

Godinton Primary School

Inspection report

| | |
|--------------------------------|---------------------|
| Unique Reference Number | 118546 |
| Local Authority | Kent |
| Inspection number | 358375 |
| Inspection dates | 10–11 February 2011 |
| Reporting inspector | June Woolhouse |

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

| | |
|--|--|
| Type of school | Primary |
| School category | Community |
| Age range of pupils | 4–11 |
| Gender of pupils | Mixed |
| Number of pupils on the school roll | 420 |
| Appropriate authority | The governing body |
| Chair | Stephen King |
| Headteacher | Jim Holditch |
| Date of previous school inspection | 11 February 2011 |
| School address | Lockholt Close Ashford Kent TN23 3JR |
| Telephone number | 01233 621616 |
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| | |
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Introduction

This inspection was carried out by four additional inspectors. The inspectors visited 22 lessons, observing 14 teachers and held meetings with the headteacher, the senior leadership team, teaching staff, representatives of the governing body and pupils. They observed the school's work and looked at the school development plan, safeguarding documents, school policies, school assessment information, pupils' work in their exercise books and displays. They analysed information from 116 parent questionnaires in addition to those from staff and pupils.

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

- Whether planning and teaching are consistently good enough to improve pupil achievement for all groups, especially the more able.
- Whether English is planned and assessed effectively, including pupils evaluating their own learning, to assure good progress for all pupils in Key Stage 2.
- Whether school leaders and middle managers ensure that pupils' achievement is judged as a school-wide matter, using end-of-each-key-stage national information and comparisons.
- Whether school strategies for improvement are sufficiently embedded within senior and middle managers' responsibilities to assure continued improvement.

Information about the school

Godinton is a larger-than-average primary school on the outskirts of Ashford. The proportion of pupils known to be eligible for free school meals is below average. The proportion of children with special educational needs and/or disabilities is below average; their needs include specific learning difficulties, speech, language and communication and emotional, social and behavioural difficulties. A below-average proportion of pupils come from minority ethnic backgrounds and a few speak English as an additional language. The school holds the Sports Mark and Healthy Schools, Silver Eco and Extended Schools Status awards. It is a Bike It school.

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?

2

The school's capacity for sustained improvement

2

Main findings

Godinton is a good school. There have been a number of improvements since the last inspection. Its increasing success is the result of the headteacher's clear vision of what constitutes an effective education for pupils in this age range and then making sure that it happens. In close partnership with the deputy headteacher, he has led and organised a talented and committed staff whose teaching overall is now consistently good. As a result, pupils achieve well, including those with special education needs and/or disabilities and the small number who speak English as an additional language. The vast majority of parents and carers are happy with their children's experiences at school. One parent explained it thus: 'I feel the school offers my children an "education" in the broadest sense, which I wholeheartedly support. It offers a wide selection of experiences that broadens the children's minds and helps them to become rounded individuals.' The pupils themselves are pleased to come to school and explain very clearly that they particularly enjoy the topics they study and visits to interesting places.

The senior leadership team, including two assistant headteachers, work together closely with the governing body to monitor progress and identify any emerging weaknesses. There is very accurate self-evaluation, developed over the past three years at all levels, of the strengths and weaknesses in teaching and learning. The collecting, analysis and use of pupil performance data are exemplary. The school has succeeded in tackling previous underachievement in mathematics. Consequently the school has a good capacity to continue to improve.

Pupils are well cared for, including those with specific special educational needs and/or disabilities and those whose circumstances make them particularly vulnerable. This is reflected in the consistently good behaviour, mature attitudes of the older pupils who keep an eye on the younger ones during playtimes, and above-average attendance. Pupils enjoy learning, show consideration for each other and are respectful of their teachers. Regular monitoring to check all pupils have an equal opportunity to learn results in positive relationships and an inclusive and harmonious learning ethos. English and mathematics lessons are well planned and all classes know what they are going to learn and how to check what they have learned by the end of the lesson. Good teaching and assessments that involve pupils checking their own work, alongside detailed constructive marking, result in above-average attainment and good progress by the end of each key stage. The more able achieve well because they are identified early and learning activities provide them with sufficiently challenging work. Children in the Early Years Foundation Stage sometimes spend too long involved in adult-led activities. The time planned for direct teaching is too long and children lose interest in their learning because it is not sufficiently matched to their individual needs. Overall, they make good progress and achieve well because they have good opportunities to explore and investigate a range of interesting activities for themselves.

