

Goodrich CofE Primary School

Goodrich, Ross-on-Wye, HR9 6HY

Inspection dates 5–6 March 2014

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|--------------------------------|----------------------|--------------|----------|
| Overall effectiveness | Previous inspection: | Satisfactory | 3 |
| | This inspection: | Good | 2 |
| Achievement of pupils | | Good | 2 |
| Quality of teaching | | Good | 2 |
| Behaviour and safety of pupils | | Good | 2 |
| Leadership and management | | Good | 2 |

Summary of key findings for parents and pupils

This is a good school.

- Achievement is good. It has improved since the last inspection and pupils now achieve above-average standards in reading and mathematics.
- Effective training and support for teachers have led to improved teaching across the school. Most teaching is now good, with some that is outstanding.
- The newly appointed headteacher is a driving force for improvement. She has quickly gained the full support of the staff, governors and parents and has made significant improvements to the school in a relatively short period of time.
- The quality of marking in books has improved since the last inspection and is contributing to pupils making good progress.
- Senior leaders and governors are acutely aware of the strengths and weaknesses of the school and have detailed plans in place to continue improvements.
- The recently improved system for analysing and presenting information about pupils' progress has allowed leaders to set demanding targets for staff and has enabled governors to ask more challenging questions of school leaders.
- The staff are dedicated and conscientious. They enjoy their work and are keen to do their best for the pupils.
- Pupils say they enjoy coming to school and that it is a safe place in which to learn and play. They are polite and behave well around school.

It is not yet an outstanding school because

- Activities in the Reception class are not always well matched to the children's capabilities. As a result, they do not make the same progress as other pupils in the school.
- In some lessons, the most-able pupils are not provided with hard enough work.
- Not enough pupils have made more than the expected progress in writing by the time they leave the school.
- Pupils have few opportunities to develop their mathematical skills in subjects other than mathematics.

Information about this inspection

- The inspector observed eight lessons or parts of lessons, two of which were observed jointly with the headteacher.
- Discussions with parents took place at the beginning and end of the school day. The inspector considered the 37 responses to the online questionnaire (Parent View), and also took into account telephone calls and correspondence from parents. The results of the 16 completed staff questionnaires were also analysed.
- Meetings were held with the senior, subject and other leaders, groups of pupils, and six members of the governing body. A telephone discussion took place with a representative of the local authority.
- The inspector heard a sample of pupils read, looked at past and present work in books, observed playtime and lunchtime activities and attended an assembly.
- Information about pupils' progress, attendance and behaviour was analysed and the inspector reviewed a range of documents including: the school's self-evaluation and planning for improvement; records of the quality of teaching; information on the pupils' current progress and achievement; and the school's safeguarding information.

Inspection team

Rachel Howie, Lead inspector

Her Majesty's Inspector

Full report

Information about this school

- This is a smaller than average-sized primary school.
- Almost all pupils are from White British backgrounds.
- The proportion of disabled pupils and those who have special educational needs supported at school action, school action plus or with a statement of special education needs is below average.
- The proportion of pupils eligible for the pupil premium (additional funding for pupils known to be eligible for free school meals, those in local authority care and pupils with a parent in the armed forces) is well below the national average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- The headteacher and Chair of the Governing Body were new in post in September 2013.

What does the school need to do to improve further?

- Continue to improve pupils' progress, especially in writing, by:
 - ensuring that all pupils, particularly the most able, are consistently provided with challenging work
 - providing pupils with opportunities to apply their mathematical skills in different subjects.
- Improve the provision in Early Years Foundation Stage so that children make good progress by:
 - ensuring that the quality of teaching is consistently good or better and children are provided with a wider range of challenging activities that help them to build on what they already know
 - continuing to improve the quality of the learning environment, particularly the outside area, so that it stimulates children's curiosity and inspires them to learn.

