

Garlinge Primary School and Nursery

Inspection report

| | |
|--------------------------------|--------------------|
| Unique Reference Number | 135212 |
| Local Authority | Kent |
| Inspection number | 360708 |
| Inspection dates | 19–20 January 2011 |
| Reporting inspector | Gavin Jones |

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 | 3–11 |
| Gender of pupils | Mixed |
| Number of pupils on the school roll | 479 |
| Appropriate authority | The governing body |
| Chair | William Herbert |
| Headteacher | Diane Springett |
| Date of previous school inspection | 4 June 2008 |
| School address | Westfield Road Margate Kent CT9 5PA |
| Telephone number | 01843 221877 |
| Fax number | 01843 298648 |
| Email address | headteacher@garlinge.kent.sch.uk |

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Introduction

This inspection was carried out by four additional inspectors. The inspection team visited 25 lessons, observing all class teachers at least once. They held meetings with members of the governing body, staff and groups of pupils. They observed the school's work, and looked at various papers including development plans and the school's self-evaluations. They looked at safeguarding documentation and at 64 questionnaires completed by parents and carers. They also looked at 172 questionnaires from pupils in Years 3 to 6 and at 25 questionnaires completed by staff.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- Why is attainment not higher by the end of Year 2, given the good progress made in Early Years Foundation Stage?
- Although about three quarters of teaching is graded good by the school, are there variations in quality in particular year groups?
- What is the quality of leadership and management at all levels, related to the new school structure, in providing accurate monitoring and driving improvement?
- What is the extent to which pupils understand ethnic, religious and cultural diversity in British society and on a more global scale?

Information about the school

Since amalgamation, Garlinge is now much larger than the average-sized primary school. The proportion of pupils with special educational needs and/or disabilities is well above average. These needs cover areas of language, emotional, behavioural and physical disabilities, together with a range of pupils who have multiple needs. Pupils from a local special school attend Garlinge, on a part-time basis, in order to develop social, language and learning skills. For part of their time, they are taught in a specialist classroom, while at other times, they are taught in mainstream classes. The proportion of pupils from minority ethnic groups is above average and growing. A higher than average proportion have English as an additional language. The proportion of pupils entering or leaving the school at other than the usual times is higher than average. Children in the Early Years Foundation Stage are taught part time in a nursery and full time in one of two Reception classes. The school holds a number of awards including that for being a Healthy School.

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

Garlinge continues to provide a satisfactory education for its pupils, as it did at the last inspection. Strengths of the school are seen in the pastoral care it provides for a wide range of pupils and the good provision and outcomes seen in the well-led Early Years Foundation Stage. Attendance, while being broadly average at the last inspection, was below average last year because attendance figures were not monitored closely enough to identify issues and take appropriate action. As a result of average attainment, good opportunities to work in groups and a useful Money Week held in the school, which also supported pupils' ideas of enterprise, the extent to which pupils begin to develop skills that will contribute to their future economic well-being is satisfactory. Since the last inspection, the school leaders have helped some teachers improve, have begun to make the curriculum more interesting and creative, ensured that progress is satisfactory, developed a good tracking system and created a new leadership structure. The new structure allows more middle leaders to be part of the quest for driving forward improvement. While all of these improvements have been based on good self-evaluation, followed up by sound strategies for improvement, it is the pace of improvement that has not been fast enough, especially in the first 18 months after amalgamation. More recently, the pace of progress has improved, although there is still more to be done to ensure consistency of practice across the school. As a result, the capacity to sustain improvement and make further gains is satisfactory.

Children enter the school with low levels of skills and understanding, but pupils' work in the current Year 6 is already close to national expectations in English and mathematics, showing a slow and gradual improvement on previous years. Progress is satisfactory for nearly all groups of pupils and has been for three years. In both English and mathematics, almost 50% of pupils are currently making good progress. Although there is little inadequate teaching, thanks to improvements made by the school, the overall satisfactory quality of teaching is not yet good enough to push forward further improvement in attainment. Good teaching in the Early Years Foundation Stage and in the classes for the oldest pupils is helping significantly to raise standards and improve progress. In the better lessons, teachers are making good use of assessment information, leading to sharp targets and careful planning. Where teaching is less effective, teachers do not make enough use of the information they have and learning activities are not closely matched to pupils' abilities. Marking in these classes does not consistently help pupils improve. The school's safeguarding procedures are satisfactory. Some policies require up-dating. In terms of community cohesion, it has made good progress in ensuring that the school is a cohesive society which recognises its setting locally. However, it has not given pupils enough information so that they might see what life is like in other communities across the United Kingdom or further afield on a more global scale.

