

# Garboldisham Church Primary School

## Inspection report

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<b>Unique Reference Number</b>	121038
<b>Local Authority</b>	Norfolk
<b>Inspection number</b>	380153
<b>Inspection dates</b>	6–7 October 2011
<b>Reporting inspector</b>	Judith Dawson

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

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<b>Type of school</b>	Primary
<b>School category</b>	Voluntary controlled
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	108
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mary Feakes
<b>Headteacher</b>	Alice Hemmings
<b>Date of previous school inspection</b>	1 December 2008
<b>School address</b>	Church Road Garboldisham IP22 2SE
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## Introduction

This inspection was carried out by two additional inspectors. They observed six teachers or higher level teaching assistants teaching eight lessons. Meetings were held with pupils, staff and governors. They observed the school's work, and looked at the school's procedures for safeguarding pupils, its policies and procedures, plans for improvement, teachers' planning, information for parents and pupils' work. They also analysed 59 parental questionnaires.

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

- What criteria does the school use for identifying pupils who have special educational needs and/or disabilities?
- Is there any consistent difference between the progress of boys and girls from year to year?
- How well is the school meeting the needs of the increasing number of pupils on roll?

## Information about the school

This is a smaller than average primary school although the number on roll has increased by a third since the last inspection. The number of pupils joining the school other than at the usual time of entry is much higher than in most schools. Almost all pupils are of White British heritage and all speak English fluently. The proportion of pupils known to be eligible for free school meals is much lower than average. The percentage of pupils who are identified with special educational needs and/or disabilities is well above average. The school holds a range of awards, including Healthy School status and the Silver Eco award.

**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?**

**1**

**The school's capacity for sustained improvement**

**1**

## Main findings

This is an outstanding school that puts the pupils' welfare and education at the very heart of all its work. It has many strengths but there are two features that are particularly significant achievements. The first is the way that the needs of each pupil, both educational and pastoral, are swiftly identified. Staff know their pupils extremely well and plan tasks and support to meet the academic, social and emotional needs of each individual. The school provides support, sometimes only for a few weeks, in response to specific needs, enabling pupils to gain confidence and achieve well. High achieving pupils are challenged so that they thrive on their learning. The second is the innovative and challenging curriculum where pupils acquire literacy, numeracy and information and communication technology skills through practical and relevant learning. Whole-school themes generate learning across the curriculum, much of which is outside, in the village and beyond. Very effective links with other agencies, where pupils are invited to both research and contribute to environmental improvement, ensure that their learning has purpose. As a result, pupils are excited about their work and have a strong sense of their place in the community and the wider world.

Pupils make good progress throughout the school so that, by the end of Key Stage 2, standards are always above and often well above national averages. Teaching is good overall, and, in Key Stage 2, is particularly effective in promoting high levels of engagement amongst the pupils. Outstanding pastoral care, guidance and support ensure pupils throughout the school are responsible and know how to care for themselves and others. Their spiritual, moral, social and cultural development is outstanding. However, pupils sometimes have too little responsibility for deciding for themselves how to make their work even better. Written guidance in pupils' books is good, but not always responded to. However, adults are skilled at asking questions that extend learning in lessons. Pupils often decide how well they have completed the lesson tasks but rarely evaluate their work overall to set personal targets for improvement. A few parents and carers feel they are not sure what their children need to do to improve.

The school has significantly improved since the last inspection, building on its strengths. Leaders have effectively united the school in developing the innovative curriculum. There are new and inclusive systems for evaluating the school's performance and setting relevant priorities for the future. These measures and the supportive and knowledgeable governing body ensure that the school has an outstanding capacity for further improvement.

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

- Help pupils to take more responsibility for improving their work so that they make even more rapid progress by:
  - ensuring that they regularly review their work and set their own short-term targets for improvement, sharing these with their parents and carers
  - giving them time to respond to their teachers' written advice and questions.

## Outcomes for individuals and groups of pupils

**1**

Children's knowledge and skills on entry to the Reception Class are in broadly in line with the expectations for their age. By the end of Key Stage 1, standards have been at, or slightly above average. In 2011 all pupils who were in Year 6 made, and many exceeded, the progress expected of them. There are no significant differences in the progress of boys and girls. Pupils enjoy learning and work hard in lessons. They are particularly effective at solving problems. In one lesson, for example, they were given the task of producing an accurate plan of the football pitch for a site meeting. The teacher provided large sheets of squared paper, two stuck together for most pupils, but just one sheet for the most able. The double sheets were just too small to accommodate the length of the pitch with each square representing 1 metre. Pupils suggested attaching more paper, which they did. The most able were not allowed more paper. After much discussion they solved the problem by making each square represent 2 metres. This was high quality learning.