Inspection judgements

The achievement of pupils is good

- Attainment at the end of Year 2 has been rising steadily for the last three years and, in 2013, was above average, particularly in reading. Similarly, at the end of Year 6, attainment has improved steadily and, in 2013, was above average in mathematics and well above in reading. Attainment in writing was broadly in line with the national average.
- At the end of Year 6 in 2013, almost all pupils made the progress expected of them in reading, writing and mathematics. Fewer pupils than the national average made better than expected progress in writing. The school was quick to respond to this and the information it has about pupils currently in the school shows that an increasing proportion are now making good progress in writing. Progress has accelerated since November, when staff received training on the teaching of writing.
- Children's attainment when they start school varies from year to year because of the small numbers in each year group, but it is typically as expected for their age. In 2013, attainment at the end of the Reception Year was below average. The new headteacher has introduced a number of improvements in organisation, planning and teaching in the Early Years Foundation Stage, and children are now making at least the progress that is expected of them.
- There are too few pupils in the school who are eligible for pupil premium funding to make a reliable comparison between the attainment of these pupils and those not eligible for the funding. However, school tracking information shows that eligible pupils make at least as good progress and in some cases better progress than their classmates.
- Last year, fewer pupils than the national average reached the standard expected in the Year 1 phonics check. Improvements to phonics teaching have resulted in pupils now making faster progress. Evidence from lesson observations and the school's tracking data show that an increasing proportion of pupils, including those who did not meet the standard last year, are on track to reach the standard this year.
- The school fosters positive attitudes to learning and encourages pupils to develop as individuals and express their views. As a result, pupils make good progress in their speaking and listening skills. Pupils of all ages can express and justify their opinions. For example, pupils who spoke with the inspector could maturely articulate what was helping them to learn and what improvements they would like to see in the school. This is helping to ensure that pupils are ready to progress through the school and on to the next stage of their education.
- There is a strong culture of reading in the school, and pupils can confidently give their opinions about the books they enjoy. Pupils achieve well in reading because of good teaching at school and regular practice at home.
- Progress for almost all disabled pupils and those who have special educational needs is good because they receive effective support. The newly appointed special needs coordinator checks frequently on their progress and works well alongside class teachers, teaching assistants and outside agencies to ensure that these pupils are given appropriate work.
- Too few pupils are exceeding the expected amount of progress, particularly in writing. This is because, in some lessons, pupils, often the most able, are capable of moving onto harder work more quickly than the teacher is allowing.

The quality of teaching is good

- Teaching is good overall. It ranges from outstanding to a small proportion that requires improvement. Teachers are confident in using a range of techniques, strategies and styles to engage pupils' interest. Pupils say that learning is fun.
- In lessons where teaching is most effective, teachers ask questions that require the children to think carefully and explain their answers and ideas in detail. Follow-up questions such as 'How do you know?' or 'Why?' maintain pupils' attention and ensure that they think through their answers carefully and logically. This results in better learning.
- Teachers have the confidence to adapt their lessons in response to the pupils' ideas and suggestions. This helps to foster a spirit of enquiry in pupils and promotes positive attitudes to learning new things. Teachers generally provide activities that match the abilities of the pupils but, occasionally, some pupils, particularly the most able, are capable of more than they are being asked to do or are ready to move onto harder work sooner than the teacher realises. This is preventing pupils from making even better progress.
- Marking and feedback to pupils has improved since the last inspection. Some excellent practice was evident in Year 2 and Year 6 English books. Here, marking and feedback begins a dialogue between teacher and pupil. The teacher provides precise guidance about the next steps to take in the writing and pupils respond and make the improvements. The teacher then goes back and comments on the improvements made. This helps to accelerate pupils' progress.
- Homework is contributing positively to the progress that pupils make. It is set regularly and is linked to what pupils have been learning in lessons. Teachers mark this diligently, and both pupils and parents can see what needs to be done next to improve. By the time pupils reach Year 6, they have developed organisational and time-management skills in relation to homework that prepare them well for secondary school.
- A new style of planning and teaching writing has been introduced recently across the school. This has been effective in improving teachers' skills and pupils' writing.
- The school has some skilled teaching assistants who are usually deployed successfully to support individual and groups of pupils to make good progress. For example, in the Reception class, teaching assistants ran lively and fun phonics lessons where children were keen to learn, confident to have a go and made good progress. There are strong working partnerships between teachers and teaching assistants.
- Improvements in teaching in the Early Years Foundation Stage are evident. However, teaching in this part of the school is not yet consistently good. Activities provided for children do not always build on what they already know and the range of activities is sometimes too limited, particularly in the outdoor area.

