

Goodyers End Primary School

Bowling Green Lane, Bedworth, CV12 0HP

Inspection dates 28 February–1 March 2013

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Pupils make good progress from Reception to Year 6 in English and mathematics. Disabled pupils and those with special educational needs make equally good progress.
- Standards have risen steadily over the last few years. Pupils start below age-related expectations in Reception and go on to achieve average levels in both English and mathematics by the end of Year 6.
- Teaching is mainly good and sometimes outstanding.
- Setting targets for pupils to achieve and then checking to make sure they are on track is good and helps pupils achieve well.
- Relationships between pupils and between pupils and teachers are good. As a result pupils are happy in school and learn well.
- Pupils behave well in lessons and at other times throughout the school day. Pupils feel very safe in school and parents agree. Any issues that arise are dealt with effectively.
- The headteacher and senior leadership team have made sure the school has made good progress against its areas for development, particularly in improving teaching and raising standards.

It is not yet an outstanding school because

- Not enough teaching is outstanding.
- The support for pupils for who the school receives the pupil premium funding is newly matched to their individual needs so they do not yet all achieve as well as others.
- Teachers do not always use marking well enough to help pupils improve their work.
- Not enough opportunities are provided for pupils to work independently so that they learn without relying on teachers.

Information about this inspection

- Inspectors observed teaching in all classes, including two joint observations with the headteacher. A total of 21 lessons were seen including extra teaching groups for early reading skills and mathematics.
- Inspectors also made short classroom visits to check that work provided was at the right level for different abilities and to look at pupils' books to check how well teachers' marking helps pupils improve.
- Inspectors held discussions with governors, a representative from the local authority, the headteacher, the school leadership team, teachers, teaching assistants, the family learning mentor and two groups of pupils. Inspectors also listened to pupils read.
- Inspectors looked at documents including information about pupils' progress and attainment on entry, behaviour records, documents relating to safeguarding including case studies of vulnerable pupils and the school's own self-evaluation and improvement summary documents.
- Inspectors took account of the views of 25 parents from Ofsted's 'Parent View' online questionnaire and two letters received from parents. In addition, inspectors took into account the views of a number of parents who were met informally at the start of the school day.
- Inspectors considered 18 staff questionnaires.

Inspection team

Kathryn Skan, Lead inspector

Additional Inspector

Jonathan Sutcliffe

Additional Inspector

Yvonne Watts

Additional Inspector

Full report

Information about this school

- This is a larger-than-average sized primary school.
- The majority of pupils come from White British families. The proportion of pupils from minority ethnic backgrounds is below average and very few pupils speak English as an additional language.
- The proportion of disabled pupils and those who have special educational needs supported through school action is high.
- The proportion of pupils supported at school action plus or with a statement of special educational needs is average.
- The school does not use off-site provision to support any of its pupils.
- The proportion of pupils known to be eligible for the pupil premium, the government's extra funding for pupils known to be eligible for free school meals, looked-after children, or pupils with a parent in the armed forces, is above average.
- Before and after school care takes place on the school site run by a private provider and was not included in this inspection.
- The school meets the current government floor standards, which set minimum expectations for pupils' attainment and progress.

What does the school need to do to improve further?

- Increase the proportion of outstanding teaching by:
 - using marking of pupils' work to consistently set out the next step in their learning so pupils make as much progress as they can
 - providing enough opportunities for pupils to work independently in all subjects so that they have the opportunity to learn without relying on the teacher's support and input.
- Make sure the school's work to improve the progress of those pupils in Years 5 and 6 for who it receives the pupil premium funding, is as good as that of other pupils, is embedded and strengthened by:
 - ensuring support always matches individual pupils' learning needs
 - providing specialised support where it is needed.

Inspection judgements

The achievement of pupils is good

- Children start in the Reception class with knowledge and skills lower than those of most children of their age, particularly in communication and mathematics. Children make good progress and by the time they join Year 1, around half of them achieve national average. This is because of a clear focus on the basic skills of speaking, early reading and mathematics.
- Pupils make good progress at Key Stage 1. They achieve broadly average standards in the national reading check on pupils' knowledge and understanding of letters and the sounds they make (phonics) at the end of Year 1. By the end of Year 2 standards in reading, writing and mathematics are broadly average but writing skills are lower than in reading and mathematics.
- Pupils continue to make good progress at Key Stage 2. They achieve average levels in both English and mathematics at the end of Year 6 and this represents good progress from their starting points at the beginning of the key stage. There has been a gradual increase in standards over the last few years at all stages of the school.
- Pupils currently in school are working at levels nationally expected for their age and some above. Pupils know their targets and are clearly focused on their own improvement in reading, writing and mathematics. Lesson observations show pupils are now more effectively developing and applying a range of skills in reading, writing, communication and mathematics due to a strong focus on improvement. They show improved mental mathematics and problem-solving skills, better early reading, speaking and writing skills so the achievement of pupils across all key stages is improving.
- Progress for disabled pupils and those who have special educational needs is good. The school provides good support in class and from partnerships with outside agencies. Some parents told inspectors how pleased they were with the support for their children's specific needs and with their children's progress.
- Pupils known to be eligible for the pupil premium are a focus for the school because not all pupils who receive free school meals have made progress as good as the other pupils. By matching learning for these pupils more closely to their individual needs, these pupils are beginning to progress as well as others and achieve standards similar to other pupils.

