

# Goodyers End Primary School

## Inspection report

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<b>Unique Reference Number</b>	130897
<b>Local Authority</b>	Warwickshire
<b>Inspection number</b>	360152
<b>Inspection dates</b>	15–16 March 2011
<b>Reporting inspector</b>	Charalambos Loizou HMI

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 of pupils on the school roll</b>	332
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Ruth Ison
<b>Headteacher</b>	Rose Daniels
<b>Date of previous school inspection</b>	28 February 2008
<b>School address</b>	Bowling Green Lane Bedworth CV12 0HP
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## Introduction

This inspection was carried out by one of Her Majesty's Inspectors and two additional inspectors. The inspectors visited 25 lessons and observed the 14 teachers who were teaching at the time of the inspection, as well as an assembly. Meetings were held with a representative of the governing body and with staff and pupils. Inspectors observed the school's work and scrutinised the arrangements in place to safeguard pupils, the school's learning and improvement plan and self-evaluation, as well as assessments and data that teachers use to monitor pupils' progress. Questionnaire returns from 49 parents and carers were analysed, as well as returns from staff and a half of pupils in Key Stage 2.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following.

- Are pupils making enough progress in writing and mathematics?
- Is the teaching consistently effective so that it offers the right level of challenge for all pupils, particularly those of higher ability?
- How well do the staff and governing body evaluate the impact of teaching on raising attainment, and on pupils' learning and achievement?

## Information about the school

This is a large primary school. The Early Years Foundation Stage comprises two full-time Reception classes for four-year-olds. The vast majority of pupils are of White British heritage and others come from a wide range of minority ethnic backgrounds. A much lower-than-average percentage of pupils are in the early stages of learning to speak English as an additional language. The proportion of pupils with special educational needs and/or disabilities is in line with that of most schools, although a higher-than-average percentage has a statement of special educational needs. The main areas of additional need include pupils with behavioural or emotional difficulties, as well as moderate or specific learning or communication difficulties such as autism, or physical disabilities. The school manages an extensive range of extra-curricular activities and after-school clubs. It has a number of national accreditations, including the Activemark, and the National Healthy Schools and Eco-schools Awards.

**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?**

**3**

**The school's capacity for sustained improvement**

**3**

## Main findings

Goodyers End Primary School is satisfactory. By the time pupils leave at the end of Year 6, attainment in English, mathematics and science is in line with that of most schools. This represents satisfactory learning and progress in relation to pupils' different starting points. Pupils are enthusiastic and enjoy school, which is reflected in above-average attendance rates. Many have stated that they like their teachers and enjoy lessons and other activities provided by the school. There is strong pastoral support as well as positive relationships between adults and pupils.

Although pupils' achievement is satisfactory, it should be better in writing and mathematics. The accuracy of pupils' writing varies across classes, reflecting inconsistencies in the teaching of spelling and the sounds that letters make (phonics), and some imprecise learning targets for pupils to work towards. A start has been made in the Early Years Foundation Stage to establish a more consistent approach to teaching phonics, but has yet to be implemented fully as children move into Year 1 and then consolidated in Year 2. Pupils' work books show that repeated spelling errors are not always corrected. In mathematics lessons, pupils are increasingly given opportunities to use their knowledge of numbers to solve a range of written problems. However, there are inconsistencies in the level of challenge offered and some lessons do not extend pupils' knowledge of different methods of calculation. The most successful teaching includes a variety of and more complex mathematics tasks, but this is not established practice, resulting in uneven rates of progress. The most effective English lessons have better pace and challenge which hold pupils' interests and improve their confidence when writing independently. However, some lessons do not provide enough time for pupils to assess, edit or improve their writing, which slows their progress.

The teaching is satisfactory, but many lessons are well taught and show the way towards better teaching in general. Although pupils' attainment is rising, the pace of learning is uneven across classes due to inconsistencies in the demands placed on pupils in lessons. Learning objectives and the tasks planned by some teachers are not ambitious enough to meet the needs of all pupils, especially those capable of exceeding the expected age-related levels. Pupils are provided with their own learning targets, but these are often too broad or unclear, making it difficult for them to understand how best to improve their work.

