed by staff. He also spoke to several parents informally at the start of the school day.
- The inspector looked at a range of evidence including: the work in pupils' books; monitoring records; the school's own data on pupils' progress; records of governing body meetings; and policies, procedures and records relating to safeguarding, behaviour and attendance.

## Inspection team

David Herd, Lead inspector

Additional Inspector

## Full report

### Information about this school

- Garvestone is much smaller than the average primary school.
- Almost all pupils are White British.
- A smaller-than-average proportion of pupils is supported by the pupil premium, which provides extra funding to help certain groups. In this school, it applies to pupils known to be eligible for free school meals.
- The proportion of disabled pupils and those who have special educational needs supported at school action is above average, and the proportion supported at school action plus or through a statement of special educational needs is below average.
- The school meets the current government floor standards, which set the minimum expectations for pupils' learning and progress in English and mathematics.

### What does the school need to do to improve further?

- Improve the leadership and management in the school, by:
  - providing the necessary time and the training, so that key subject leaders are able to undertake regular observations of teaching and learning in all classrooms to assist teachers to improve their practice.
- Improve the quality of teaching and pupils' achievement in writing, by:
  - making fully effective the strategies that have recently been introduced to improve writing
  - improving pupils' progress in writing so that more exceed national expectations.

## Inspection judgements

### The achievement of pupils is good

- Small year groups mean there can be more variation in attainment year on year than in larger schools. Pupils' attainment in English is average. In mathematics, it has improved from below average to broadly average levels.
- Children enter the school with skills that vary year on year, particularly in literacy and their knowledge and understanding of the world. They make good progress in the Early Years Foundation Stage in all areas of learning. Children's attainment is at least average at the end of the Reception Year.
- In Key Stage 1, pupils' attainment has varied, so they have not always reached the standards that would normally be expected in their reading, writing and mathematics. Reliable school data show that pupils in Key Stage 1 usually make good progress. Currently, school data show that pupils in Year 2 have attained standards that are at last year's national average. (No validated data for 2013 are yet available.)
- Pupils in Key Stage 2 generally make good progress in English and mathematics to reach broadly average standards by the time they leave the school. In 2012, their progress in reading was outstanding, leading their attainment to be better than the national average. Their progress in writing was not as good as that in reading. Pupils' attainment in mathematics rose to broadly average levels in 2012.
- Pupils read widely and often. They enjoy reading fiction and non-fiction books, finding out about things that interest them, such as, in a Reception group, information about owls. They use their phonics skills (the sounds that letters make) well to work out what words say and understand what they are reading.
- Achievement in mathematics has improved in the last two years because pupils learn to calculate and measure accurately and then apply these skills in other aspects of their learning. For example, in Years 5 and 6, pupils used their skills to calculate fractions, decimals and percentages when making fruit cocktails.
- Pupils made expected progress in writing in 2012. Currently, data on pupils' progress, learning in lessons and evidence in their books show that progress and standards are improving. Strategies that the school has recently introduced, such as expecting pupils to achieve 'six ticks' based on the features of their writing, coupled with improved, better-focused marking, have not yet had time to become regular practice and have the sustained impact intended on the quality of pupils' writing and their more rapid progress.
- Disabled pupils and those who have special educational needs make good progress. This is because their needs are identified early and they are provided with a carefully chosen range of targeted support. Their progress is checked closely and further support provided if necessary.
- There were not enough pupils known to be eligible for free school meals in 2012 to comment, reliably, on their attainment in English and mathematics at the end of Year 6. However, pupils in the school as a whole for whom the school receives pupil premium funding make good progress.

**The quality of teaching is good**

- Pupils develop very good relationships with their teachers and teaching assistants. They speak well of the very effective support and guidance provided by teachers and other adults. Staff are extremely loyal to the school and want to do their best for the pupils.
- Teachers are regularly held to account for the progress their pupils are making through meetings with the headteacher. The performance of every pupil is tracked, and any pupil with additional learning needs is supported effectively, ensuring that all pupils achieve well, especially in reading.
- Teachers have high expectations of what pupils can achieve and what their behaviour should be like. They use questions very well to check pupils' understanding in lessons. Teachers assess pupils' attainment accurately and use this information effectively to plan the next steps in learning.
- The teaching of reading and phonics is good. Focused phonics sessions make sure that pupils learn early reading skills. Features of these sessions are teachers' enthusiasm and subject knowledge.
- The teaching of writing is improving. The teaching in one lesson showed children in Reception how they could use their knowledge of information from non-fiction books to write labels for their paintings of owls. Pupils in Year 1 recorded what little owls might be saying in speech bubbles and pupils in Year 2 began to write their own zigzag books. The teaching in another lesson inspired pupils to write storyboards and create animations in the style of 'the snowman'. Very effective teaching guided pupils to achieve outstanding outcomes, producing delightful animations. However, the full impact of recent initiatives to improve writing have not yet been fully realised.
- The teaching of mathematics is good. For example, pupils in Year 3 and 4 were challenged to create 'marvellous medicine' and calculate amounts from recipes. Pupils in Years 5 and 6 were taught how to solve problems related to capacity, using their knowledge of fractions, decimals and percentages, to make fruit cocktails. The level of challenge in these lessons was, at least, good.
- Disabled pupils and those who have special educational needs are taught well. Teachers and teaching assistants take time to consider the learning needs of each individual pupil and design programmes to match their ability levels. The teaching of catch-up programmes in reading is effective because it is delivered through regular sessions that bring about good progress.
- Pupils' work in English and mathematics is marked well; teachers note what the pupils have done well and what needs to be improved. Teachers are consistent in insisting that pupils respond to their marking. They also give pupils time to respond to their helpful comments. These strategies have not yet become established practice in every lesson to ensure that pupils exceed expected progress, particularly in writing.

