

Gooderstone Church of England Voluntary Aided Primary School

Inspection report

Unique Reference Number	121118
Local Authority	Norfolk
Inspection number	380168
Inspection dates	14–15 November 2011
Reporting inspector	Geof Timms

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

Type of school	Primary
School category	Voluntary aided
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	64
Appropriate authority	The governing body
Chair	Richard Chalkley
Headteacher	David Baldwin
Date of previous school inspection	18 November 2009
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Age group	4–11
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Introduction

This inspection was carried out by two additional inspectors, who observed eight lessons taught by three teachers. In addition, they held meetings with staff, the Chair of the Governing Body and pupils. Inspectors observed the school's work, and looked at a range of policies, planning documents, pupils' work and records of their progress. The responses to questionnaires by 40 parents and carers were scrutinised.

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

- How accurate is the school's identification of pupils with special educational needs and/or disabilities and how successful is the provision and interventions made for them?
- How well does the teachers' planning identify the needs of different groups of pupils, or individual pupils, especially the most able?
- How confident are pupils in knowing their targets and what they need to do to improve their work?
- What has been the impact of recent changes to the leadership of subjects?
- How well do the Early Years Foundation Stage staff use the outdoors area and what is the impact on children's learning?

Information about the school

This is a much smaller than average-sized primary school. The proportion of pupils known to be eligible for free school meals is below average. The vast majority of the pupils are from White British backgrounds. There is a very small proportion of pupils from other ethnic backgrounds, but none of these speaks English as an additional language. The proportion of pupils with special educational needs and/or disabilities, including those with a statement of special need entitling them to extra support, is well above average overall and very high in some year groups. The school has achieved national Healthy School status and an Activemark award.

The school hosts a pre-school on the school site. This is not managed by the governing body and is inspected and reported upon separately.

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?

1

The school's capacity for sustained improvement

1

Main findings

This outstanding school is helping pupils make excellent progress from often low starting points, so that they leave school with attainment that is exceptionally high. This progress is the result of outstanding teaching that is itself the outcome of excellent teamwork between all adults in the school. The headteacher leads the school with a genuine passion and with a joy in doing the best possible for its pupils, while retaining the rigorous tracking of progress so that any underachievement is quickly recognised. Many aspects of the school have been greatly improved since the last inspection. This shows that the school has an outstanding capacity to continue improving and to maintain the excellence already evident in much of its work.

Standards in reading, writing and mathematics when pupils leave the school have risen sharply over the last three years and are now exceptionally high. The school's data and examples of work show that the current pupils in Year 6 are well on track to maintain this high level of performance. Their progress is consistently outstanding throughout the school, including in the Early Years Foundation Stage. This is due to the small team of teachers working very effectively together to create a purposeful, interesting and imaginative learning environment. In addition, the individual expertise of staff supports high quality learning in other areas such as science, art and design. All groups of pupils make equally outstanding progress, including the high proportion with special educational needs and/or disabilities. These pupils are quickly and accurately identified and the interventions put in place are very successful in helping them learn through targeted support and one-to-one sessions.

Pupils' behaviour is outstanding and this has a very positive impact on their learning. The excellent care, guidance and support provided by all staff ensures all pupils have excellent opportunities to learn about staying healthy and safe. The school helps pupils make an outstanding contribution to the community, in school and locally, although pupils have too few opportunities to develop their understanding of how others in different communities and cultures live.

Teachers plan exceptionally well for the mixed-age classes and the small size of the school means they can target their teaching very effectively at all pupils as individuals. Even so, there are missed opportunities to consistently challenge the highest-attaining pupils as they often have to finish easier work before getting on to something that really promotes their learning. Teachers assess and track learning in depth and pupils are very aware of their targets and what they need to do to reach the next level.

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The success of the school is based on outstanding leadership and management. Recent improvements made to subject leadership have been very successful and build on other improvements since the last inspection, such as the improved use of the outdoor space, especially by children in the Early Years Foundation Stage. The staff work very closely together for the benefit of the pupils. Engagement with parents and carers has a very positive impact on pupils' progress. As one parent said 'My children have come on in leaps and bounds since joining the school, not just educationally but personally also.' All staff and the governing body share a real desire to do as well as possible for the pupils academically and to prepare them for their future education and lives.

What does the school need to do to improve further?

- Ensure lessons consistently provide sufficient challenge for the highest-attaining pupils.
- Develop pupils' understanding of how others live by seeking closer links with schools and other institutions in contrasting areas.

