

# 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>	313847
<b>Inspection dates</b>	1–2 December 2008
<b>Reporting inspector</b>	Paul Missin

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

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

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<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 on roll</b>	
School (total)	72
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Ms Mary Feakes
<b>Headteacher</b>	Ms Alice Hemmings
<b>Date of previous school inspection</b>	5 July 2004
<b>Date of previous funded early education inspection</b>	Not previously inspected
<b>Date of previous childcare inspection</b>	Not previously inspected
<b>School address</b>	Church Road Garboldisham Diss Norfolk IP22 2SE

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<b>Age group</b>	4–11
<b>Inspection dates</b>	1–2 December 2008
<b>Inspection number</b>	313847

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## Introduction

The inspection was carried out by one additional inspector.

## Description of the school

This small school has four mixed-age classes and is located in a small village in Norfolk. The number on roll has been increasing slightly. The Early Years Foundation Stage (EYFS) provision is in a Reception class. Children start in this class with a wide variety of pre-school experiences and with knowledge and skills that are broadly in line with those expected for their age. The proportion of pupils with learning difficulties and/or disabilities is below average. Almost all pupils have White British heritage and none is at an early stage of learning English. A low proportion is eligible for free school meals. There is a significant variation in ability between different year groups which affects standards and achievement trends. Elements of the 'Forest School' approach, which emphasises outdoor learning throughout the year using local woods where possible, has recently been introduced for children in the Reception class and Years 1 and 2. The school has awards for Investors in People and as an Eco school.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 2

Garboldisham C.E. Primary School is a happy school which provides a good quality of education for all its pupils. School leaders, with effective, intensive support from the local authority, have successfully led the school through a recent time of staffing difficulties and dropping standards. Under the determined and innovative leadership of the new headteacher the school is now improving rapidly. One parent sums up some important strengths of the headteacher and her impact on the school accurately. 'The headteacher's enthusiasm and commitment to making the school a happy and successful place to be is infectious and she is very good at providing leadership, a sense of security for the children to ensure that every child gets the most out of their time at school'. Leadership and management are good overall. The headteacher is well supported by a knowledgeable and supportive governing body and all members of the staff team. The partnership with parents has developed very well and they make a significant contribution to this school's success. The strengths of the school mean that it has a good capacity to improve even more. Important priorities are identified in the school's planning for improvement, but the need to raise standards and to achieve challenging achievement targets are not sufficiently emphasised.

The care provided by the school is outstanding. All adults have a good knowledge of every pupil and often their extended family, and so all pupils are very well looked after and their individual needs are met. There are very clear processes for identifying and supporting pupils who are vulnerable or distressed. This provision supports the excellent promotion of pupils' personal development and well-being. Pupils' attitudes, relationships and their behaviour in class and around the school are exemplary. They thoroughly enjoy all that the school provides and attendance is consistently above the national average. Pupils have a good appreciation of how to be safe and remain healthy and they take part in a very good range of sporting activities. They have a very mature appreciation of being part of both the school and the wider community, and the good development of basic skills prepares them well for the next stage of their education and beyond.

Although there is an extremely wide variation in standards in the different year groups, pupils generally enter the school at levels expected for their age and reach broadly average standards in reading, writing and mathematics at the end of Year 2 and above average standards by the end of Year 6, where standards in science are particularly high. This means that pupils make good progress and achieve well. Pupils achieve well because teaching is good, with some outstanding features. Strengths are in teachers' subject knowledge and the way in which the practical activities which teachers often devise link different areas of learning and give pupils good opportunity of using their skills in 'real-life' contexts. This approach interests pupils and encourages their commitment to their own learning. The introduction of the 'Forest School' approach for younger pupils and other outdoor learning opportunities are very valuable in encouraging 'learning by doing' and promoting both pupils' academic and social skills. However, overall curriculum planning does not show clearly enough how knowledge and skills are to be taught progressively across the school and the school is not sufficiently clear how to judge the success of the changes that have recently been introduced. Recently introduced assessment procedures now provide teachers with good information to enable them to set pupils learning targets and to track the progress which they are making in reading, writing, mathematics, science and in their personal skills. Pupils confirm that this is helping them to do even better.