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The curriculum is broad and well balanced. Pupils have meaningful opportunities to apply their literacy, numeracy and information and communication technology skills to other subjects organised into topics, for example Ice, Water and Fire. They benefit further from visits to places of interest and visitors to school, for example a visit from an author.

There are good links with parents and carers who are actively involved in their children's education and support the school well. Safeguarding procedures are good and pupils say they feel safe in school and know who they can talk to when they need further support. Events and involvement in the local community are well organised, leading to a cohesive school community. Pupils learn about the richness and diversity of some national or global communities but there has been no formal evaluation of the impact of these activities to judge pupils' understanding of cultural diversity.

What does the school need to do to improve further?

- Improve provision for community cohesion by:
 - evaluating the impact on pupils' knowledge and understanding of diversity within the United Kingdom and other global communities
- Improve the balance between adult-led teaching and children's independent learning in the Early Years Foundation Stage by:
 - reducing the time adults instruct children in one session
 - providing a greater range of materials and resources throughout the day so that children can choose to practise more independently the skills they are being taught.

Outcomes for individuals and groups of pupils

2

Pupils make good progress in lessons and attain above-average standards in reading, writing and mathematics. This is clearly demonstrated in the work they complete in their books and the quality of writing displayed in classrooms. Pupils have extended the range of purposes of their writing, helped considerably by exploring good examples from their teachers. They have benefited further from working with an author in residence. They learned first-hand how to express themselves, motivated by the school-wide stimulus of a 'space ship' that appeared in the school grounds. Work is presented well in exercise books because teachers have high expectations of handwriting, spelling and punctuation. Pupils know how to assess their own work and they are competent in using curriculum statements to guide their judgements. The majority of pupils know how well they are doing, based on national expectations, particularly in the final year of school. Pupils increase their knowledge effectively through enquiry and problem-solving, for example when they talked and wrote about Hindu celebrations or discussed and recorded their designs during a technology lesson.

Pupils' enjoyment in lessons is reflected by their good behaviour and willingness to cooperate with each other when they solve problems or test out their ideas. They are clear about how to be healthy and this includes knowing how to eat healthily and also taking part in a range of physical activities, including sports and biking or walking to school. They feel safe in school and understand how to protect themselves, including when using computers. They use their literacy and numeracy skills effectively in a range of

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circumstances, from their academic work to supporting charity events or making their views known in the school council. They have very good interpersonal skills and the oldest pupils are well prepared to move on to secondary education. Their understanding of other cultures is less well developed than their spiritual, moral and social development.

These are the grades for pupils' outcomes

| | |
|---|----------|
| Pupils' achievement and the extent to which they enjoy their learning | 2 |
| Taking into account: | |
| Pupils' attainment ¹ | 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 |
| The extent to which pupils feel safe | 2 |
| Pupils' behaviour | 2 |
| The extent to which pupils adopt healthy lifestyles | 2 |
| The extent to which pupils contribute to the school and wider community | 2 |
| The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being | 2 |
| Taking into account: | |
| Pupils' attendance ¹ | 2 |
| The extent of pupils' spiritual, moral, social and cultural development | 2 |

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

How effective is the provision?

In most lessons, pupils are fully involved in their learning because lessons are well planned and address the range of ability across each year group. Pupils are set for mathematics from Year 2 and the effectiveness of this organisation is reflected in above-average attainment at the end of each key stage. In addition, good links with the secondary school mean that the more able benefit from a weekly session with specialist teachers. Teachers consistently display and discuss what pupils will learn in each session, using interactive whiteboards well for further impact. They also explain in detail what pupils should expect if they have succeeded in their learning. This includes regular detailed assessments, using National Curriculum descriptors and levels of attainment which are recorded in booklets for every pupil. Teaching assistants support individuals and small groups effectively so that they keep up with the rest of the class and make good progress from their starting points. Sometimes the pace in the lesson drops because teachers pose questions to the whole class and then the majority of pupils listen to

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individuals giving answers. In contrast, more progress results when pupils talk to a partner and everyone is engaged in learning at the same time.

The curriculum effectively meets the needs of pupils and takes account of their interests and the opportunities in the local area for first-hand investigation. It is enriched through a large number of after-school clubs and specialist teaching in mathematics, music, performing arts and sport. Provision to promote healthy life-styles and an understanding of the environment is reflected in a number of awards gained by the school.

