

Goodrich CofE Primary School

Inspection report

Unique reference number	116813
Local authority	Herefordshire
Inspection number	395321
Inspection dates	2–3 May 2012
Lead inspector	Mark Sims HMI

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

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	122
Appropriate authority	The governing body
Chair	Tom Richardson
Headteacher	Tony Griffiths
Date of previous school inspection	05 May 2009
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Introduction

Inspection team

Mark Sims

Her Majesty's Inspector

This inspection was carried out with two days' notice. Eight lessons were observed taught by eight teachers, of which six were joint observations with the headteacher. This accounted for approximately six hours of inspection time in total. Discussions were held with a group of pupils, members of the governing body and school staff, including senior and middle managers and a senior adviser from the local authority. The inspector took account of the responses to the on-line questionnaire (Parent View) in planning the inspection, observed the school's work and took account of a number of documents, including the school's self-evaluation, the school improvement plan, recent local authority reviews, and the school's own analysis of pupils' performance. Also 47 parents' and carers' questionnaires were analysed and others completed by pupils and staff.

Information about the school

Goodrich is smaller than the average primary school. The proportion of pupils known to be eligible for free school meals is very low but rising. The percentage of pupils from minority ethnic groups and who speak English as an additional language is very low. The proportion of disabled pupils and those who have special educational needs is below average including those on school action, school action plus or with a statement of special educational needs. The school meets current government floor standards. These are minimum standards expected by the government.

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	3
Achievement of pupils	3
Quality of teaching	3
Behaviour and safety of pupils	1
Leadership and management	2

Key findings

- The school provides a satisfactory standard of education. It is not yet good because pupils make satisfactory progress from their broadly average starting points. It is rapidly improving under the enthusiastic leadership of the headteacher and governing body. Attainment by the end of Year 6 is broadly in line with the national average in reading, writing and mathematics and rising. Most groups of pupils progress in line with their peers. Where there are gaps, the school has put in place measures that are having a positive impact on pupils' progress, for example, boys' writing at Key Stage 2. Schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.
- Teaching is satisfactory. It is improving as a result of rigorous monitoring and observation by the headteacher and Chair of the Governing Body. In the best lessons pupils learn well through exciting activities, giving them opportunities for independence which they thrive on. In these lessons marking informs them how well they are doing and how to progress to the next level. Elsewhere, tasks which are teacher-led are at times too protracted. Marking and planning for the needs of different groups are variable.
- Behaviour and safety are outstanding. Pupils are exceptionally mature, taking responsibility for their behaviour and making important decisions on behalf of the school. They are consistently enthusiastic in lessons. Exclusions are unheard of and reported incidents are exceptionally rare. Attendance is high and rapidly improving. Pupils are very highly aware of the importance of keeping safe. All parents and carers who expressed a view in the survey said their children feel safe in school and that behaviour is good.
- Leadership and management are good. The headteacher and governing body have a clear view of the school, supported by accurate monitoring of teaching and self-evaluation. Opportunities for enrichment activities for pupils are extensive. Some of the middle leader appointments are very recent;

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consequently the monitoring of the performance of different groups of pupils is less well developed at this level.

What does the school need to do to improve further?

- Raise the achievement of pupils by ensuring individual teachers are accountable for the performance of pupils they teach or support.
- Ensure that teaching is consistently good by:
 - sharing the best practice within the school and with other local schools
 - ensuring that teachers' planning consistently meets the different groups of learners in their classes
 - marking pupils' work in a way that shows them how they can improve their work whatever their level of attainment.
- Develop the role of middle leaders so that they:
 - monitor teaching in their subjects or areas of responsibility
 - analyse in greater depth the performance and participation of different groups of pupils in their subjects.

Main report

Achievement of pupils

In lessons, pupils show a high degree of enthusiasm and willingness to work independently. Paired work and group tasks enable them to collaborate with each other. Pupils assess their own or each other's work and so they learn what they need to do to improve. Pupils are making satisfactory progress in their learning. At times higher-attaining pupils are not set sufficiently challenging work although an increasing proportion of them are on track to achieve the highest possible levels in English and mathematics by the end of Year 6, particularly in writing. Elsewhere lower-attaining pupils show they can work independently and make good progress while others are at times held back by over-intervention by the adults who work with them.