Outcomes for individuals and groups of pupils**1**

Pupils' learning and progress is exceptional and they make outstanding gains in their learning as they move through the school. Attainment is high in all aspects of their work. In Years 5 and 6 their high quality writing is both accurate and imaginative. These high standards are based on an unusually strong focus on speaking and listening work and pupils are articulate and able to hold discussions at a very mature level. For example, in one lesson they discussed a set of instructions to evaluate how successful they were, before attempting to create their own criteria for writing clear instructions. In Years 3 and 4, talk had a high priority as pupils discussed their predictions for the outcomes of a scientific investigation into friction. Younger pupils also have many opportunities to talk about their ideas and use role play before writing. Standards in mathematics are also high and based on a lot of practical activities. Standards in art and design are very high as a result of some outstanding teaching by teaching assistants. Outstanding wire and paper models of imaginary insects demonstrated the high quality of the pupils' work. The vast majority of pupils make excellent progress and there are no differences between different groups, although the highest-attaining pupils are not always provided with sufficiently challenging work to speed and extend their progress further.

Pupils' personal and social development has a very high priority throughout the school and their spiritual, moral, social and cultural development is outstanding. The positive ethos of the school, supported by effective assemblies and circle times, provides an excellent grounding for pupils' spiritual, moral and social development. Their cultural development is good, but lacks a really wide range of opportunities to learn more about how others live. Excellent creative work in art and music does

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support this aspect exceptionally well. The school prepares pupils exceptionally well for the next stage in their education and for their future lives. Attendance is very high, especially among the older pupils, and this is another factor, with their excellent behaviour, in creating a very positive ethos for learning.

These are the grades for pupils’ outcomes

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

How effective is the provision?

The outstanding progress pupils make is the result of at least good and often excellent teaching. The small team of teachers work very hard to share expertise and ideas and frequently use other adults in very effective ways to boost pupils’ learning. A sports apprentice, for example, who works mostly with their physical education, also supports younger pupils’ finer control skills by helping them to use scissors more accurately. Teaching assistants provide teachers with excellent support and have a major impact on pupils’ learning. They often teach groups of pupils or use their expertise in cooking or art to develop excellent skills in a range of activities. The marking of pupils’ work is excellent, especially for writing tasks. It helps pupils know what they need to do to improve and also celebrates their efforts. Assessment is accurate and pupils have challenging targets that they know and enjoy seeing how close to achieving them they are. In a number of lessons all pupils are expected to complete the same tasks before the first finishers get extra to do. The more consistent provision of a different, more challenging activity would help these pupils make even better progress.

The curriculum is extremely well planned and has an outstanding impact on pupils’

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

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progress. Cross-curricular links often make learning meaningful. This happened, for example, in an excellent lessons linking scientific study of sounds with music and percussion instruments. The planning ensures the mixed classes do not repeat topics and that excellent progress is the outcome. There is a varied range of after-school clubs that have an excellent take up by pupils and about which they speak very positively. Sporting expertise from outside the school, partly provided by a local football team, is a regular feature. In addition, excellent themed weeks regularly provide outstanding opportunities to enrich and extend pupils’ experiences. For example, a recent science week enabled pupils of different ages to work together on a range of tasks including making gases, exploding volcanoes and creating optical illusions on spinning cards. The school provides excellent care, guidance and support, especially for the pupils whose circumstances may make them the most vulnerable. Parents appreciate this and, as one said, ‘The school is a safe and pleasant place for my children and I am very happy with the extra help they have at times.’

These are the grades for the quality of provision

The quality of teaching	1
Taking into account: The use of assessment to support learning	1
The extent to which the curriculum meets pupils’ needs, including, where relevant, through partnerships	1
The effectiveness of care, guidance and support	1

How effective are leadership and management?

The headteacher has successfully built on the improvements found at the monitoring visit carried out after the last inspection. Subject leadership is outstanding. The staff work as a strong team to ensure that the curriculum and pupils’ care and support match their needs exceptionally well. Their assessment of pupils’ progress is extremely thorough. The school monitors and evaluates its work closely, accurately and honestly. Where improvements are needed or new ideas adopted strong development plans support any changes. Targets are very challenging and expectations of all aspects of the school’s work are very high.

The governing body provides excellent support and a good level of challenge, although many governors find it difficult to get into school during the day. Even so, they hold the school to account through meetings with subject leaders and detailed reports from the headteacher. The governing body has produced an excellent leaflet offering guidance for visitors to the school. The school’s engagement with parents is exceptionally positive, as is shown by their responses to questionnaires and their views on the work of the school. In addition, excellent partnerships with a wide range of outside agencies provide support for the school’s work. This is particularly the case in dealing with children with special educational needs and/or disabilities, occasional projects involving the gifted and talented pupils and work with other schools in the local area. The school has good safeguarding policies and procedures