Care, guidance and support are good and pupils with specific learning difficulties, those for whom English is an additional language and the most vulnerable pupils are identified quickly and provided with good quality individual learning programmes. Staff and governors are trained appropriately in child protection and safeguarding procedures. This is reflected in pupils' views that they feel safe and cared for at school, and endorsed by those parents and carers who returned their questionnaires. External support is well managed and partnerships with local authority consultants, the educational welfare service and other schools contribute well to pupils' personal, social and emotional development. The school has used funding to improve accommodation so that better care and support are well managed and directed at those who need it most. There is a well-attended breakfast club which supports both pupils and parents at the start of the day. The school's aim to provide wrap-around care has resulted in its Extended Schools Status award.

These are the grades for the quality of provision

| | |
|--|----------|
| The quality of teaching | 2 |
| Taking into account: The use of assessment to support learning | 2 |
| The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships | 2 |
| The effectiveness of care, guidance and support | 2 |

How effective are leadership and management?

The school is well led and managed and responsibilities are distributed amongst a number of leaders and managers. This results in all staff contributing to improving provision through regular discussions, observing teaching and learning and scrutinising the work in pupils' books. The management within the three mini-schools structure is further strengthened by middle managers and curriculum leaders. All staff are responsible within their respective roles for school improvement and appropriate levels of pupils' achievement. School leaders evaluate provision accurately and manage teachers' performance effectively. There are good opportunities for teachers to reflect on their own teaching and how to improve it. Regular school-wide reviews of pupils' progress, within each age range, mean that leaders and managers at all levels know which pupils to target with extra support. As a result, pupils achieve well and the focus on writing, following that on mathematics after the last inspection, has been successful.

Good partnerships with a range of agencies, such as educational welfare and local schools, enhance provision for pupils' welfare, transition arrangements into school and when pupils

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move on to secondary schools. A close check on equal access to good teaching means that there is no discrimination. Consequently the majority of pupils achieve well and reach the challenging targets set at the start of the year. An above-average proportion pass the examination for entry into the local grammar schools. The governing body oversees regular health and safety checks, including all safeguarding requirements. Individual governors work in pairs and spend time in school to see day-to-day activities. Reports are then presented to the full governing body. At present there is no formal review of how the school is promoting community cohesion in the widest sense. The school provides good value for money and funds are used wisely to improve the environment and ensure all pupils achieve as well as they can.

These are the grades for leadership and management

| | |
|--|----------|
| The effectiveness of leadership and management in embedding ambition and driving improvement | 2 |
| Taking into account: The leadership and management of teaching and learning | 2 |
| The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met | 2 |
| The effectiveness of the school's engagement with parents and carers | 2 |
| The effectiveness of partnerships in promoting learning and well-being | 2 |
| The effectiveness with which the school promotes equality of opportunity and tackles discrimination | 2 |
| The effectiveness of safeguarding procedures | 2 |
| The effectiveness with which the school promotes community cohesion | 3 |
| The effectiveness with which the school deploys resources to achieve value for money | 2 |

Early Years Foundation Stage

Children enter the Reception class with skills expected for their ages. They make good progress and achieve above the levels expected of them at the end of the Early Years Foundation Stage. They play and learn in good accommodation and this extends outside, where there is a hard playground surface and very attractive grounds. There is a good range of activities which covers all the learning goals and children are enthusiastic and confident as they explore what is on offer. They cooperate well with each other and know how to share. They have good levels of independence as they play happily alongside their friends or sometimes in small groups. They stick at tasks and become engrossed in what they are doing, for example when they are making marks on paper which includes a design using different materials to decorate their work. However, the length of time they work with adults is occasionally too long, which results in a loss of interest or not understanding what is expected of them in some of the prepared tasks. There is an appropriate focus on early literacy and numeracy skills but this imbalance between being

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directed and choosing for themselves means they cannot always practise skills often enough and in their own way because learning materials and resources are cleared away.

Welfare arrangements are good and all necessary health and safety systems are in place. Children learn well-ordered routines which help them to settle quickly into school life. The setting is well led and managed and the weaknesses evident at the last inspection have been rectified. Children with special educational needs and/or disabilities and those who speak English as an additional language are well catered for and are fully included in the group. Good communication with parents and carers supports learning and good systems exist to record what children learn in school and at home. Partnerships are good, including links with all feeder nursery settings, which means children make a smooth transition into school. Assessments take place regularly, with each child's results carefully entered into an individual record of achievement.

