

# Garlinge Primary School and Nursery

Inspection report

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<b>Unique Reference Number</b>	135212
<b>Local Authority</b>	Kent
<b>Inspection number</b>	319618
<b>Inspection dates</b>	4–5 June 2008
<b>Reporting inspector</b>	David Collard

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>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	515
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Robert Burgess
<b>Headteacher</b>	Diane Springett
<b>Date of previous school inspection</b>	Not previously inspected
<b>School address</b>	Westfield Road Margate Kent CT9 5PA
<b>Telephone number</b>	01843 221877
<b>Fax number</b>	01843 298648

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<b>Age group</b>	4–11
<b>Inspection date(s)</b>	4–5 June 2008
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## Introduction

The inspection was carried out by three Additional Inspectors.

## Description of the school

Garlinge is a larger than average school that was amalgamated in September 2007 by combining an adjoining infant and junior school, now known as Key Stage 1 and 2. The proportion of pupils with learning difficulties and/or disabilities is well above the national average and includes a significant proportion of pupils with statements for physical, emotional, learning and behavioural difficulties. The school also links with a local special school and provides mainstream provision for some of their pupils. The headteacher was appointed in January 2008 after a period of interim leadership.

## Key for inspection grades

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

## Overall effectiveness of the school

**Grade: 3**

The school provides a satisfactory quality of education but, after a period of great disruption, is demonstrating a good capacity to make significant and rapid improvement. A lot has been achieved in a short space of time. The headteacher, along with her senior team, is providing a clear vision about how to develop as a single school and the staff have dealt professionally with the many challenges this has presented. There has been good support from external agencies in the transition period. This, along with the more stable leadership team, has helped drive up pupils' achievement, although there is still some variance between year groups and subjects. Nevertheless, pupils are reaching broadly average levels. Pastoral care and support is excellent and is appreciated by the pupils themselves. As some said, 'We feel very safe and secure here and behaviour has really improved.'

Pupils enjoy school and want to make it as good as they can. For example, they like wearing the new sweatshirts given to them as part of unifying the two very different schools. Behaviour is good, particularly in lessons, where pupils generally concentrate well and get on with everybody else. A small number of pupils are challenging at times but these occasions are reducing because good adult help makes sure that disruptions are kept to a minimum. Pupils with physical disabilities are well integrated. In the playground, those in wheelchairs play unobtrusively with their friends while a watchful eye is kept on them by their helpers.

Pupils start in the Nursery with low standards compared to pupils of a similar age and make good progress. By the start of Year 1, standards are slightly below those expected, particularly in writing and some areas of mathematical development. Through the rest of the school, achievement is satisfactory but does vary. The very thorough assessment procedures have identified that more recently in the core subjects of English, mathematics and science, progress is sometimes in excess of that which might be expected, particularly in Year 6. This is remedying the legacy of underachievement and, as the new systems have developed, the previously variable teaching in some year groups. Consequently, it is likely that the targets set for the ends of Year 2 and 6 will be exceeded this year, ensuring that pupils are satisfactorily prepared for their future lives.

There are very wide opportunities for pupils to become involved in after-school clubs, visits and themed weeks. Teachers work hard to interest and excite pupils' interests and to motivate them to learn. Planning is good and is increasingly highlighting how best to cater for each individual. As yet, a common format is not fully integrated across the whole school and this, along with some lack of really challenging tasks, means that, while all teaching is satisfactory, the proportion that is good is not yet high enough. More positively, unsatisfactory teaching is now rare and teachers are working together. Particularly good is the work in English and mathematics, led by the subject leaders, which is identifying the correct areas for improvement.

The very recently appointed headteacher, along with the support of the senior team and new governing body, has worked successfully to combine the various methods and systems of the two previous schools. This has not been an easy task and some difficulties remain, not least to do with the physical distance between the Key Stage 1 and 2 accommodation. The whole staff have worked professionally to bring about

change and the realistic self-evaluation has helped cement the action plans for the future. This is rightly aimed at eliminating inconsistencies in teaching and ensuring that all pupils make good and continuous progress while at the school.

## **Effectiveness of the Foundation stage**

**Grade: 2**

Good teaching ensures children get off to a good start in the Nursery and this continues through the Reception classes. As a result, their achievement is good. Work is tailored to individual need and provides a good balance between teacher-directed activities and opportunities to learn through play. Children are successfully encouraged to mix with each other, both within their own age groups and with older children. Work is comprehensively planned and is well informed through thorough and regular assessments. This includes formal recording of success both by teachers and the assistants as well as records of photographic evidence to support how learning has improved. The Foundation Stage is led well by an experienced coordinator. His expertise has also been used well to provide teachers in other years with an understanding about assessing progress effectively.