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to ensure pupils safety. All staff are trained and knowledgeable, although the school is aware that some training is out of date and this has been planned for the near future. The use of assessment data and the excellent knowledge of individual pupils ensure that all pupils are fully included in all aspects of school life and are encouraged to succeed. An exceptional ethos of full inclusion and a total lack of any form of discrimination has been created by the staff. The school makes good efforts to develop pupils’ understanding of other cultures, faiths and backgrounds through, for example, visitors to the school. However, pupils do not currently have enough opportunities to have contact with people from different backgrounds from their own.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	1
Taking into account: The leadership and management of teaching and learning	1
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	1
The effectiveness of partnerships in promoting learning and well-being	1
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	1
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	1

Early Years Foundation Stage

The children in the Early Years Foundation Stage are taught as part of a mixed-age class with Years 1 and 2. This gives the staff a good level of flexibility in supporting the most able younger children by letting them work with older ones. In addition, they are planned for and often taught separately, so that they meet a curriculum appropriate for them. They have sufficient time for learning through play and choosing activities for themselves. The outdoor classroom has been greatly improved since the last inspection and is now used very effectively to support the youngest children’s learning. In one lesson, for example, they painted their vision of night and day outside, while in another session they acted out things they did at the weekend; all of this work was linked to the class mathematics topic of time. Throughout all lessons the staff keep detailed observations and records of learning, using written notes and photographs. Children’s books support these observations, with samples of work showing very strong progress. In addition, the end-of-year assessments show how much progress children make from often very low beginnings. The leadership

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and management of the Early Years Foundation Stage, especially of the staffing and resources, are excellent. Links with parents and the pre-school on the site are effective in helping children settle rapidly into school life.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	1
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	1
The quality of provision in the Early Years Foundation Stage	1
The effectiveness of leadership and management of the Early Years Foundation Stage	1

Views of parents and carers

A well above average proportion of the parents and carers returned questionnaires recording their views about the work of the school. No parents and carers disagreed with the statements about the school’s work and this represents an unusually positive response. Many added statements specific to their children saying how happy they were with various aspects of the school’s work. The findings of the inspection support the parents’ and carers’ extremely positive views of the school.

Responses from parents and carers to Ofsted’s questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Gooderstone Church of England Voluntary Aided 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 40 completed questionnaires by the end of the on-site inspection. In total, there are 64 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	31	78	9	23	0	0	0	0
The school keeps my child safe	28	70	12	30	0	0	0	0
The school informs me about my child’s progress	27	68	13	33	0	0	0	0
My child is making enough progress at this school	26	65	14	35	0	0	0	0
The teaching is good at this school	36	90	4	10	0	0	0	0
The school helps me to support my child’s learning	31	78	9	23	0	0	0	0
The school helps my child to have a healthy lifestyle	31	78	9	23	0	0	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)	28	70	11	28	0	0	0	0
The school meets my child’s particular needs	29	73	11	28	0	0	0	0
The school deals effectively with unacceptable behaviour	27	68	12	30	0	0	0	0
The school takes account of my suggestions and concerns	23	58	17	43	0	0	0	0
The school is led and managed effectively	30	75	10	25	0	0	0	0
Overall, I am happy with my child’s experience at this school	31	78	9	23	0	0	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	43	47	10	0
Primary schools	6	46	42	6
Secondary schools	14	36	41	9
Sixth forms	15	42	41	3
Special schools	30	48	19	3
Pupil referral units	14	50	31	5
All schools	10	44	39	6

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 2010 to 08 April 2011 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 2010/11 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.



16 November 2011

Dear Pupils

Inspection of Gooderstone Church of England Voluntary Aided Primary School, King's Lynn, PE33 9BP

Thank you for the way you welcomed the inspectors to your school recently. We really enjoyed our visit and talking with many of you about your school. We especially enjoyed seeing your excellent behaviour and how much you clearly enjoyed your learning.

Gooderstone is an outstanding school and it is getting better all the time. This is because of the outstanding leadership of the headteacher and the high quality of the work of all the staff. You are making excellent progress in reading, writing and mathematics and reaching exceptionally high standards. There are, however, times when teachers could give those of you who find learning easier some more challenging things to do. You have an excellent understanding of how to stay healthy and safe. In addition, you attend school regularly and this helps teachers to help you learn. You make an excellent contribution to the school and local community. We were especially impressed with how much money you raise for different charities to help others less fortunate than yourselves.

You have some very exciting and imaginative lessons that help you learn a lot, such as when you experiment with the sounds percussion instruments make, or when you create erupting volcanoes. To improve things still further, we have asked the school to help you learn more about how people from different backgrounds, beliefs and cultures live.

Thank you again for your friendliness and help. We hope you continue to enjoy your time at Gooderstone and keep working hard.

Yours sincerely

Geof Timms
Lead inspector

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