

# Goodrich Community Primary School

## Inspection report

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<b>Unique reference number</b>	100790
<b>Local authority</b>	Southwark
<b>Inspection number</b>	376459
<b>Inspection dates</b>	22–23 March 2012
<b>Lead inspector</b>	Stephen Dennett

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>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	687
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Catrina Ure
<b>Headteacher</b>	Craig Voller
<b>Date of previous school inspection</b>	19–20 November 2009
<b>School address</b>	Dunstans Road East Dulwich London SE22 0EP
<b>Telephone number</b>	020 8693 1050
<b>Fax number</b>	020 8299 2775
<b>Email address</b>	office@goodrich.southwark.sch.uk

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<b>Age group</b>	3–11
<b>Inspection date(s)</b>	22–23 March 2012
<b>Inspection number</b>	376459



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## Introduction

Inspection team

Stephen Dennett

Additional inspector

Tracy Goldblatt

Additional inspector

Martin Marsh

Additional inspector

John Croghan

Additional inspector

This inspection was carried out with two days' notice. Inspectors visited 25 lessons and parts of other lessons, and observed 25 teachers. They held meetings with members of the governing body, staff and groups of pupils. Inspectors took account of the responses to the on-line questionnaire (Parent View) in planning the inspection, observed the school's work, and looked at policies, pupils' books, safeguarding records and evidence of the monitoring of teaching and learning. The team examined 194 questionnaires from parents and carers, 87 from pupils in Key Stage 2 and 26 from staff.

## Information about the school

Goodrich is much larger than most primary schools. Around half of the pupils are of White British heritage. The rest are from a range of minority ethnic groups, the largest of which are Black Caribbean and Black African. The proportion of pupils who speak English as an additional language is above average. As is the proportion of pupils known to be eligible for free school meals. The proportion of pupils who are disabled and those with special educational needs, including those with a statement of special educational needs, is above average. The governing body runs a breakfast club, which was inspected as part of the main inspection. There have been a number of staff changes since the last inspection in 2009, including a new headteacher, who took up the full-time post in January 2012. The school has achieved the Confucius Classroom Status Award in association with London South Bank University and the Confucius Institute. It also has British Institute International School Links Silver status. The school meets the current floor standard, which sets the minimum government expectations for pupils' attainment and progress.

## Inspection judgements

<b>Overall effectiveness</b>	<b>2</b>
<b>Achievement of pupils</b>	<b>2</b>
<b>Quality of teaching</b>	<b>2</b>
<b>Behaviour and safety of pupils</b>	<b>2</b>
<b>Leadership and management</b>	<b>2</b>

## Key findings

- This is a good school. Standards have improved since the last inspection and continue to rise; nearly all pupils are making good progress in relation to their starting points; teaching is effective; and pupils’ behaviour is almost always good. The school is not outstanding because there are a few inconsistencies in the quality of teaching and attainment in mathematics is average.
- Pupils, including disabled pupils and those with special educational needs, make good progress in all subjects throughout the school. At the end of Year 2, pupils’ attainment is average and at the end of Year 6 it is above average except in mathematics where it is improving but broadly average.
- Teaching is good because teachers use a good range of effective teaching strategies, which match pupils’ needs well, resulting in accelerated progress for all pupils. However, a few teachers’ expectations are not always high enough and some opportunities to foster pupils’ ability to work independently are missed. Assessment is usually used effectively to track pupils’ progress and to identify targets for improvement. However, occasionally teachers do not always use assessment information effectively to re-shape tasks for pupils as the lesson proceeds.
- Pupils have positive attitudes to learning and nearly all say they enjoy school very much and feel safe. Their behaviour over time is good and their attendance is above average.
- Senior managers, ably led by the headteacher, provide robust and clear leadership to the school.. Teaching has improved through rigorous monitoring. The management of performance has led to improved attainment , good attitudes to learning and good behaviour.

