

Goodrington School

17 Walden Road, Emerson Park, Hornchurch, Essex, RM11 2JT

Inspection dates	4–6 June 2013	
Overall effectiveness	Inadequate	4
Pupils' achievement	Good	2
Pupils' behaviour and personal development	Outstanding	1
Quality of teaching	Good	2
Quality of curriculum	Adequate	3
Pupils' welfare, health and safety	Adequate	3
Leadership and management	Inadequate	4

Summary of key findings

This school is inadequate because

- The governors do not check on the school's progress regularly enough. They do not robustly hold the school to account for its performance.
- Although not inadequate, there are weaknesses in leadership and management, in teachers' use of assessment information, the use of pupils' targets and in how actions in the school's strategic plan will be measured.
- Governors have failed to fulfil the requirement to carry out suitability checks for safeguarding for all members of the governing body.
- Although not inadequate, there are weaknesses in curriculum planning. It does not clearly show how pupils' knowledge and skills will be developed as pupils move through the school.

The school has the following strengths

- Pupils' behaviour and personal development are outstanding. Pupils are extremely courteous and polite and show care and compassion for others.
- The leadership of teaching by the headteacher has resulted in teaching that is good. It promotes pupils' good achievement.
- Teachers know their pupils well. They create a positive learning environment in lessons.
- Pupils' achievement is good. Pupils make good progress and reach above average standards by the time they leave in Year 6.

Compliance with regulatory requirements

- The school requires improvement and must take action to meet schedule 1 of The Education (Independent School Standards) (England) Regulations 2010, as amended by The Education (Independent School Standards) (England) (Amendment) Regulations 2012 ('the independent school standards') and associated requirements. The details are listed in the full report.

Information about this inspection

- This inspection was carried out with half a day’s notice.
- Inspectors observed two whole-school assemblies and 12 lessons, two jointly with the headteacher. They held discussions with the headteacher, deputy headteacher, the Early Years Foundation Stage leader, the special educational needs coordinator, staff and two groups of pupils.
- Informal discussions took place with parents and carers. Consideration was given to 21 responses to the on-line Parent View questionnaire and 12 staff questionnaires.
- Inspectors heard pupils read, looked at school documents relating to pupils’ achievement, curriculum planning, behaviour and attendance. They checked the school’s compliance with the independent school regulations.

Inspection team

Ann Henderson HMI, Lead inspector

Her Majesty’s Inspector

Angela Cook

Additional Inspector

Full report

Information about this school

- Goodrington School is a small co-educational, independent day school. It was founded in 1935. It is located in a former residential property in Havering. It was last inspected in March 2010.
- The school is registered for boys and girls between the ages of three and 11 years of age. At present there are 74 pupils on roll. There are five teachers, a deputy headteacher and a headteacher.
- The school prepares pupils for local maintained secondary schools and independent schools when they leave at the end of Year 6.
- The school aims are 'to ensure that the educational and social needs of the children are identified, providing due care and attention and offer a reliable service for parents'.
- There are a few pupils with special educational needs. There are no pupils with a statement of special educational needs. No pupils speak English as an additional language, although a broad range of heritages are represented.
- There is no alternative provision.

What does the school need to do to improve further?

- Improve governance by raising the awareness of the members of the governing body of the importance of their role in holding school leaders to account.
- Complete all safeguarding checks on governors as set out below in the Independent School Standards.
- Improve the quality of leadership and management by:
 - ensuring staff receive training to increase their knowledge and confidence in assessing pupils' attainment and progress, in order to plan lessons which match the abilities of all pupils
 - sharing best practice in assessment through engaging in moderation activities of pupils' work with other providers
 - making sure pupils' academic targets are sharper and have greater focus on increasing their understanding of what pupils need to do to improve their learning and increase their independence
 - increasing the rigour of school improvement planning by drawing up action plans which set clear measurable targets and responsibilities.
- Improve the curriculum by ensuring the planned curriculum systematically builds on the knowledge and skills of pupils in all subjects.
- **The school must meet the following independent school standards.**
 - Verify that no member of the governing body has been barred from regulated activity relating to children and does not carry out work or intend to carry out work at the school in contravention under section 142 of the 2002 Act (Paragraph 21(6)(a)).
 - Make checks on members of the governing body relating to an enhanced criminal record check, confirmation of identity and, if the person has lived outside of the United Kingdom, further checks having regard to the guidance issued by the Secretary of State (Paragraph 21(6)(b)).
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Inspection judgements