An impressive feature of pupils' support for, and empathy with, each other is the way they are so appreciative of pupils who find learning or communication difficult. There was equally enthusiastic applause for pupils of all abilities and talents, who wrote and delivered 'Boudicca's' persuasive speech to her people. Pupils feel very safe in school and have an excellent knowledge of how to keep safe and healthy. They grow vegetables for their school meals and know that the meat is locally sourced, reflecting the Healthy School status, and enjoy participating in the many sporting activities. They are very well prepared for their future by their good acquisition of essential basic skills and the excellent use that they make of them across the curriculum in practical and relevant situations. They designed the outdoor environment, including the pond, willow arbour and contemplative area, drawing up plans, costing the projects and visiting local builders and garden centres to seek the best value for their budget. Their good punctuality and attendance reflects their commitment to their school and learning. They have an excellent understanding of world-wide events and respond to them. Through a recent topic about equality they campaigned, and wrote to the prime minister, to promote the 'Send my friend to school' campaign. Entertaining local senior citizens and village litter picking and recycling are regular features of life in Garboldisham School. Local conservation initiatives, including the Little Ouse Headwater Project and their large grant awarded

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for their Energy Buster work reflect their thoroughly deserved Silver Eco Award. They enjoy their music, drama and art and have a deep understanding of, and empathy with, a range of world faiths. For example, pupils in Years 3 and 4 are studying the rites of passage within the major faiths as part of their ‘Changes’ topic.

*These are the grades for pupils’ outcomes*

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

**How effective is the provision?**

Teachers ensure that teaching assistants, parents and governors who work with them are fully informed about what pupils should learn. Pupils are told what is expected of them, and these expectations are very carefully matched to the abilities of each, based on good systems for tracking their progress. This means that all pupils have appropriate challenge and support. This ensures good learning in lessons. Where learning is more rapid, particularly in Key Stage 2, pupils are encouraged to extend their learning in response to their problem-solving and interests. Sometimes however, a little too much teacher direction for the younger pupils limits their ability to use their own ideas. Throughout the school, pupils are encouraged to work together so that they help each other to learn.

The innovative and creative curriculum ensures that learning is purposeful and fun. Basic skills are taught thoroughly, both within discrete lessons and throughout the curriculum. The outdoor learning and the many local visits and visitors enrich pupils’ experiences. The school makes very effective use of the high quality higher level teaching assistants, who not only support pupils in the classroom but also make good use of their specific talents to teach classes and groups of pupils. This has been

<sup>1</sup> 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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particularly effective in meeting the needs of the different age groups within each class. Very good use is made of the talents of parents and carers, members of the governing body and the local community and agencies to enhance pupils’ learning.

Each pupil is cared for and nurtured in school. The curriculum for promoting pupils’ personal development is specifically adapted to not only respond to immediate needs but also to work seamlessly alongside the school topics. Adults expect, and pupils achieve, exemplary behaviour and mature social skills. As a result, the school is a harmonious community and pupils are confident and thoroughly enjoy school. Their good attendance is proof of this. The care for vulnerable pupils is of a high quality and there is an open door policy for parents and carers, many of whom accompany their children into school each day. Adults are suitably trained in child protection and first aid and practical care for any incidents is robust.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</b>
Taking into account: The use of assessment to support learning	2
<b>The extent to which the curriculum meets pupils’ needs, including, where relevant, through partnerships</b>	<b>1</b>
<b>The effectiveness of care, guidance and support</b>	<b>1</b>

**How effective are leadership and management?**

The school has improved since the last inspection. The headteacher has unobtrusively worked alongside teachers, suggesting ways forward and encouraging them to be innovative in their planning. Leaders make good use of individual’s talents to ensure the best possible provision for the pupils. Although formal monitoring of teachers’ impact on pupils’ learning is rare, the robust procedures for tracking pupils’ progress ensure any concerns are picked up. Leaders, staff and pupils expect the best of themselves so that there is no complacency and all strive to improve. For example, this year, leaders have implemented new systems for linking school self-evaluation and plans for improvement within one document, with all staff contributing. This is a school where equality of opportunity is not only practiced rigorously but also forms part of the curriculum. This is embedding strong values for pupils’ future lives as responsible citizens. The school adopts recommended good safeguarding practice across all areas of its work. The procedures for safeguarding pupils meet government requirements. The necessary checks are in place and up to date. Many aspects of the school’s engagement with parents and carers are extremely good and they are kept up to date with school events and the curriculum every two or three weeks by the newsletter produced by the older pupils. Although there are formal parents’ and carers’ meeting with the teachers, they are less well informed about their children’s day-to day achievements and targets. The Friends of Garboldisham School or ‘FROGS’ are extremely active and liaise with the school council to support school improvement and charities. The school is at the heart of

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the village, providing meals on wheels weekly and numerous events during the year including concerts and fetes. There are strong links with the local churches, the playgroup and high schools. Much of this report has illustrated the significant contribution the school makes to community cohesion, locally and across the world. An extremely mature and thoughtful discussion in the oldest class focusing on 'If I could change one thing...' clearly demonstrated pupils' aspirations for the future of the world and how these could be achieved. The school promotes community cohesion rigorously and is aware that pupils have limited experience of the diversity of British society. Regular liaison with pupils in Diss and Thetford, where there is a richer ethnic mix, helps to address this. The school's plans for the future include establishing links with large schools with a diverse ethnic and social mix. Governance is good. The governing body fulfils its statutory duties, is knowledgeable about pupils' progress and contributes to plans for improvement. It has clear systems for seeking the views of parents and carers and has responded to many of the outcomes. For example, pupils now walk through the village wearing high visibility jackets. It is aware that some of the school's policies need refining to fully reflect the school's practice.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>1</b>
Taking into account: The leadership and management of teaching and learning	1
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>2</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>1</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>1</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>1</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>1</b>