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

- Raise standards in mathematics throughout the school to those achieved in English by increasing the level of challenge for all pupils and particularly for the most able.
- Improve the already good teaching even further by:
  - raising all teachers’ expectations as to what pupils can achieve, where necessary

**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

- always using assessment information effectively to re-shape tasks for pupils as the lesson proceeds
- providing more opportunities for pupils to work independently, building on the outstanding practice that exists in some classes in school.

## Main report

### Achievement of pupils

Children's skills on entry to the Nursery class are currently broadly average.. Children in the Early Years Foundation Stage settle quickly into school life and make good progress in all areas of learning so that they are generally well prepared for moving into Year 1. Pupils known to be eligible for free school meals, are catching up with their peers and gaps in performance are narrowing rapidly. Pupils who speak English as an additional language are making good progress in their acquisition of English and make similar good progress in their key skills as their peers. The special emphasis on helping pupils with dyslexia including employment of a teacher with specialist knowledge enables these pupils to make good progress. Pupils who are disabled and those with special educational needs make similar good rates of progress as all other pupils. Attainment in writing, for both boys and girls, is broadly average at the end of Year 2 and above average at the end of Year 6. Pupils' standards of reading at the ends of Year 2 and Year 6 have improved rapidly and are now above average. The pupils have a genuine enjoyment of reading and most say that they read for pleasure outside school. Attainment in mathematics has risen from below average to broadly average at the end of both key stages and continues to rise, although it is not yet as high as in English.

Progress in lessons is usually good or better. Pupils enjoy learning in lessons usually because teachers plan work that motivates them. This was particularly true in an outstanding writing lesson in Year 2, where the pupils demonstrated an excellent use of vocabulary while they acted out the journey of a party of animals moving through the rainforest. Their characterisation of the animals was both amusing and perceptive. Pupils' mental arithmetic skills are improving rapidly. In a lesson in Year 4, pupils quickly worked out number problems using the signs for 'more than' and 'less than' and they applied their skills effectively when working with negative numbers.

Most parents and carers responding to the inspection questionnaire feel that the school meets their children's needs well and that their children are making good progress. Inspection findings support these positive views.

### Quality of teaching

The quality of teaching is good and there are examples of outstanding practice. The best lessons are fast moving, engaging and generate high levels of motivation from pupils. The teaching of reading, writing, communication and numeracy is effective

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and consistently engages pupils' interest. Teaching assistants support pupils well and enable them to take a full part in the lesson. On a few occasions, assistants do too much for pupils, resulting in these pupils making slower progress in developing independence in learning. Most teachers have good levels of subject knowledge, including a secure grasp of the teaching of phonics (linking letters with the sounds they make). The teaching of mathematics is improving rapidly as a result of a recent change in approach, although occasionally teachers' expectations are not sufficiently high enough to challenge the most-able pupils.

The curriculum is planned to meet the needs of all groups of pupils and ensure that topics are relevant to pupils' experiences and interests. It includes exciting enrichment activities that are effective in promoting pupils' personal development, including spiritual, moral, social and cultural aspects. Teaching in the Early Years Foundation Stage is well balanced between activities led by adults and those chosen by the children. The quality of marking in pupils' books is good and effectively identifies what pupils need to do to improve. Pupils respond to teachers' comments.. However, in a few lessons, teachers do not always use assessment information effectively to re-shape tasks for pupils as the lesson proceeds.

Nearly all pupils, parents and carers said they felt that teaching in the school was good, a view supported by inspection evidence. A parent or carer wrote, 'My son's teacher is really outstanding and he's made fantastic progress this year.' This is typical of many comments made on questionnaires.

### **Behaviour and safety of pupils**

Most parents, carers and pupils are positive about behaviour in the school. Records show that incidents of disruption and exclusion are uncommon, but when they do arise, they are dealt with promptly and effectively. The school's inclusion policy means there are a number of pupils with challenging behaviour, but these pupils are supported well and as a result improve their behaviour. Pupils are typically considerate, respectful and courteous to adults and each other and this has a positive effect on their learning. Pupils' good behaviour in the classroom contributes strongly to the progress they make. Pupils are enthusiastic learners and thoroughly enjoy learning. The breakfast club provides a sociable start for the day for pupils who attend and behaviour is good.