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What does the school need to do to improve further?

- Improve attainment in English and mathematics by the end of Year 6 by:
 - ensuring teachers make consistently good use of assessment and tracking data
 - making more use of strategies such as booster groups and one-to-one tuition.
- Improve the proportion of good teaching to 70% by January 2012 by:
 - ensuring that teachers model activities more thoroughly before asking pupils to complete them independently or in groups
 - making use of peer observations between teachers
 - more consistent use of marking to help pupils see what their next steps in learning should be, in conjunction with targets that are regularly checked and referred to in marking.
- Enhance the promotion of community cohesion by:
 - giving pupils a clearer understanding of what life is like in multicultural United Kingdom by adapting topics to have a more multicultural aspect
 - making a link with another school nationally in a different setting
 - seeking a link with a school in the wider world.
- Improve attendance to meet the national average by:
 - closer and more regular monitoring of attendance data
 - working more closely with the Education Welfare Officer to implement strategies seen to be successful in other schools
 - working with other agencies to improve links with those families whose children do not attend regularly enough.

Outcomes for individuals and groups of pupils

3

Nine out of 10 parents agree that their children enjoy learning. The quality of learning and the progress pupils make in lessons is overall satisfactory, as is the achievement of pupils, including those with special educational needs and/or disabilities. In about half of the lessons seen, it was good. In two English lessons in Year 4 and Year 6, the well-prepared and appropriately matched work instilled high levels of interest, resulting in good discussions and good progress made in poetry and in the writing of a report. In both lessons, the work of teaching assistants was very positive. Attainment in the current Year 6 and Year 5 classes is at the expected level for this stage in the year. This is confirmed by the work seen in books. In many lessons, partner and group work is of good quality, with some pupils taking the lead in activities and showing satisfactory skills which they could use later in their careers. Behaviour in lessons was never less than satisfactory and was often good. This helped progress in lessons as most pupils showed good attitudes to their work and wanted to do well. At lunchtime, however, behaviour was boisterous at times with adults not directing pupils to more acceptable and useful play activities. In spite of this, pupils say that they feel safe as adults look after them well and parents and carers agree that this is the case. Pupils are proud of the contributions they make in school, taking on a range of responsibilities including the school council. They are active in their

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charitable activities and have good links with the local community. They enthusiastically participate in after-school clubs and thoroughly enjoy visits and visitors, bringing more first-hand information for their learning. They show sound understanding of what constitutes a healthy lifestyle, often supported by parents and carers, many of whom try to provide healthy packed lunches. Pupils show respect for each other, supported well by their links with pupils from Foreland school. They understand the difference between right and wrong and have their spiritual development supported by assemblies. Their cultural development is not as well supported by activities organised by the school.

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 | 3 |
| Pupils' behaviour | 2 |
| The extent to which pupils adopt healthy lifestyles | 3 |
| 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 | 4 |
| The extent of pupils' spiritual, moral, social and cultural development | 3 |

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

How effective is the provision?

Teaching is satisfactory overall and is good in the Early Years Foundation Stage and in the upper year groups. As a result, while pupils in Years 1, 2 and 3 do not always make the progress they should, progress for the older pupils is much better and consequently progress overall is satisfactory, with around half of pupils making good progress. The school is working to improve the quality of teaching, especially in Key Stage 1 and Year 3, but further progress needs to be made in order to raise levels of attainment. Currently, about half of the teaching is good. Most lessons are well planned and show that teachers provide a range of learning activities for their pupils. However, in some classes, these activities are not regularly based on assessment information and, as a result, they are sometimes too easy or too difficult for pupils. Teaching assistants are used well to support