The behaviour and safety of pupils are good

- The behaviour of pupils is good. Parents, staff and pupils agree that this is so. In lessons and around school, pupils understand how to behave and they follow the school rules.
- Pupils are friendly and polite and their positive attitudes to learning mean that teachers rarely have to interrupt lessons to deal with off-task behaviour. Pupils are currently involved with staff in rewriting the school's behaviour policy. Their responses to this task show a good level of maturity and an understanding of the importance of good behaviour to aid learning.
- On occasions when behaviour is less than acceptable, it is dealt with appropriately. Detailed records are kept, and analysed in order to identify any patterns with regard to time of day, place or pupil.
- Pupils arrive at school on time and attendance rates are above the national average for primary schools. There is healthy competition between classes to see which has the best attendance.
- The school's work to keep pupils safe and secure is good. The headteacher and safeguarding co-ordinator have recently conducted a thorough review of all policies and procedures related to keeping pupil safe and secure. As a result, all safeguarding arrangements meet current requirements.
- Pupils understand the difference between name-calling and bullying, and talk knowledgeably about the different forms bullying can take. They were very clear with the inspector that bullying is extremely rare and that, should it happen, the adults would deal with it straightaway. Pupils and parents have confidence in the adults at school and, consequently they feel it is a safe place to be.
- Through the curriculum, assemblies and visitors to the school, pupils learn how to keep themselves and others safe in a range of situations. The pupils talked to the inspector in detail about what they had learned from a recent visit from Childline and from lessons about internet and mobile phone safety.

The leadership and management are good

- The new headteacher has shown clear determination and drive to improve the school as quickly as possible. She has skilfully maintained the strengths of the school while tackling head on the areas for improvement. She has quickly established her vision and gained the confidence and trust of parents, staff and governors. With good support from the senior leaders, she has achieved a great deal in a short period of time.
- As a priority, the headteacher has developed the capacity of other leaders in the school by clarifying their roles and providing effective coaching support. These leaders now have a clear overview of the areas for which they are responsible and are making regular checks on the quality of teaching and the progress pupils are making. The special educational needs coordinator, safeguarding co-ordinator and Early Years Foundation Stage leader have only recently taken on responsibility for these areas and are receiving effective training to enable them to fulfil their responsibilities to a high standard.

- The newly introduced system for tracking pupils' progress is used very effectively by the assessment coordinator. Individuals, groups and classes of pupils are tracked carefully and pupils who are at risk of falling behind are identified quickly so that they can be given prompt support.
- The curriculum provides opportunities for pupils to develop skills in a good range of subjects. Pupils talked to the inspector particularly enthusiastically about their science and Forest School learning. A large number of after-school clubs, including circus skills, family games and street dance, supplement the curriculum well.
- There is a detailed plan to ensure that good use is made of the extra sport funding provided by the government to all primary schools, and to ensure that the benefits remain once the funding is no longer in place. For example, specialist sports coaches are being used to provide professional development for staff and to provide good-quality sports lessons and after-school clubs for pupils. Systems have been established to assess how successful the plans have been in increasing pupils' skills and physical well-being.
- Good links with the church, well-planned assemblies, visitors to school and regular trips and residential experiences contribute well to the pupils' social, moral, spiritual and cultural development. While pupils learn about people from other faiths and cultures through the curriculum, and have links with Uganda and Burundi, pupils' understanding of life in a multi-cultural society is underdeveloped.
- The school places a high priority on engaging with parents. The vast majority of parents who responded to the online survey and who spoke to the inspector acknowledged this and were overwhelmingly positive, particularly about how accessible staff are and how quickly any concerns are addressed.
- The local authority has provided the new headteacher with appropriate support in her recent review of school policies and procedures.

■ **The governance of the school:**

- The recently appointed Chair of the Governing Body is providing strong and determined leadership. She has introduced a number of new systems which have resulted in the governing body becoming more effective. For example, a detailed action plan is in place to ensure that work is strategically planned across the year.
- The governors have a good range of professional skills, which they use effectively in committees. They provide an effective balance of challenge and support to school leaders.
- Governors have a thorough understanding of the areas for improvement within the school. They are visiting the school more so that they can find out for themselves the impact of actions taken by school leaders. For example, the governor with responsibility for safeguarding recently undertook a 'spot check' on the newly revised policies and procedures.
- The headteacher ensures that governors have a good understanding about the quality of teaching and pupils' achievement. This enables governors to ask challenging questions and make comparisons with the national averages for primary schools.
- Governors are proactive in overseeing the use of the pupil premium funding to ensure that it is used effectively to improve the achievement of eligible pupils. They have been particularly effective in their strategic financial planning in the face of a reducing annual budget. They have a clear understanding of how targets are set for staff and are aware of the procedures for ensuring teachers' salaries and performance are closely linked.

What inspection judgements mean

| School | | |
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| 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

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| Unique reference number | 116813 |
| Local authority | Herefordshire |
| Inspection number | 431127 |

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

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| Type of school | Primary |
| School category | Voluntary controlled |
| Age range of pupils | 4–11 |
| Gender of pupils | Mixed |
| Number of pupils on the school roll | 115 |
| Appropriate authority | The governing body |
| Chair | Clare Phillips |
| Headteacher | Karen Miles |
| Date of previous school inspection | 3 May 2012 |
| Telephone number | 01600 890422 |
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