## **What the school should do to improve further**

- Build on the work so far to ensure that the school works as a single unit and that pupils are able to make continuous progress as they move through each yeargroup.
- Eradicate the variability in teaching so that the progress pupils make in all year groups is good and standards continue to rise.

A small proportion of the schools whose overall effectiveness is judged satisfactory but which have areas of underperformance will receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

## **Achievement and standards**

**Grade: 3**

Historically, pupils generally had low standards, both on entry and in national tests in Years 2 and 6. However, there is good evidence that, as pupils' progress has improved through more consistent teaching, so standards have risen and are now broadly average. The achievement of different groups of pupils is relatively similar, although the proportion of pupils who could be achieving higher levels is lower than it should be. A specific focus has been given to writing and mathematics. Checks on pupils' progress indicate that, in some years, this has been above that which would be expected. Pupils remark how much better they are doing academically and feel that the changes have made a difference. Equally, and as the school recognises, this drive on improving basic skills has been partly at the cost of ensuring curriculum balance and sufficient progress across all subjects. This is the next key priority to be addressed. Interestingly, older pupils articulately explained that they could 'see the logic of what had been done' and were 'pleased that now SATs had finished... were doing some exciting work'.

## Personal development and well-being

**Grade: 3**

There are some particular strengths in the personal development and well-being of pupils but much of this is recent. The social and moral development of pupils is good. All pupils are integrated well, whatever their need. Those from ethnic minorities, those with physical, emotional or behavioural difficulties, as well as pupils of different ages, can all be seen mixing and playing together well. As yet, there are not enough opportunities for the two different key stages to integrate more and pupils are working, through their school council, to think up ways about how this could be improved. Pupils have a good understanding about our global community as well as their own local area and a growing understanding about the diversity of life and the contribution they can make towards it. Pupils have a satisfactory understanding of keeping healthy, especially through sport. While they know about healthy eating, they do not always make the right choices about the foods they should eat. Pupils know about keeping safe. They act sensibly when moving around the school and say that, while there is 'still a little' bullying, it is becoming much rarer. Attendance has radically improved in the last year and, while still not quite at the national average, has come from a significantly low position. Punctuality has also improved through an intensive programme involving the educational welfare officer, the School Attendance secretary and ensuring that a high profile is maintained with parents.

## Quality of provision

### Teaching and learning

**Grade: 3**

There are increasingly good features developing within the teaching. However, the various inconsistencies in teaching methods, while reducing, are rightly being targeted by the school for urgent development. Pupils enjoy learning. They are motivated and make good progress because, in many lessons, the material is interesting and challenging. Lessons are organised well and in many cases time is well spent. Good planning and assessment are evident. This is more consistent in the Foundation Stage and Key Stage 2 than in Key Stage 1 because it provides better opportunities to make work relevant and challenging for all ability ranges. While assessment is used well in the majority of classes, marking is more variable. At its best, it is informative, praises good work and provides pupils with an understanding about what should be done next. However, there are examples where it is more cursory and lacks any opportunities to develop what has gone before.

### Curriculum and other activities

**Grade: 3**

While the curriculum is broad and relevant, there has been a high and successful focus this year on raising the basic skills. All the expected subjects are covered but, until recently, some have not been given the same amount of time as others. For example, pupils mention that they would like to have done more design and technology, art and music. The school is now actively developing a more creative curriculum which aims to address this balance. In contrast, the range of extra-curricular activities, visitors, visits and themed weeks is very good. There is good input from local institutions such as the local catering college and sports specialists.

A good curriculum is provided for the specialist needs of pupils with learning difficulties and/or disabilities. Individual plans are comprehensive and there is good involvement from outside agencies. This is all ensuring they make sufficient progress against their own specific needs.

## **Care, guidance and support**

**Grade: 2**

The pastoral support of pupils is outstanding. There is a high level of commitment to care, encouraging enjoyment, to promoting health and safety and providing equality of opportunity. Safeguarding arrangements are very robust. Pupils' targets are becoming more challenging, particularly in mathematics, because there has been a thorough overhaul of all assessment procedures. Teachers have been made accountable for the success of their own classes and to the part they need to play in improving the achievement of all pupils as they move through the school. As a result, pupils are learning to take charge of their own work and become more independent. The majority of older pupils know their targets and how to improve them but not so with the younger pupils. Most parents have high regard for the school, although a minority are concerned that pupils' behaviour is sometimes aggressive. No incidents were seen during the inspection, and many pupils who spoke to inspectors confirmed the many recent improvements. Good links are established with parents, including a parents and pupils club, meeting twice weekly after school, and the highly valued parenting groups.