The quality of teaching is good

- Teaching seen during the inspection was mostly good with some examples of outstanding practice. Teachers have high expectations of pupils. They teach the basic skills in reading, writing, communication and mathematics very well in a range of subjects.
- Pupils are interested in their learning and are keen to achieve. Teachers make classrooms bright and cheerful, providing a supportive and stimulating environment to encourage good learning and make sure pupils are challenged at all ability levels.
- Teachers listen to pupils carefully and most are skilful at questioning them to deepen their thinking and help them work things out for themselves. However, this is not consistent across the school and some teachers provide insufficient opportunity for pupils to work independently.
- Teachers involve pupils in making regular checks on progress towards their targets. Target setting and target checking are good and deepen pupils' understanding of how well they are

doing and how they can improve. Marking and feedback in pupils' books is helpful, positive and mostly high quality. However a few inconsistencies remain between classes, particularly in letting pupils know the next step in their learning.

- Teaching of early reading skills throughout the school is very effective. A recent focus on increasing the volume of books read in Key Stage 2 is starting to accelerate pupils' reading progress because of more practice.
- Teachers use computers and other forms of technology well to make teaching and points for learning clear and easily understood. Teachers use specialised areas, including a computer suite and an art and craft block, well to enhance pupils learning across a range of subjects.
- Teachers plan lessons well to meet pupils' needs at different levels of ability. Some, such as more-able pupils, have harder work than others. However, only a few teachers plan enough independent work for pupils so that they can learn without the teacher's support and input.
- Teaching assistants play an important role in supporting pupils' progress in classrooms in all key stages. They are competent in leading focused group work and supporting individual pupils, including those who have special educational needs and those who receive pupil premium funding.

The behaviour and safety of pupils are good

- Pupils are keen to learn and their behaviour is good. Disruption in lessons is rare. Pupils who have behaviour difficulties are supported to improve their choices very well and this support is very effective. Their behaviour in class and around school is good.
- Pupils are safe at school. Most parents who responded to the on-line questionnaire feel the school makes sure its pupils are well behaved and that the school looks after their children well. The school trains its older pupils in St John's Ambulance junior first aid which gives them a wider understanding of safety and caring for others.
- Pupils say instances of bullying are uncommon. They say the few instances that do occur are dealt with effectively by adults. A number of staff trained in mentoring, nurturing and emotional support programmes support those who need it and this has had a positive effect on the behaviour and attitudes of these pupils. Pupils are aware of different types of bullying and know how to deal with any instances.
- Most pupils attend school regularly. The school's family learning mentor has been very effective in supporting attendance, which is average. She provides close links between home and school including encouraging parents to support their children's attendance. Parents, pupils and staff all value her input and feel the school is a caring community.
- Pupils are courteous and show good manners towards adults. They take a pride in their school. They value positive rewards such as 'star of the week', 'passports' for mental mathematics challenges, medals for attending a range of clubs and various certificates including St John's Ambulance.

The leadership and management are good

- The headteacher and senior leadership team communicate high expectations for achievement, teaching, behaviour and safety. They regularly check on the performance of pupils and staff and their actions have been effective in raising standards over the last few years.

- Teachers are helped to improve the quality of their teaching. Lesson observations and checks on planning and pupils' books give senior leaders a secure view on how well pupils are doing. The setting of targets for teachers to improve their work is effective and linked to pay rises. Training is matched well to individual teachers' needs and whole-school training responds to the identification of the school's areas for improvement.
- The school provides good coverage of the basic skills in all subjects, with a good emphasis on communication and mathematical problem-solving. Extra clubs and after school activities contribute well to pupils' learning. The range is varied and includes football, rugby, gymnastics, netball, dance, bicycle skills, science, art and crafts, French club, computer skills, cookery, drumming and music. The number of pupils' attending these activities is good.
- Leaders and governors now make sure that all pupils have equal opportunities to learn following previous concerns over the performance of those for who the school receives pupil premium funding. Discrimination of any kind is not tolerated, ensuring the full inclusion of all pupils. The school works well with families and most parents say the school keeps them well informed and responds well to any concerns they raise. The very large majority of parents responding to the inspection questionnaire would recommend the school to another parent.
- Extra funds received through the pupil premium funding are now used to recruit additional staff to form a 'closing the gap' team to meet these pupils' individual needs, led by the deputy headteacher. Support includes a family learning mentor, a nurture group to support pupils' emotional and behavioural needs, individual mentoring, one-to-one tuition, early speech and language help and extra teaching resources. These are starting to make a difference.
- Pupils' spiritual, moral, social and cultural development is good. Spiritual development is well provided for through various artistic, creative and musical activities for example through the school choir. Various activities are organised to widen the pupils' knowledge and understanding of multi-cultural Britain and various charity fundraising events take place including the international shoebox appeal.
- The local authority knows the school well. It has offered training opportunities and appropriate support. The school is organised within a local cluster of schools so there are opportunities to work with others. One example of this is pupil behaviour where support for each other has been effective and the headteacher chairs this behaviour group.
- **The governance of the school:**
 - The governing body is effective in giving support and in asking searching questions of the leadership team. They have developed their overseeing skills very well since the last inspection. Governors have a clear understanding of the quality of teaching and pupils' achievement and compare it with pupils nationally. They know what the school is doing to improve and make sure finances are used in a way that supports pupils' learning effectively. They also know how the pupil premium is being spent and how it is beginning to raise standards for qualifying pupils. The governing body uses its knowledge to make decisions about staffing and to make sure pay is linked to performance. Governors play an important role in tackling any underperformance by teachers. Health and safety is a priority and procedures are well established. The arrangements for safeguarding pupils meet current requirements.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	130897
Local authority	Warwickshire
Inspection number	406388

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

Type of school	Primary
School category	Community
Age range of pupils	4-11
Gender of pupils	Mixed
Number of pupils on the school roll	350
Appropriate authority	The governing body
Chair	Ruth Ison
Headteacher	Rosemary Jean Daniels
Date of previous school inspection	15 March 2011
Telephone number	024 76364448
Fax number	024 76364198
Email address	admin2634@welearn365.com

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