## Effectiveness of the Early Years Foundation Stage

### Grade: 2

Standards at the end of the EYFS have recently improved from below to above those expected in most schools. Children now make good progress in their learning and achieve well. Teaching is good. A strength is the effective co-operation between all the adults in the class and the way that they encourage the development of key language, number and social skills at every opportunity. All adults emphasise the development of personal skills. This is made more effective as the children are always part of a class with older pupils who have already settled to school routines. Children's individual needs are met well and overall safety and security are important priorities. The curriculum is well planned around an effective combination of teacher-directed activities and those chosen by the children. The classroom displays are attractive and resources accessible and relevant for the activities planned. They include an interesting role-play area on the theme of a 'camp-site', a book corner and writing area. Children are getting very good experience of outdoor education through their regular visits to the woods as part of the 'Forest Schools' approach. During the inspection, this activity provided an outstandingly wide range of experiences for the children and encouraged the development of many important skills. Teachers are beginning to build up a clear picture of the standards that children reach and the progress they make. The EYFS leader is an effective practitioner, but the priorities for the further development of the EYFS are not sufficiently explicit in school improvement planning.

### What the school should do to improve further

- Ensure that the priority of raising standards and accelerating progress in order to meet challenging achievement targets is more explicit in school improvement planning.
- Provide a clearer whole school curriculum plan and use more precise success criteria to judge the effectiveness of new initiatives.

## Achievement and standards

### Grade: 2

Overall, pupils achieve well and make good progress in their learning as they move through the school. From a generally average level when they begin the Reception class, standards are now above average by the end of Year 6. However, there are some significant variations in this overall pattern. Standards in reading, writing and mathematics have been mostly average by the end of Year 2. Although there had been a drop in overall standards in Year 6 since the last inspection, standards are beginning to rise again. They were broadly average in 2007, but rose in 2008 in mathematics and particularly in science. This represents good progress from pupils' starting points in Year 2. Year 6 pupils are currently on track to reach very challenging targets for 2009. Pupils with learning difficulties and/or disabilities make good progress because of the good support they receive.

## Personal development and well-being

### Grade: 1

Pupils' behaviour in class and around the school is outstanding as are the attitudes and relationships in the school community. Pupils have very high expectations of themselves and others. They thoroughly enjoy school and attendance is very high. They are attentive in lessons, keen to do well and fully engaged in their own learning. Pupils know what is needed for a healthy and a safe life and enjoy plenty of energetic physical activities during school, in

after-school clubs and through an increasing number of inter-school sports competitions. Older pupils readily accept responsibility as school councillors and help willingly with younger pupils at playtimes and around the school. Strong local community links have considerable impact on pupils' personal development. They reflect maturely on important issues and have a very clear sense of belonging to a school community. Their good numeracy, literacy and personal skills provide a good basis for later life. Overall, pupils' spiritual, moral, social and cultural development is good, but there is scope for them to be more aware of our own multicultural heritage.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

Teachers manage pupils well and involve, support and encourage them effectively. Across the school, teachers make learning fun by devising practical 'hands-on' activities which bring together learning across different subjects. This was seen as older pupils guessed the weight of the Christmas cake they had made before working out procedures to divide it into equal parts. Teachers provide a good range of interesting resources, including a clear and effective focus on outdoor learning and the use of the school environment. In the best lessons, teachers demonstrate excellent subject knowledge and introduce and explain specific vocabulary and concepts very clearly. In a Year 3/4 lesson, pupils' appreciation of the process of digestion was developed very well indeed. Occasionally the focus of the learning expected in the lesson is not made clear and as a result pupils are unsure about what they are expected to learn. There is very effective use of specialist teaching in science and music which helps to raise standards. Pupils who need extra help get good support and because of this achieve their targets.