## **Leadership and management**

**Grade: 3**

The dogged determination of the headteacher has driven the school forward effectively. She has provided a strong lead in building a 'primary school', making very significant changes in the brief period since her appointment. She confidently delegates responsibilities, and is supported by a good senior management team and a committed governing body. Senior leaders are also realistic that there is still some way to go to ensure that they have won the hearts and minds of the whole-school community. They are consolidating the school's strengths and are working diligently in areas requiring improvement. This is all aimed at bringing about a harmonious completion to the amalgamation process and ensuring there are better outcomes for the pupils. Leaders of core subjects have extensive subject knowledge. Although they are confident of their skills in leading staff training, good classroom practice is not yet shared sufficiently to improve overall standards of teaching and learning. Governance is satisfactory. An extensive training programme helps governors to fulfill their roles and their professional expertise brings additional benefits to the school. Individual governors are developing classroom links to increase their understanding of the teaching and learning processes and are building the confidence to both support the school and challenge decisions when the need arises.

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## Annex A

## Inspection judgements

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

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	<b>3</b>
Effective steps have been taken to promote improvement since the last inspection	
How well does the school work in partnership with others to promote learners' well-being?	<b>2</b>
The effectiveness of the Foundation Stage	<b>2</b>
The effectiveness of boarding provision	
The capacity to make any necessary improvements	<b>2</b>

### Achievement and standards

<b>How well do learners achieve?</b>	<b>3</b>
The standards <sup>1</sup> reached by learners	<b>3</b>
How well learners make progress, taking account of any significant variations between groups of learners	<b>3</b>
How well learners with learning difficulties and disabilities make progress	<b>3</b>

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	<b>3</b>
The extent of learners' spiritual, moral, social and cultural development	<b>2</b>
The extent to which learners adopt healthy lifestyles	<b>3</b>
The extent to which learners adopt safe practices	<b>3</b>
How well learners enjoy their education	<b>2</b>
The attendance of learners	<b>3</b>
The behaviour of learners	<b>2</b>
The extent to which learners make a positive contribution to the community	<b>3</b>
How well learners develop workplace and other skills that will contribute to their future economic well-being	<b>3</b>

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of learners' needs?</b>	<b>3</b>
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	<b>3</b>
<b>How well are learners cared for, guided and supported?</b>	<b>2</b>

<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.

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	<b>3</b>
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	<b>3</b>
How effectively leaders and managers use challenging targets to raise standards	<b>3</b>
The effectiveness of the school's self-evaluation	<b>2</b>
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	<b>2</b>
How effectively and efficiently resources, including staff, are deployed to achieve value for money	<b>3</b>
The extent to which governors and other supervisory boards discharge their responsibilities	<b>3</b>
Do procedures for safeguarding learners meet current government requirements?	<b>Yes</b>
Does this school require special measures?	<b>No</b>
Does this school require a notice to improve?	<b>No</b>

**Annex B**

7 June 2008

Dear Pupils

**Inspection of Garlinge Primary School and Nursery, Margate CT9 5PA**

Thank you for making us so welcome during our visit. We very much enjoyed meeting you and sharing in your 'Diversity Week'. We especially enjoyed hearing all the great ideas you have for how your school can be improved. We think that you are receiving a satisfactory education and things are all in place to improve your school in the future. As I promised some of you, I have written the main points of our report below.

- As you told us, you have been through a lot of changes in the past year and we think you have coped very well with them all. You really are helping join the two schools together and make Garlinge into one 'primary school'. Keep up the good work!
- You also told us how much better you felt you were doing at school and we agree. We have said that you make the progress you should, that you are broadly reaching the standards expected, although, of course, you can still do better. If this happens, you will be reaching even higher standards. Another way of helping would be to make sure you all try to get to school on time.
- You said that behaviour has improved and we have agreed with you. Although there are some children who do not always do as they told, on the whole, your behaviour is good and you clearly enjoy school. This is because you are cared for extremely well.
- Perhaps you might think about which foods are healthy for you. When we talked to some of you, you clearly knew the difference but we did not always see this happening.
- Your teachers and other staff are working hard to make the right improvements so that you all do as well as you can. We have asked for this to continue because the right things are being planned. In addition, we have asked that you are all given lots of challenging work to do so that you can make really good progress.

Finally, we wish you all the best for the future. You can help by thinking of ways to make your school even better and about how you can all have some more opportunities to work and play together as one school.

Best wishes

David Collard  
Lead inspector