**The behaviour and safety of pupils are outstanding**

- Pupils are eager to learn in lessons. They participate well and work independently or with others without fuss, with even the youngest children maintaining their effort and concentration. Lessons are never disrupted due to bad behaviour.

- Behaviour in lessons, around the school and on the playground is outstanding. Behaviour is managed well by all staff and this contributes to very positive learning in classrooms. Pupils and staff are convinced that pupils' behaviour is exceptional. One pupil said, 'Children's behaviour is amazing.'
- Pupils say that they feel safe in school. They have an outstanding understanding of what constitutes an unsafe situation, including the importance of being safe on the internet. They are aware of bullying but say that it is non-existent in the school. They know to whom they would go if there were any concerns and say that, if there were any incidents, they are confident that they would be dealt with effectively by the school staff.
- Parents are, rightly, extremely positive about pupils' behaviour and their safety. They say that their children feel safe, are well looked after and are very happy at the school.
- Pupils are proud of their school and their sporting and academic achievements. They say that they are treated fairly and are allowed to have their say, for example, through the very active and effective school council. They say that they are supported exceptionally well by their teachers and teaching assistants.
- The school has not had to record any racist, behavioural or bullying incidents for several years. Pupils' use of language that might upset others is non-existent.
- Pupils' attendance is usually above average but, in this small school, is sometimes influenced by illness of a very few pupils, as in 2012. Pupils are rarely late for school and there have been no exclusions from school in recent years.

### **The leadership and management** are good

- The headteacher has a clear vision for the school's future. She has had a significant impact, along with teachers and governors, in bringing about improvement since the school was previously inspected. Plans for improvement are correctly focused on bringing about more improvement to the quality of teaching and pupils' achievement, especially in their writing.
- Senior leaders use a range of approaches, including rigorous evaluation of data on pupils' achievements and observing teachers at work, to check on the effectiveness of teaching. This leads to the school having a good understanding of what it does well and what needs to be improved. This information is recorded concisely in its self-evaluation. However, key subject leaders have not been provided with essential time or training for them to undertake first-hand observations of teaching and learning in classrooms in order to improve practice and accelerate pupils' progress.
- Arrangements for judging teachers' performance are robust. There are established links between teachers' performance and pay progression. Senior leaders know where the best teaching is located.
- Pupils' learning, in a range of subjects, is well planned and provides memorable learning experiences. Visits to the sea-life centre and film studios, and visitors to the school, further add to pupils' enjoyment of school and develop their confidence. The school provides a variety of clubs and activities, including artistic, sporting and musical experiences.

- Pupils' spiritual, moral, social and cultural development is promoted well through interesting lessons, classroom environments, displays and assemblies. Consequently, pupils work well together in practical activities and discussion. They learn to listen to each other and respect others' comments. Pupils' understanding of local and global issues is promoted well through, for example, consideration of 'eco' issues and the impact of society on the environment. The school has good links with a school in Kenya and developing links with a school in Hackney, London, which are both contributing well to pupils' cultural understanding.
- The school tackles discrimination well and promotes good relationships and equal opportunities for all pupils. As a result, all pupils get on well with each other and make good progress in their learning – helping them to be prepared for life in modern society.
- Parents are, correctly, very satisfied with the way the school keeps their children safe, happy and well looked after. They say that the school provides them with enough information regarding their children's progress. All those responding to the online questionnaire would recommend this school to other parents.
- The school works effectively with other schools in the area and with the local authority. Teachers and teaching assistants have benefited from advice and guidance that has helped to improve teaching. This has led to improved levels of teaching and guidance for the pupils, ensuring that they make good progress.
- The school has received good support from the local authority. Work has included undertaking regular reviews of data on pupils' achievement and, in the past, the provision of additional governors. Currently, the local authority is providing 'light touch' support, recognising the improvements that are being made at the school. Support has been timely, effective and appreciated by the school.
- **The governance of the school:**
  - The governors have been well trained in their responsibilities and know well the strengths and weaknesses of the school. They are fully involved in checking how effectively the school improvement plan is being put into practice and understand how the school is doing compared with similar schools nationally.
  - Governors maintain an overview of the quality of teaching and pupils' achievement through reviewing data on pupils' performance and receiving reports from senior staff. They hold senior leaders to account and use thorough systems to make sure the school links staff pay rises to the progress pupils make.
  - The governing body has accurately evaluated the impact of external support and the school's use of the additional funding for specific groups of pupils, including those known to be eligible for the pupil premium, and knows how effectively this money is being spent. Governors use knowledge from research and apply it to the context of the small school.
  - Governors make sure that all national requirements for safeguarding are met.

## What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

## School details

<b>Unique reference number</b>	120810
<b>Local authority</b>	Norfolk
<b>Inspection number</b>	401970

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

<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	43
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Charles Norris and Carolyn Reid
<b>Headteacher</b>	Michelle Farnan
<b>Date of previous school inspection</b>	1 July 2010
<b>Telephone number</b>	01362 850315
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