### **Curriculum and other activities**

#### **Grade: 2**

The school provides an effective focus on the provision of literacy, numeracy and information and communication technology skills. The planned enhancements are excellent. These include the recent promotion of outdoor learning, including the 'Forest School' approach and the good number of interesting visits and visitors to the school. The curriculum promotes pupils' personal development very well indeed and impacts very positively on their enjoyment of and commitment to their school work. Provision is further enhanced by the effective use of specialist teachers in music and science, the teaching of French across the school, and opportunity for all older pupils (Year 2 and above) to have tuition in a range of individual instruments which include cello, violin and hand-chimes. Very good links are established with the local community, including the parish church, local woods and village facilities. The curriculum is carefully and sensitively modified for pupils who may be vulnerable or in need. However, overall curriculum planning does not show clearly enough how knowledge and skills are to be taught progressively to the pupils in the mixed age classes across the school, or how the school intends to measure the success of recently introduced initiatives.

### **Care, guidance and support**

#### **Grade: 1**

The school has a very caring culture so that pupils feel happy and secure and ready to learn. All adults know the children and their families very well. Parents are overwhelmingly confident in the school's care and welfare procedures. One parent summed the thoughts of others. 'My

children are treated as individuals and their very varied needs are met well'. Pupils know they can go to an adult for help if they are worried or distressed. Procedures for child protection are in place and all safeguarding requirements are met. Pupils who need extra help are identified early and given good support. There is very close co-operation with parents. The school has effective systems for checking how well pupils are doing. Pupils' achievement and the progress they make are regularly monitored. Pupils are involved well in assessing their own work. They say how helpful their learning targets are in helping them to know how to improve and how valuable they find the discussion they often have with teachers over the marking of their work. Older pupils also say that learning targets which are more closely matched to National Curriculum criteria might be even more helpful.

## **Leadership and management**

### **Grade: 2**

The headteacher is innovative and energetic and she shares a very clear vision for the future of the school with staff and governors. An example of the effectiveness of her leadership is evident in the way the introduction of the enhanced outdoor learning provision has been managed. The school has been inventive in the way in which additional support and resourcing has been acquired. Parents are now overwhelmingly confident with the headteacher's leadership and the very effective partnership which the school has established with the local community. There is an impressive cohesion within the whole school staff. Self evaluation procedures are secure and the school has an accurate picture of its own performance. Governors support and challenge the school well. Pupils' understanding of the wider global community is promoted effectively. Several important priorities have been identified in the school improvement plan, but the clear focus on raising standards and work to reach challenging achievement targets is not sufficiently explicit.

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## Annex A

## Inspection judgements

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

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well being?	2
The capacity to make any necessary improvements	2

### Effectiveness of the Early Years Foundation Stage

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

### Achievement and standards

How well do learners achieve?	2
The standards <sup>1</sup> reached by learners	2
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and/or disabilities make progress	2

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

## Personal development and well-being

<b>How good are the overall personal development and well-being of the learners?</b>	1
The extent of learners' spiritual, moral, social and cultural development	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	2
The extent to which learners enjoy their education	1
The attendance of learners	1
The behaviour of learners	1
The extent to which learners make a positive contribution to the community	1
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

## The quality of provision

<b>How effective are teaching and learning in meeting the full range of learners' needs?</b>	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	2
How well are learners cared for, guided and supported?	1

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination eliminated	2
How well does the school contribute to community cohesion?	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

**Annex B**

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

03 December 2008

Dear Pupils

Inspection of Garboldisham Church of England Primary School, Diss, IP22 2SE

Thank you for making me so welcome when I came to the school recently to see how well you were doing. I enjoyed talking to you and seeing you at work and at play.

Here are some of the best things about your school

- All adults look after you well, and you also help to make the school a happy, welcoming place.
- Your headteacher, governors and other adults at school work very well together and are clear about how to make your school even better.
- You enjoy school, and value the good opportunities you have to learn by 'doing' particularly in class, in the woods and in the school environment.
- Your behaviour and attitudes are excellent. You all get on well together and try very hard with your work.
- Your parents help you and support the school very well indeed and this helps the school to play an important part in the life of the village.

There are just a few things that I think could be even better

- The school needs to make meeting the targets it has set, and ensuring that you all make the best possible progress in your learning, clearer when planning for improvement.
- The school needs to provide a more detailed overall plan of the subjects that you study and to work out more clearly whether the new approaches recently introduced are being successful.

Thank you again for your welcome.

I wish you well for the future.

Yours sincerely

Paul Missin

Lead inspector