The school council works successfully on behalf of all pupils. Council members and pupils with special responsibilities like caring for younger ones or being monitors and librarians. These opportunities enable pupils to develop independence and good personal qualities. Pupils make a good contribution to their community, for example, when undertaking visits and improvements to the local environment. The staff provide some well-planned intervention work to support pupils with special educational needs and/or disabilities who

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find learning difficult and sensitive care for those with emotional difficulties. Pupils' behaviour is satisfactory. The large majority are well behaved and there is a positive climate for learning in lessons. However, a few pupils find it difficult to manage their own behaviour which disrupts their progress and affects their attitudes to learning.

There has been an uneven pace of improvement since the last inspection due to inconsistencies in the teaching. The local authority's advisory team has supported the school, which has helped the leadership team to refocus its monitoring on improving teaching and learning. There are well-established assessments and reviews of pupils' progress, but the monitoring of teachers' and pupils' performance is not sharp enough or linked sufficiently to manageable priorities or actions to sustain a rise in attainment. Detailed assessments have helped the staff identify gaps in pupils' knowledge and understanding, resulting in marked improvement to attainment in English. The school's self-evaluation has some inaccuracies as it assessed a number of areas of its work too generously. The leadership team, staff and governing body demonstrate satisfactory capacity to sustain the current trend of improvement and the school provides satisfactory value for money.

Up to 40% of schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

## What does the school need to do to improve further?

- Raise attainment in writing and mathematics so that it is consistently higher in all classes by:
  - providing more opportunities in lessons for pupils to improve the accuracy of their writing
  - improving pupils' knowledge of letter sounds, particularly in the Early Years Foundation Stage and Years 1 and 2, to increase the consistency of spelling when pupils write independently
  - giving pupils more opportunities in mathematics lessons for them to apply their knowledge of number to more varied and challenging problem-solving tasks.
- Improve the consistency and quality of teaching and learning by:
  - setting more ambitious and precise learning targets for pupils to work towards in all lessons
  - providing clear steps and objectives that help pupils and teachers to check the progress made towards individual learning targets.
- Step up the monitoring of pupils' and staff performance by:
  - evaluating more sharply the impact of lessons on pupils' progress
  - linking the focus of monitoring to a clear plan of action that aims to sustain a rise in pupils' attainment in all classes.

## Outcomes for individuals and groups of pupils

**3**

Most children join the Reception year with skills and aptitudes that are below those expected of four-year-olds. Pupils with special educational needs and/or disabilities are

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supported well and make satisfactory progress, although the impact of the support provided varies across year groups. For these pupils, one-to-one support and working in groups are especially effective in advancing their reading and language development, but less successful in improving their confidence in writing. All pupils are progressing well in reading, where standards are currently above average. Attainment in writing is below average, reflecting inconsistencies in the opportunities pupils have to edit their work and in their knowledge of phonics from an early age. In mathematics, there is improvement since the last inspection in pupils' use of calculation, which helps them solve a range of problems or puzzles, but the impact of this on their learning varies depending on the pace and challenge offered in lessons.

Pupils respect each other's views and they are attentive, responsive and keen to ask questions. They show initiative and have some good opportunities to work independently and reflect on their learning. 'Talk partners' are used well to help pupils generate ideas, but the tasks they are given are sometimes superficial and do not deepen their understanding by extending their ideas further. Pupils say they feel safe and many have stated that they trust that adults will deal effectively with rare incidents of bullying. They know that their efforts are rewarded through special celebrations and assemblies. Pupils have a good understanding of healthy and active living through the many opportunities they have to take part in sports, team games and a good range of physical activities. Pupils contribute well to their community through charitable fund-raising and contributions to local art and musical festivals. The pupils' spiritual, moral, social and cultural development is good overall. They visit the local area during their studies and have an understanding of cultural and religious diversity through projects and religious education. They do not have enough direct, first-hand experience or understanding of the range of minority ethnic communities in the United Kingdom.

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*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>3</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>3</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>3</b>
Taking into account:	
Pupils' attendance <sup>1</sup>	2
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

<sup>1</sup> 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?