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learning for pupils who have special educational needs and/or disabilities. However, there are missed opportunities to extend the learning of more-able pupils with extension material, at an earlier stage in lessons. Questioning is often good and the use of the interactive whiteboard regularly provides good visual support for learning and a focus for the lesson. The curriculum has been improved since the last inspection. The coverage of different subjects is now more balanced, and literacy and numeracy are promoted better through a range of subject areas. Work from some recently introduced topics is seen in corridor displays and confirm this promotion of literacy and numeracy. At the same time, in order to enrich pupils' experiences further, the school is seeking to develop more and varied out-of-school activities, covering sport and the arts. The school often provides further enrichment in the form of visitors to the school. The school has addressed shortcomings in its monitoring of attendance, but as this was quite recent, improvements in attendance have not yet been seen. Pastoral care is good and all pupils are well cared for, confirmed in the parents' and carers' questionnaire. The new coordinator for pupils with special educational needs and/or disabilities has been successful in establishing good systems to ensure accurate identification of vulnerable pupils. Pupils for whom English is an additional language get some specialised support, but most support in classes comes from the range of well-trained teaching assistants. The school's own breakfast club ensures a nutritional start to the day for pupils who attend.

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 | 3 |

How effective are leadership and management?

Leaders are aware of the school's strengths and weaknesses and have effective plans in place to address key priorities; for example, the plan for raising attainment in Key Stage 1 is a well-tuned document which is reviewed regularly to assess its impact. Leaders are taking effective steps to improve the quality of teaching and this is beginning to have positive effects on progress and attainment by Year 6. There are examples of good leadership in English and mathematics, keenly focused on driving forward improvement. Other newer leaders are taking on roles in other aspects of the school's work. This structure is comparatively new. The governing body appreciates the challenges faced by the school and is well informed about the major issues. However, it does not, through its own monitoring, evaluate closely enough the progress the school is making against its development targets. The school adequately promotes equality of opportunity and tackles all discrimination. In spite of regular information and meetings provided for parents and carers, there are still a number of families who do not readily engage with the school in support of their children. More successful are the partnerships which underpin many aspects of the school's work. Good links are established with local schools for joint in-

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service training, Canterbury Christ Church University for teachers to share new ideas in teacher training, the local authority for its support in raising attainment and improving progress, and with The Foreland special school for its strong support in pupils' personal development. However, the school itself does not take a leading role in a significant range of activities. The school's rigorous tracking system allows it to check on the progress of all groups, including those whose circumstances make them vulnerable ones, ensuring that all groups currently make at least satisfactory progress. The school's safeguarding policies and practices are effective and over 90% of parents and carers believe that their children are safe at school. The school has a good understanding of the social, ethnic and religious community it serves. Within the school, the promotion of community cohesion is good. However, the school recognises that it has more to do to increase pupils' understanding of the diversity of different communities, both within the United Kingdom and abroad.

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 | 3 |
| 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 | 3 |
| 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

On entry to nursery, children's personal, social and emotional skills and early literacy skills are especially low for their age. It is because of the good teaching across the Early Years Foundation Stage that children make good progress in nearly all areas of learning and leave this key stage with levels of skills and understanding broadly as expected for their age. Significant progress is made in communication, language and literacy skills, because practitioners provide children with many opportunities to develop these basic skills and explore the world around them. On the other hand, children make less progress in physical and creative development. This is perhaps not surprising as there has been a great deal to accomplish in improving children's basic skills. There is a strong emphasis on the development of children's social skills and they learn to play and work happily together, taking turns and working independently. The learning areas are bright, welcoming and well equipped, including the outdoor classroom. Children enjoy their

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learning as there are many opportunities for them to work independently and in groups, with adults on hand to offer guidance and support. The staff team is well managed by an enthusiastic and able leader, who is aware of the strengths and areas for development, and has created an appropriate action plan for further improvement. Children are looked after well and supported by effective safeguarding procedures. The work is well planned and links with parents and carers are good, with them commenting that this is an 'outstanding part of the school'. Regular observations of what children have achieved help staff check on their progress and plan effectively for their next stage of learning.