These are the grades for the Early Years Foundation Stage

| | |
|--|----------|
| Overall effectiveness of the Early Years Foundation Stage | 2 |
| 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

The proportion of parents and carers who responded to the Ofsted questionnaire was below average for a primary school, but their views were very positive. The vast majority of parents agree that their children enjoy school, and feel that the school keeps their children safe. Inspectors investigated some individual concerns raised by a very small number of parents and carers about the quality of teaching, and how well the school supports parents to help their children to learn and takes account of their suggestions and concerns but judged these aspects of provision to be good.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Godinton 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 116 completed questionnaires by the end of the on-site inspection. In total, there are 420 pupils registered at the school.

| Statements | Strongly agree | | Agree | | Disagree | | Strongly disagree | |
|---|----------------|----|-------|----|----------|---|-------------------|---|
| | Total | % | Total | % | Total | % | Total | % |
| My child enjoys school | 86 | 74 | 29 | 25 | 1 | 1 | 0 | 0 |
| The school keeps my child safe | 89 | 77 | 27 | 23 | 0 | 0 | 0 | 0 |
| My school informs me about my child's progress | 61 | 53 | 52 | 45 | 2 | 2 | 1 | 1 |
| My child is making enough progress at this school | 66 | 57 | 47 | 41 | 2 | 2 | 0 | 0 |
| The teaching is good at this school | 68 | 59 | 45 | 39 | 3 | 3 | 0 | 0 |
| The school helps me to support my child's learning | 59 | 51 | 52 | 45 | 3 | 3 | 0 | 0 |
| The school helps my child to have a healthy lifestyle | 66 | 57 | 47 | 41 | 2 | 2 | 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) | 61 | 53 | 51 | 44 | 0 | 0 | 0 | 0 |
| The school meets my child's particular needs | 66 | 57 | 48 | 41 | 2 | 2 | 0 | 0 |
| The school deals effectively with unacceptable behaviour | 63 | 54 | 50 | 43 | 0 | 0 | 1 | 1 |
| The school takes account of my suggestions and concerns | 53 | 46 | 58 | 50 | 2 | 2 | 1 | 1 |
| The school is led and managed effectively | 81 | 70 | 32 | 28 | 1 | 1 | 1 | 1 |
| Overall, I am happy with my child's experience at this school | 86 | 74 | 28 | 24 | 2 | 2 | 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 | 59 | 35 | 3 | 3 |
| Primary schools | 9 | 44 | 39 | 7 |
| Secondary schools | 13 | 36 | 41 | 11 |
| Sixth forms | 15 | 39 | 43 | 3 |
| Special schools | 35 | 43 | 17 | 5 |
| Pupil referral units | 21 | 42 | 29 | 9 |
| All schools | 13 | 43 | 37 | 8 |

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 2009 to 31 August 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2009/10 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">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.■ The effectiveness of care, guidance and support. |
| 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.



14 February 2011

Dear Pupils

Inspection of Godinton Primary School, Ashford TN23 3JR

Thank you very much for helping us with the inspection of your school. We enjoyed talking to you and getting your views about what you are learning. We were impressed with the way you behaved in lessons and the consideration you showed each other around school and on the playground. We think Godinton Primary is a good school where your teachers look after you well and help you to make good progress.

We found one or two things that need to be improved. We talked about them to Mr Holditch so that he can work with your teachers to make sure this happens quickly and your school will be even better than it is now. We think that the children in the Reception classes should be getting a better balance between the things they choose to explore and learn about for themselves and the amount of time they sit and listen to their teachers. Sometimes they sit for too long. We also want the teachers and the governors to make sure you learn more about how people in other communities far away from your school live together, for example people who have different customs and religious beliefs from you, so that you will understand better how everyone can live together happily. Then we want them to check what you have learned.

We hope the rest of the year goes well and you make the best use of all the opportunities you have at your school such as the sport and clubs you can attend. Before you realise it, it will be the end of the school year and for some of you that means moving to a new school and different opportunities. We hope you continue to work hard and attend school as regularly as you do now. This is important otherwise you miss lessons and have to catch up.

We wish you well in your future learning.

Yours sincerely

June Woolhouse

Lead inspector

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