Teachers who consistently provide good lessons are better able to adapt their planning and are more intuitive in responding to pupils' questions or queries to take learning forward. They set high expectations and the pace of learning is brisk throughout the lesson. A significant proportion of the teaching is no more than satisfactory because learning objectives are not sufficiently ambitious for more-able pupils and this slows their progress towards higher levels of attainment. Teachers are increasingly using assessment data about pupils' performance to help them check if pupils are making enough progress, but the effectiveness of these checks varies across the school. Teachers often mark books diligently, but some of the marking is not robust enough or linked to pupils' individual learning targets, resulting in significant variations in the quality and presentation of work-books.

Lessons and projects are increasingly becoming creative as the school recently introduced what it terms an 'experiential' curriculum. This is planned to provide more opportunities for pupils to research and explore their interests by combining skills learned in different subjects. The creative and expressive arts are planned well to help pupils appreciate different artistic styles and produce good-quality fine art. There are good opportunities for pupils to learn to play a musical instrument or participate in dance, drama and sport, which benefit their personal development and attitudes to learning. Effective English lessons in Year 6, in which pupils studied plays such as Shakespeare's 'Macbeth' and

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'Romeo and Juliet', extend pupils' use of language. Refinements to the curriculum and teachers' planning of lessons are ongoing, but inconsistencies remain in the pace of learning across the school.

The school provides good pastoral care and support for pupils. Teaching assistants are skilled at supporting those in need of additional help. This support is having a positive impact on these pupils' personal development and welfare. The effectiveness and regularity of support for individuals and groups varies across classes, resulting in an uneven pattern of achievement of pupils with special educational needs and/or disabilities or those learning to speak English as an additional language.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>3</b>
Taking into account: The use of assessment to support learning	3
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>3</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

## How effective are leadership and management?

Some inaccurate assessments of the impact of teaching on pupils' learning resulted in unrealistic evaluations of the school's effectiveness. The concerted effort of staff and the determination of the headteacher in the last year have already begun to turn things around and improve pupils' achievement. The school is now on an even keel and improving because the staff are more focused on eradicating underachievement. The local authority is continuing to provide support as pupils' achievement, though improving, is fragile in some classes. The monitoring of lessons and pupils' work are systematic, with established routines and timetables to ensure consistent improvement. However, there is no cogent programme of action with measurable priorities from which the staff can check when and how much progress is being made. Key-stage leaders and subject coordinators are improving the accuracy and consistency of teachers' assessments by holding regular moderation meetings and reporting to the governing body. Consequently, the school is building more secure foundations from which the staff and governing body can move forwards.

The governing body fulfils all its statutory duties competently and efficiently, but its reviews and checks on the school's performance are not robust enough. The school makes a satisfactory contribution to community cohesion, but is not sufficiently monitoring the impact of its work on pupils' understanding of different ethnic, religious and cultural traditions. There are strong partnerships with colleges, providing the school with trainee teachers, and with schools and other organisations, such as welfare agencies, to care for the most potentially vulnerable pupils and families. There is a commitment to inclusion and equality of opportunity, reflected most in the sensitive care and management of pupils who require additional support. Teachers monitor the performance of pupils from different backgrounds, although the information is not always being used to help them respond to



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particular needs, for example, for pupils who are at an early stage of learning to speak English as an additional language.

At the time of the inspection, all safeguarding procedures were being met well and comply fully with current statutory requirements. There are robust arrangements to ensure that only suitable adults come into contact with pupils, with thorough risk assessments undertaken systematically by senior staff and the governing body.

*These are the grades for leadership and management*

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

## Early Years Foundation Stage

Although attainment is below the levels expected of five-year-olds by the time the children start Year 1, they make satisfactory progress overall, with accelerated progress made in one of the two Reception classes. Children settle quickly into routines and make a good contribution when tidying away or helping others. The effectiveness and pace of teaching and learning, although satisfactory, is very different between the two classes. This contrast affects the pace and progress children make, as in one class there is a highly effective programme, but this is not always replicated across the Reception year because of inconsistencies in the quality of teaching. The children explore and develop their spoken language well during role-play and when dressing up as characters in stories. They improve their understanding of numbers and shapes when counting and measuring. Children, successfully, develop their knowledge of the natural world when observing animal tracks outdoors and investigating plants and habitats. The staff pose interesting tasks and questions, but the contrast in provision between classes means that some children do not get enough opportunities to deepen their understanding through more extended questioning or additional challenges. The children feel very safe and enjoy sharing resources and talking with others, which successfully develops their social and communication skills. There is a good focus on helping the children to make healthy

