

Garlinge Primary School and Nursery

Westfield Road, Margate, Kent, CT95PA

Inspection dates 25–26 June 2014

Overall effectiveness	Previous inspection:	Requires improvement	3
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Outstanding	1

Summary of key findings for parents and pupils

This is a good school.

- Pupils make good progress in all parts of the school and standards are rising year on year in Reception, Year 2 and Year 6.
- This is because the quality of teaching is now consistently good with examples of outstanding practice.
- All staff expect the very best of pupils in their work, behaviour and relationships. As a result, the school is a harmonious community where pupils work hard and get on extremely well with each other.
- Leaders and managers are very ambitious for the school and relentless in their drive for excellence in all areas of school life.
- The school goes the extra mile to work closely with families to ensure pupils attend school regularly. As a result, attendance has improved to average levels.
- Staff provide excellent care and support for pupils with physical impairment and those with additional needs, so that all achieve well, feel safe and thoroughly enjoy school.
- Pupils have excellent attitudes to learning, are polite and considerate to each other and behave exceptionally well around the school.
- The school's systems for assessing and checking pupils' attainment and progress are exceptionally rigorous.

It is not yet an outstanding school because

- Occasionally, the most able pupils are not given work that is hard enough throughout the lesson.
- Handwriting is not of a consistently high standard.
- Although teachers' marking has improved considerably, pupils are not always given time to correct mistakes or practise what the teacher has suggested.

Information about this inspection

- The inspection took place during the school’s Arts Week, when the usual timetable was suspended. Inspectors visited 14 lessons, four of which were joint observations with senior leaders. They also conducted three learning walks.
- Inspectors looked at a wide range of pupils’ books in English, mathematics and topic work and talked to two groups of pupils, as well as hearing pupils read in Years 2, 4 and 6.
- They held meetings with senior and middle leaders, members of the pastoral care and attendance teams, the Chair of the Governing Body and two other governors, and a representative of the local authority.
- Inspectors observed the school’s work and looked at a range of documentation, including records of the school’s checks on the quality of teaching, the school improvement plan, attendance and behaviour records, case studies and records of pupils’ progress.
- Inspectors looked at the analysis of the 31 responses to the Parent View questionnaire and the school’s most recent parent questionnaire.

Inspection team

Carole Skinner, Lead inspector

Additional Inspector

Carol Vant

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Dawn Titus

Additional Inspector

Full report

Information about this school

- The school is much larger than average for a primary school and has grown by another class since the previous inspection. It is gradually expanding towards four forms of entry, but currently has three classes in Reception and Years 1 and 2, and two classes in Years 3 to 5. In Year 6, pupils are taught in three smaller classes.
- Major building works had begun two days before this inspection. These have limited access to certain parts of the very large school site
- There are two sessions for nursery age children, one in the morning and one in the afternoon. Most of these children move on to Reception and the school draws the rest of its intake from a wide variety of independent nursery providers.
- The large majority of pupils are of White British heritage, with a small minority from a range of other ethnic backgrounds. The largest of these groups are pupils from Eastern European countries. There is a growing number of pupils who do not speak English when they join the school.
- The movement of pupils in and out of the school is much higher than is usually found.
- The proportion of disabled pupils and those with special educational needs supported at school action is above average. The proportion supported at school action plus or with a statement of special educational needs is well above average.
- Garlinge is a lead school for pupils with physical impairment. There are currently seven such pupils on roll, all of whom have statements of special educational need and who are fully integrated into mainstream classes.
- The school works in close partnership with The Foreland special school and hosts one of its classes on site. This provision was not inspected. Pupils from The Foreland are integrated into mainstream classes at Garlinge for some lessons.
- The proportion of pupils who are eligible for additional funding known as pupil premium (pupils who are eligible for free school meals and children in care) is well above the national average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- The school works in partnership with a number of primary and secondary schools in Thanet as part of the Great Expectations Learning Alliance.
- A breakfast club operates daily.

What does the school need to do to improve further?

- Eliminate the remaining inconsistencies in teaching so that more is outstanding by:
 - always planning work for the most able pupils that challenges them and extends their learning so that more reach the higher levels of attainment
 - ensuring teachers consistently reinforce high expectations of handwriting and the presentation of pupils' work
 - making sure that marking is consistently effective, especially in mathematics, and that pupils are given time to correct errors and respond to teachers' suggestions
 - ensuring that, as the school grows, leaders maintain consistently high quality teaching by sharing outstanding practice throughout the school.