Pupils' own initiative and willingness to take on responsibilities contribute to the times when they are making good progress. Most groups of learners are doing as well as their peers in lessons, including disabled pupils and those who have special educational needs. With small numbers in each cohort there is no consistent pattern of one group over- or underachieving. Pupils are making satisfactory progress in their reading, writing and mathematics across all year groups. The overwhelming majority of parents and carers who expressed a view in the survey said their children are making good progress in their learning although lesson observations and scrutiny of evidence suggest their progress is satisfactory.

Following the last inspection, pupils' attainment in reading at the end of Key Stage 1

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continued to be above average but dipped sharply in the most recent assessments to be broadly average. Key Stage 2 test results in reading, writing and mathematics have been broadly average over the last two years. However, the school's own data indicate that the pupils currently in Year 6 are working at a level that is above that expected for their age, which represents satisfactory progress from their starting point. The school's records show above average attainment at the end of Year 2. In the Early Years Foundation Stage pupils make satisfactory progress towards their learning goals in most areas including literacy and numeracy, having joined the school at broadly the expected starting point for their age.

Quality of teaching

In the best lessons, pupils are inspired to learn by developing their speaking skills through interviews or carrying out practical tasks and activities. Teaching is less stimulating when the pace is slow, there is an over abundance of worksheets or activities carry on for too long. Where lessons are well planned, pupils of different abilities including lower-attaining pupils and those with disabilities and special educational needs set off to work on their own or in groups with minimum intervention from adults.

There inconsistency is in marking too. At times, it is excellent, where pupils have specific written targets which have been reviewed and dated by teachers with evidence to show it has been achieved. Such marking is detailed in informing pupils not only what they have achieved but what they need to do to progress to the next step in their learning. At other times, marking is limited to praise, particularly for lower attaining pupils, which, while encouraging them for their achievements, gives them no clear guidance how to improve. Some written targets are not specific enough and not linked to the work the pupils are doing.

The deployment of additional adults is inconsistent. There are outstanding examples, where they are regarded as equals in the delivery of the lesson and move pupils' learning and thinking on at a rapid pace. In other instances, while assistants are busy and actively employed, there is too much adult input, which slows down pupils' rate of progress. The overwhelming majority of parents and carers who responded to the survey said their children are taught well although inspection findings judged it to be satisfactory overall.

Teachers plan for pupils' spiritual, moral, social and cultural development through assemblies, a rich provision of extra-curricular activities and a wider range of experiences for pupils including trips and visitors to the school. In the Early Years Foundation Stage, adults support and monitor all areas of learning effectively with a wide range of indoor and outdoor activities linked to the current theme, which provide a good balance between teacher-led and child-initiated activity. At times teacher-led activities are too lengthy. Assessment and identification of next steps is detailed.

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Behaviour and safety of pupils

Pupils behave exceptionally well at Goodrich. Members of the school council have taken decisions on the spending of grants and contributed to decisions about designs for extensions to the school including a cycle shed, running track and obstacle course. In lessons when they are given the opportunity they thrive on responsibility and independence and even in lessons where the pace of teaching drops they remain highly motivated to the extent of offering their own ideas and suggestions. They show care and consideration for each other as learning partners and buddies and older pupils teach younger ones on issues to do with safety. Pupils have written the school's behaviour policy themselves and ensured it is written in child-friendly language so that all pupils can have ownership of it and take responsibility for managing their own behaviour.

Pupils reported that there is no bullying of any kind or intimidating behaviour at the school. The school's 'values of the month', such as the current one 'responsibility', make a positive contribution to pupils' spiritual moral social and cultural development. By organising and leading assemblies themselves on themes such as bullying and by acting as buddies, pupils deter others from engaging in oppressive behaviour. An extensive array of enrichment opportunities play an important part in pupils' cultural development and foster their respect and understanding of people from different backgrounds, including links with Uganda and Northumberland. In the Early Years Foundation Stage children are learning at an early age to respect each other and through stories such as 'Amazing Grace' respond well to themes of discrimination based on gender and race.