These are the grades for the Early Years Foundation Stage

| | |
|--|----------|
| Overall effectiveness of the Early Years Foundation Stage | 2 |
| Taking into account: | |
| Outcomes for children in the Early Years Foundation Stage | 2 |
| The quality of provision in the Early Years Foundation Stage | 2 |
| The effectiveness of leadership and management of the Early Years Foundation Stage | 2 |

Views of parents and carers

Although a comparatively small proportion of parents and carers responded to the questionnaire, a large majority of comments were positive and reflected the good levels of satisfaction in the school's work across a number of areas. Over 90% of parents and carers felt the school kept their children safe, helped parents and carers support their children's learning, helped their children have a healthy lifestyle and met their children's particular needs. Parents and carers were less positive about the way in which the school dealt with unacceptable behaviour and the extent to which their children were making enough progress. The inspection team found during this inspection that in all lessons behaviour was at least satisfactory and in many good. However, sometimes on the playground, especially at lunchtime, pupils were boisterous in their play. Inspectors found pupils' progress through the school was satisfactory, with the best progress seen in the Early Years Foundation Stage and in Years 5 and 6.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Garlinge Primary and Nursery 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 inspection team received 64 completed questionnaires by the end of the on-site inspection. In total, there are 479 pupils registered at the school.

| Statements | Strongly agree | | Agree | | Disagree | | Strongly disagree | |
|---|----------------|----|-------|----|----------|----|-------------------|---|
| | Total | % | Total | % | Total | % | Total | % |
| My child enjoys school | 33 | 52 | 23 | 36 | 5 | 8 | 3 | 5 |
| The school keeps my child safe | 34 | 53 | 24 | 38 | 2 | 3 | 3 | 5 |
| My school informs me about my child's progress | 28 | 44 | 26 | 41 | 6 | 9 | 3 | 5 |
| My child is making enough progress at this school | 24 | 38 | 31 | 48 | 6 | 9 | 3 | 5 |
| The teaching is good at this school | 26 | 41 | 31 | 48 | 4 | 6 | 2 | 3 |
| The school helps me to support my child's learning | 27 | 42 | 31 | 48 | 4 | 6 | 2 | 3 |
| The school helps my child to have a healthy lifestyle | 27 | 42 | 32 | 50 | 3 | 5 | 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) | 19 | 30 | 33 | 52 | 4 | 6 | 2 | 3 |
| The school meets my child's particular needs | 24 | 38 | 33 | 52 | 3 | 5 | 3 | 5 |
| The school deals effectively with unacceptable behaviour | 18 | 28 | 30 | 47 | 12 | 19 | 3 | 5 |
| The school takes account of my suggestions and concerns | 18 | 28 | 34 | 53 | 7 | 11 | 3 | 5 |
| The school is led and managed effectively | 22 | 34 | 32 | 50 | 6 | 9 | 3 | 5 |
| Overall, I am happy with my child's experience at this school | 28 | 44 | 27 | 42 | 5 | 8 | 3 | 5 |

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 all 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 | 59 | 35 | 3 | 3 |
| Primary schools | 9 | 44 | 39 | 7 |
| Secondary schools | 13 | 36 | 41 | 11 |
| Sixth forms | 15 | 39 | 43 | 3 |
| Special schools | 35 | 43 | 17 | 5 |
| Pupil referral units | 21 | 42 | 29 | 9 |
| All schools | 13 | 43 | 37 | 8 |

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 are for the period 1 September 2009 to 31 August 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2009/10 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.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

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 pupils' 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.



21 January 2011

Dear Pupils

Inspection of Garlinge Primary and Nursery School, Margate CT95PA

You may remember that four inspectors came to visit your school very recently. Thank you for making us feel welcome. We enjoyed our visit and I am writing to tell you what we found out. You go to a school that continues to provide you with a satisfactory education.

- Children in the Early Years Foundation Stage make good progress as they are well taught and good provision is made for them.
- The adults in your school look after you well.
- Your behaviour, especially in lessons, is good, and you contribute well to your school community and the community local to your school.
- The school has very effective links with The Foreland School, the local group of schools and other partnerships which help make learning interesting and effective.

We have asked the school to do four things to help it improve even further.

- Improve your attainment in English and mathematics by the end of Year 6.
- Improve teaching to help you reach higher standards.
- Help you understand what life is like in other parts of the country and the world.
- Ensure that your attendance improves to the average for other schools nationally.

All of you can help by continuing to behave well and trying hard to get one of those 100% attendance certificates.

Yours sincerely

Gavin Jones

Lead inspector

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