Inspection judgements

The achievement of pupils is good

- Many children enter the Nursery and Reception classes with weak language and social skills, and some do not speak English at all. Children make good progress in all areas of learning so that by the end of Reception, standards are now much closer to the national average than in previous years.
- This good progress continues throughout Years 1 and 2 and pupils are on course to reach broadly average standards by the end of Year 2 in reading, writing and mathematics, continuing the upward trend of the last three years.
- Pupils make good progress in learning phonics (the sounds letters make). The results of the Year 1 phonics check in 2013 were above the national average, including those for pupils eligible for additional funding and those with special educational needs. The provisional results for 2014 show further improvement, reflecting the school's consistent approaches and effective teaching.
- Pupils achieve well in Years 3 to 6 as a result of good teaching. There has been a dramatic rise in attainment in the Year 6 national tests over the last three years, from well below average in 2011 to average in 2013 in reading and mathematics and above average in writing, including grammar, punctuation and spelling. This represents good progress for all and outstanding progress for many from well below average starting points in Year 2. Evidence from pupils' work and school information for 2014 show this trend is continuing.
- The proportion of pupils who reach the higher levels of attainment in Years 2 and 6 has improved significantly but there are still pupils who do not reach their full potential. A few of the most able pupils say they sometimes find work easy and would like more challenge.
- Pupils love reading and talk with enthusiasm about their favourite books and authors. Older pupils write at length in a variety of styles and genres, using a wide range of vocabulary and punctuation correctly. Pupils' understanding of mathematical concepts develops well and they use and apply their knowledge confidently to solve problems and carry out investigations.
- Pupils with physical impairment and those with special educational needs also make good progress because staff know their exact needs and they and senior leaders track their progress meticulously, organising additional support where necessary. The same is true for pupils new to speaking English who are very well supported by a specialist multilingual learning mentor.
- Pupils who are eligible for additional funding make equally good progress. The gap between their attainment and that of other pupils has narrowed to approximately six months in reading and mathematics. It is closing more slowly but steadily in writing, where it is around ten months.
- Pupils achieve well in a wide range of subjects. Inspectors saw art work of a high standard, both in lessons and on display around the school. Pupils sing with enthusiasm and, through effective use of the new sports funding, have many opportunities to learn new sports such as touch rugby and dodgeball. Pupils achieve well in physical education.

The quality of teaching is good

- There have been marked improvements in the quality of teaching over the last 15 months so that it is now good across the school, with examples of outstanding practice.
- Teachers in the Nursery and Reception classes plan in detail an exciting range of purposeful activities for the children, both in the classroom and outdoors, which develop their skills across all areas of learning. They build very well on children's interests, often involving them in planning what they are going to learn. All staff model language well and build children's confidence and ability to communicate.
- Throughout the school, teachers' good subject knowledge and detailed planning ensure pupils develop good skills in reading, writing and mathematics. A Year 5 guided reading lesson helped pupils to extend their skills of research and understanding of how a writer's choice of language

affects the reader. In Year 2, a range of imaginative teaching strategies helped pupils to write, edit and improve a description of a character.

- Teachers and teaching assistants are skilled in asking questions that help them to assess and extend pupils' understanding. They do not accept simple responses but encourage pupils to explain their ideas in more detail.
- Teachers mostly plan work that matches pupils' different abilities and helps them to progress at a fast rate. Occasionally, the most able pupils are given work that they find easy at the start of the lesson, before moving on to extension tasks. Some pupils said they would like to get on with harder work right away.
- Teaching assistants are well trained and deployed effectively in lessons and when working with small groups who need additional help. They know the children very well and help them to do the best they can.
- Some teachers' marking is exemplary, showing pupils clearly what they have done well, explaining how to improve and then giving time for pupils to correct errors or respond to comments. In some cases, pupils are not given enough time to do what the teacher suggests or to correct errors. The best practice is more evident in English than in mathematics.
- Throughout the school, the provision for pupils with physical impairment is of high quality. They are fully included in lessons and receive expert support and guidance to enable them to take part in all activities, including physical activities such as wheelchair basketball.
- Teachers and assistants place great emphasis on developing pupils' spoken language. They model language well for pupils who are learning to speak English and expect all pupils to articulate words clearly and correctly.