Teachers apply behaviour management strategies consistently, which gives pupils a great sense of security. Most pupils are punctual and attendance is now above average. The school is a positive and safe learning environment, with good levels of care and support. Nearly all pupils say they feel safe and that there are very few incidents of bullying or racism. The school's anti-bullying policy sets out precise and effective procedures for dealing with bullying. Pupils know clearly how to keep safe and are well aware of internet safety and different forms of bullying, including prejudice-based bullying and cyber-bullying. Most parents and carers believe that their children are kept safe in school, although a small minority expressed concerns over some bullying incidents that have occurred. Evidence shows these had been

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rigorously investigated and appropriate action taken..

## **Leadership and management**

The headteacher has a clear vision that is shared by other senior managers, the governing body and staff. There has been a marked improvement in the school's provision and pupils' progress. Standards have risen substantially at both key stages, especially in reading and writing. Other senior staff also make a very positive contribution to the leadership, especially in supporting the school through a time of instability. .

The quality of teaching has improved since the previous inspection because of focused professional development, which has resulted in nearly all teachers raising their expectations of pupils. Leaders previously identified that standards in reading and writing needed improvement and have successfully raised standards in these subjects. The governing body has a clear view of the school's strengths and areas for improvement because its members are actively involved and rigorously challenge the school. They have taken robust action to secure the necessary improvements in the school.. The school's self-evaluation is clearly focused on priorities identified from an effective programme of monitoring and analysis. Consequently, the school has the capacity for sustained improvement.

The curriculum is good because it meets the needs of pupils well and plays a major part in engaging them in learning. It has been effectively reviewed to create opportunities for more links across all subject areas. The curriculum also provides a good platform for promoting pupils' spiritual, moral, social and cultural development, especially through the links with a school in China through the Confucius Institute. This has greatly increased pupils' understanding of different cultures and languages. The use of a specialist teacher for art has greatly increased pupils' enjoyment and participation in the subject. The school is successful in promoting equality of opportunity and tackling discrimination. For example, the systems for identifying groups and individuals who need additional support and has proved successful in providing appropriate strategies to accelerate their learning. Safeguarding procedures meet statutory requirements and are effective in ensuring that pupils are safe in the school.

Most parents and carers who responded to the questionnaire say that the school keeps them well informed and responds well to any concerns raised. The breakfast club is run well and greatly appreciated by parents and carers.

## 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	46	46	8	0
Primary schools	8	47	40	5
Secondary schools	14	38	40	8
Special schools	28	48	20	4
Pupil referral units	15	50	29	5
All schools	11	46	38	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 31 August 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data 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 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add exactly to 100.



## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Attendance:	the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.
Behaviour:	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and 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 governors and 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:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
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.
Safety:	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

**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.**



24 March 2012

Dear Pupils

**Inspection of Goodrich Community Primary School, East Dulwich SE22 0EP**

Thank you for making us welcome on our recent visit to your school. This letter is to tell you what we found out. We wanted to see how well you are all learning and we liked what we saw. Thank you for talking to us about your work, filling in the questionnaires and telling us what it is like to be a pupil at your school. We found that your school is good and has improved since the previous inspection. You make good progress in most subjects. Teaching is good and your teachers provide you with interesting lessons, which most of you said you enjoy. The adults help you to learn how to keep safe, to care for each other and to grow up well.

Your teachers and the school's governing body all want to make your school even better. We have asked your teachers to help you improve standards in mathematics by giving you more challenging work and things to do that really make you think hard. We have also asked the headteacher and governors to make sure that teaching is always good and that all teachers give you tasks that enable you to do your best.

For all of you, the important things are to carry on working hard, making your contribution to school life, and to continue growing into caring and responsible young people. You have all our best wishes for the future.

Yours sincerely

Stephen Dennett  
Lead inspector

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