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choices when eating fruit or talking about different foods. They develop their physical skills and exercise through opportunities to climb, jump or explore spaces using indoor and outdoor equipment safely and productively. The children write, paint or draw independently, helping them to make satisfactory progress in early reading, writing and communication. The Early Years Foundation Stage coordinator leads by example and has introduced an effective way of teaching children how to link letters and sounds to help the children read familiar words in stories. The teaching of letters and sounds has yet to be consolidated as the children move into Year 1. Provision in the Reception year is well managed because the coordinator oversees the work of all children to ensure that no child underachieves. Assessments show that this has been successful, reflecting diligent and effective leadership. In addition, the Early Years Foundation Stage leader adapts the planning for both classes to ensure that, as far as possible, all Reception-year children can work together and have access to challenging activities and stimulating learning experiences.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>3</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	2

## Views of parents and carers

The proportion of parents and carers returning questionnaires (15%) was well below the national average. The large majority of these responses contain positive views of the school. A significant proportion raised concerns about their children's experience at the school, as well as the behaviour and progress made by pupils because the leadership and teaching were not always meeting their children's needs. Inspectors endorse the view that there are inconsistencies. Behaviour is satisfactory as most pupils behave well, but there are a few who cannot manage their own behaviour. Most parents and carers who responded believe this to be a caring, safe and supportive school and inspectors found evidence to support this view.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Goodyers End 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 49 completed questionnaires by the end of the on-site inspection. In total, there are insert 332 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	27	55	20	41	1	2	0	0
The school keeps my child safe	21	43	27	55	0	0	1	2
My school informs me about my child's progress	20	41	25	51	3	6	0	0
My child is making enough progress at this school	23	47	20	41	6	12	0	0
The teaching is good at this school	19	39	20	41	8	16	0	0
The school helps me to support my child's learning	19	39	26	53	4	8	0	0
The school helps my child to have a healthy lifestyle	16	33	29	59	2	4	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)	15	31	28	57	2	4	0	0
The school meets my child's particular needs	17	35	22	45	7	14	2	4
The school deals effectively with unacceptable behaviour	11	22	24	49	6	12	6	12
The school takes account of my suggestions and concerns	11	22	28	57	3	6	3	6
The school is led and managed effectively	12	24	25	51	7	14	3	6
Overall, I am happy with my child's experience at this school	19	39	21	43	6	12	3	6

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](http://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"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
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.**



17 March 2011

Dear Pupils

**Inspection of Goodyers End Primary School, Bedworth, CV12 0HP**

Thank you for the help you gave us when we visited your school. Many thanks also to those of you who completed the questionnaires. The inspectors enjoyed meeting and talking to you, as well as observing some of your lessons.

We judge that you go to a satisfactory school. We were pleased to see you behave well most of the time, but know that some pupils find it difficult to manage their behaviour without the support of adults. Your art work is displayed very well around the school and in classrooms, and congratulations for winning a top prize at a recent art festival. The inspectors were impressed with the way Reception-year children made fantastic models of 'Elmer', the story character. Older pupils are increasingly doing well with their reading and writing and inspectors were very pleased to read some good writing about 'Macbeth' and 'Romeo and Juliet'. Well done. The teaching is satisfactory and is helping you to make satisfactory progress towards the standards that you are expected to reach. The headteacher, staff and governing body have made improvements since the last time your school was inspected, but there is still a lot more to be done to make your school even better.

Inspectors have judged that many of you should be doing better with your writing and mathematics. We have asked your teachers to provide you with more opportunities to practise, edit and improve your writing, as well as more challenging and varied problem solving mathematics work. We have asked teachers to teach letters and sounds more consistently, from an early age right the way through the school, to help you spell more accurately. We have also asked that your teachers provide you with learning targets that help you understand how to improve your work and that, in all lessons, the work is not too easy or hard, yet challenges you all a bit more. Inspectors have asked the headteacher and governing body to step up the way they check the school, especially lessons and your work, to make sure that both you and your teachers are doing as well as they can to make sure that you all reach your learning targets.

You can all help too by carrying on trying hard and keeping up your good attendance. We wish you every success in achieving your very best at Goodyers End.

Yours sincerely

Charalambos Loizou

Her Majesty's Inspector (on behalf of the inspection team)

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