The behaviour and safety of pupils are outstanding

- The behaviour of pupils is outstanding. Highly effective strategies for managing pupils' behaviour have helped staff to create a calm atmosphere where pupils work hard and take pride in their achievements.
- Pupils' attitudes to learning are exceptionally positive. They thoroughly enjoy being at school, and Year 6 pupils say they wish they could stay.
- Inspectors saw no instances of disruptive behaviour in lessons, assembly, at lunch or playtimes and were impressed by pupils' respectful, courteous behaviour. School records show that this is typical. Few parents voiced any concerns about the way the school manages behaviour.
- Occasional incidents of misbehaviour are dealt with promptly and consistently and pupils are well aware of the consequences of their actions.
- The school works hard to promote tolerance and mutual respect and does not tolerate any form of discrimination. As a result, pupils from different cultures and backgrounds get on very well together. Racist incidents are rare.
- The school's work to keep pupils safe and secure is outstanding. Pupils know about different forms of bullying and about the risks associated with the internet and texting and say that bullying rarely happens.
- Safety on the school site during the building project has been given the highest priority and teachers ensure that pupils know which areas of the site cannot be accessed. Pupils move around the site sensibly and safely and are carefully supervised at all times.
- Attendance and punctuality have improved significantly, due in large part to the work of the attendance team and the Family Liaison Officer, who liaise very closely with families to help them get their children to school every day.

The leadership and management are outstanding

- The headteacher provides outstanding leadership for the school and has driven improvements at a rapid pace since the last inspection. She is exceptionally well supported by the deputy

headteacher, who has been instrumental in fine-tuning the systems for checking pupils' progress throughout the school.

- Senior leaders and governors are highly ambitious for the school and staff share their vision and aspirations for excellence in all areas of school life.
- Equality of opportunity lies at the heart of the school's ethos. The inclusion leader and highly skilled team of practitioners provide excellent support for pupils with physical impairment, those with a wide range of special educational, emotional and behavioural needs, and pupils who are learning to speak English.
- Meticulous checks on pupils' progress inform the school's strategic plans, guide teachers in their weekly planning and help to identify where additional support is required. The school makes effective use of additional funding to provide small group and individual tuition, both to develop basic skills and to ensure that the most able pupils are given every opportunity to achieve their potential.
- Department (key stage) leaders ensure consistent approaches between classes in a year group, as well as promoting progression in learning across a key stage. This has been particularly effective in Key Stage 1 and Reception, where teaching has improved considerably.
- Subject leaders are equally effective in driving improvement, particularly in literacy, where a focus on talk to generate ideas for writing has proved very successful.
- Senior and middle leaders make rigorous checks on the quality of teaching through formal observations, regular 'drop-ins', scrutiny of pupils' work, thorough analysis of progress data and discussions with staff and pupils. Leaders' evaluations are accurate and their feedback to teachers is perceptive and helpful.
- Excellent systems for managing behaviour ensure consistent approaches among all staff. This has resulted in a harmonious community where incidents of disruptive behaviour are few and far between and exclusions are now negligible.
- Leaders take rigorous account of pupils' achievements when making decisions about salary increases. High quality training and sharing of expertise, both in school and through the Great Expectations Learning Alliance, have enabled rapid improvements in the quality of teaching.
- The local authority provided valuable support in the past but now provides light touch monitoring as it recognises the school's excellent capacity to drive its own improvement.
- Links with parents have improved significantly as leaders continue to seek innovative ways to reach out to and involve families in the school community. The work of the pastoral team is highly effective in building families' confidence and trust in the school.
- Pupils thoroughly enjoy school because of the wide variety of interesting and relevant subjects, topics and enrichment activities that teachers provide. Top priority is given to developing pupils' language, literacy and mathematical skills. As well as in dedicated lessons, these skills are taught effectively through topic approaches, where several subjects are seamlessly interwoven.
- Pupils' moral, social, spiritual and cultural development is integral to the school's daily life. An excellent range of visits, visiting specialists, clubs and opportunities to take responsibility greatly enrich pupils' learning.
- Leaders, managers and governors are highly effective in keeping pupils safe.
- **The governance of the school:**
 - The governing body has a wide range of expertise and is exceptionally well informed about pupils' achievements and the quality of teaching. Governors are rigorous in checking the performance of staff, including the headteacher. They ensure salary decisions are closely linked to how well pupils are achieving. They keep a close eye on how additional funding is used and are well aware of its impact on narrowing the achievement gap between eligible pupils and others. Governors ensure that all financial and human resources are used to best effect. Sports funding has been used effectively to increase pupils' enthusiasm for, and involvement in, a wide range of sports.

What inspection judgements mean

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

School details

Unique reference number	135212
Local authority	Kent
Inspection number	442436

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

Type of school	Primary
School category	Maintained
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	548
Appropriate authority	The governing body
Chair	William Herbert
Headteacher	Diane Springett
Date of previous school inspection	14–15 March 2013
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