Attendance is above average and current rates of attendance indicate it is improving further. Pupils say overwhelmingly that they feel safe and secure in school. They know what constitutes potentially dangerous situations and how to take measures to avoid them. Older pupils lead by example in their behaviour and attitude. Although reported incidents are extremely rare pupils know what steps they should take were an incident to arise. All parents and carers who responded to the survey said there is a good standard of behaviour at the school. A very large majority of parents and carers agreed that any incidents of bullying are dealt with well by the school.

Leadership and management

The headteacher, supported well by the governing body and middle leaders, is driving forward improvements after recent dips in the attainment and progress of pupils. Planned action to identify and address identified weaknesses has led to achievement of pupils rapidly improving especially for identified groups at risk of falling behind. Recent appointments in teaching and leadership have led to significant improvements in the way the performance of individuals and groups of pupils is monitored and tracked, leading to more effective and earlier intervention and support for those groups not making sufficient progress, for example higher-attaining girls. The monitoring and support for disabled pupils and those who have

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special educational needs is also rapidly improving and has caused the progress and attainment of these groups to improve rapidly. Consequently, the school has a strong capacity to improve further. The distributed style of leadership is developing whereas previously too much responsibility fell on the headteacher's shoulders.

Other appointments at middle leadership level have been too recent to see their impact. Very recently appointed subject and phase leaders are developing in their role. They have identified accurately strengths and weaknesses in their areas of responsibilities and set out appropriate key priorities for improvements but they are not yet involved in monitoring teaching and have not analysed the performance of pupils in depth. There is not sufficient sharing of the very best teaching throughout the school or holding individual teachers to account for the performance of pupils in their teaching groups.

The governing body is very well informed and closely involved in supporting and challenging the school to improve. Governors monitor its work well through a revised committee structure and individual link governors attached to specific aspects. Senior leaders know the strengths and weaknesses of teaching groups and individual pupils. The school promotes equality of opportunity well through its monitoring and this analysis has led to successful strategies for boys at risk of falling behind in their writing at Key Stage 2, which have engaged and motivated them to want to read. Leaders plan well for opportunities for pupils' spiritual, moral, social and cultural development through a wide range of culturally enriching curricular and extra-curricular opportunities that engage the interest and enthusiasm of pupils and bring learning to life when they are writing about their experiences in lessons.

The school's systems for safeguarding its pupils are rigorous and monitored thoroughly. Regular checks are made on all adults including occasional volunteer helpers. Pupils commented very positively about the security of the building. Responses to the survey from parents and carers on safety were unanimously positive. The overwhelming majority of those stating a preference said they would recommend this school to another parent. A very large majority of the staff who responded to their survey said they were proud to be a member of the school and all thought the school was well led and managed.

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	54	42	2	2
Primary schools	14	49	32	6
Secondary schools	20	39	34	7
Special schools	33	45	20	3
Pupil referral units	9	55	28	8
All schools	16	47	31	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 to 31 December 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).

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.
Floor standards:	the national minimum expectation of attainment and progression measures.
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.



4 May 2012

Dear Pupils

Inspection of Goodrich CofE Primary School, Ross-on-Wye, HR9 6HY.

You may recall that I came to inspect your school recently and I thought you would like to know what I said in my report. I am very grateful to those of you who showed me round the site or took time to tell me your views about the school.

Goodrich provides a satisfactory standard of education. After a recent dip following staffing changes it is now improving. The extent to which you behave and feel safe is outstanding and you should be very proud of the way you take responsibility and act independently. All of your parents and carers who responded to the survey agreed with this and said you behave well and feel safe in school. The extra-curricular opportunities you have through trips and after-school activities are second to none. You are making satisfactory progress in your lessons and an increasing proportion of you are on track to achieve the highest possible levels in English and mathematics by the time you leave at the end of Year 6, particularly in writing.

Your headteacher and other senior leaders have worked hard to ensure that changes in leadership and teaching are leading to improvements and you are well placed to improve on last year's broadly average test results in English and mathematics. We have asked the school to do the following in order for it to improve further. The school's leaders must make sure that:

- you make more rapid progress in your learning by ensuring all teachers track your progress more closely in order that your work is sufficiently challenging
- all your lessons are at least good and match those of the very best
- all your leaders check how good your lessons are and how well you are all doing in them.

I hope you will do your best to ensure the improvements you are making are reflected in the tests some of you will be taking shortly.

Yours sincerely

Mark Sims
Her Majesty's Inspector

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