## Early Years Foundation Stage

As the school numbers have increased there has been a reorganisation of the class structure over the last two years. Children in the Early Years Foundation Stage are now in a discrete class but are joined by a few pupils from Year 1 for some activities. The teacher has only been at the school since the beginning of this term but is already providing a good range of experiences for the children. Their achievements are monitored regularly and there is already a good bank of evidence, including assessments, children's work and photographs for each child that demonstrate good

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progress across the areas of learning. During the day, there is a good mix of adult led and child initiated activities and children already demonstrate above average social skills, often engaging in lengthy sessions of cooperative learning with their friends. The teacher is skilled in encouraging children to solve problems and making decisions about how they will approach their learning. For example, they have designed their own vehicles and are making suggestions about how to construct them. Leadership and management are good. The teacher is being well supported by the headteacher and deputy headteacher, who used to teach the youngest children. The learning environment, including the small enclosed outdoor area, is attractive and promotes learning well. Very good induction procedures, including home visits and regular visits to and from the playgroup and local nurseries ensure children make the best possible start to their schooling. There are plans in place to help parents and carers become more involved in celebrating their children’s achievements at school and at home.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
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**

Most parents are extremely pleased with the work of the school and the quality of their children’s learning. There were many comments praising the school’s care and support for individual pupils. One parent writes, ‘This school has turned my son’s learning round for the better.’ A small minority of parents feel that they are not well informed about their children’s progress. The inspection found that, although parents are well informed about the curriculum and events in school, they are less well informed about their children’s learning.

### Responses from parents and carers to Ofsted’s questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Garboldisham Church 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 inspection team received 59 completed questionnaires by the end of the on-site inspection. In total, there are 108 pupils registered at the school. The percentage of returned questionnaires is above the average for primary schools.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	39	66	19	32	0	0	0	0
The school keeps my child safe	39	66	18	31	1	2	0	0
The school informs me about my child’s progress	25	42	23	39	9	15	1	2
My child is making enough progress at this school	25	42	26	44	2	3	1	2
The teaching is good at this school	34	58	18	31	2	3	0	0
The school helps me to support my child’s learning	30	51	22	37	1	2	1	2
The school helps my child to have a healthy lifestyle	43	73	14	24	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)	33	56	19	32	0	0	0	0
The school meets my child’s particular needs	31	53	22	37	3	5	1	2
The school deals effectively with unacceptable behaviour	24	41	24	41	8	14	0	0
The school takes account of my suggestions and concerns	24	41	26	44	5	8	1	2
The school is led and managed effectively	29	49	23	39	6	10	0	0
Overall, I am happy with my child’s experience at this school	39	66	15	25	2	3	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 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	43	47	10	0
Primary schools	6	46	42	6
Secondary schools	14	36	41	9
Sixth forms	15	42	41	3
Special schools	30	48	19	3
Pupil referral units	14	50	31	5
All schools	10	44	39	6

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 2010 to 08 April 2011 and are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 2010/11 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"> <li>■ The school's capacity for sustained improvement.</li> <li>■ Outcomes for individuals and groups of pupils.</li> <li>■ The quality of teaching.</li> <li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li> <li>■ The effectiveness of care, guidance and support.</li> </ul>
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.**



10 October 2011

Dear Pupils

**Inspection of Garboldisham Church Primary School, Garboldisham IP22  
2SE**

Thank you all very much indeed for your friendliness and help during our visit to your lovely school. It was a pleasure to talk to you all, especially the members of the school council who shared your views with me.

You have an outstanding school where each one of you is helped to achieve your full potential. You learn about lots of interesting things and use your skills to find out about the world and solve problems. I was very impressed with how well you care for yourselves and each other, your school and your village. You are learning skills that will be with you all your lives and help you to achieve your ambition to make the world a better place. Well done to you all and your teachers.

You work hard in school and when you are learning outside. Your teachers are good at helping you to improve your work and setting you challenges for the future. I have asked them to help you decide for yourselves not only how well you have achieved your learning objectives for the lesson, but also what you need to do to make all your work even better. You can then set your own personal targets which you can achieve quickly and be ready for the next challenge. You can share these with your parents and carers at home so that they can help you achieve them. Sometimes, when your teachers give you advice or ask questions when they mark your work you do not respond. I would like you to have a little time to act on their advice so that you are making the most of their hard work.

Those in charge of your school make a very good job of ensuring that you learn in the best possible way. They take excellent care of you and really appreciate your help in planning how to make your school and environment even better. Your school is a very happy place to be in and it was a privilege to work amongst you for a short time. I wish you all the very best for your futures.

Yours sincerely

Judith Dawson  
Lead inspector

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