Pupils' achievement

Good

Pupils' achievement is good. Since the previous inspection, the school has taken decisive action to improve the quality of provision for children in the Early Years Foundation Stage. As a result, children experience a broad range of opportunities to learn and develop well through effective indoor and outdoor learning experiences. Assessments show that all children in the Nursery and Reception classes, including those with special educational needs, make good progress from their starting points. Children in the Reception class demonstrate an increasing confidence in their ability to understand sounds and letters. They are able to use their knowledge of sounds to read and write unfamiliar words.

Good teaching ensures that all pupils, including those with special educational needs, make good progress as they move through the school. Across the school, pupils' work in books shows that pupils are reaching standards in reading, writing and mathematics at least in line with expected levels and many exceed national expectations. By the end of Year 6 many pupils, including those with special educational needs, achieve above average standards in English and mathematics, although standards in writing are below those in reading. Evidence from lesson observations show that most pupils make good progress, individualised support is provided for pupils, particularly for those who find learning more challenging. Occasionally, the more-able pupils are not stretched enough. Pupils throughout the school read with fluency and expression and tackle unfamiliar words well using their well-developed understanding of the sounds letters make. Small classes ensure teachers know pupils well and pupils' good attitudes to learning enable pupils to sustain concentration and take pride in their work.

Pupils' behaviour and personal development

Outstanding

Pupils' behaviour and personal development are outstanding. Pupils clearly enjoy school, feel very safe and display positive attitudes to learning. Parents and carers who responded to the on-line questionnaire all agree their children are happy and feel safe at school. Pupils are polite, courteous and caring towards one another and show respect for adults and visitors alike. High levels of attendance confirm pupils' enjoyment of school. Pupils say that instances of unacceptable behaviour are rare but, when they do occur, they are dealt with sensitively and effectively. Any areas of dispute are managed effectively and pupils respond very well to negotiated resolutions. As a result, there is a very positive environment throughout the school and pupils are highly valued. Pupils are now able to influence decisions and share their views through the school council. They greatly enjoy the fundraising opportunities available, which enable them to take on responsibilities and make a positive contribution to the wider community. The numerous certificates on display, from the varied and wide range of charities that benefit from the school's fundraising, are testament to the contribution made by the pupils at Goodrington School.

Pupils' spiritual, moral, social and cultural development is also outstanding. Pupils are given extensive opportunities to reflect on themselves and others and show compassion and kindness to one another. The range of cultures represented within the school has increased pupils' understanding of the diversity of British society, which has significantly improved since the previous inspection. Pupils are given an introduction to public services and institutions in England, including the values of democracy and the rule of law, through the curriculum and planned visits. Pupils show a very good understanding of equal opportunity and are well prepared for life in a multicultural society. Their spiritual, social, moral and cultural understanding is further enhanced through visits and visitors. During the inspection the story of *Mr Big*, by Ed Vere, was used to demonstrate the importance of not making judgements on appearance alone. To bring this story to life, the school's music teacher played a range of pieces from a variety of musical genres on the alto, tenor and soprano saxophones. Pupils thoroughly enjoyed this experience, with gasps of

wonder and spontaneous applause, pupils' outstanding personal development was clearly evident.

Quality of teaching

Good

The quality of teaching is good. It is not yet outstanding because, at times, it varies across the school and teachers do not always assess pupils' learning in lessons well enough to then adjust tasks accordingly. One of the strengths of teaching is the very good knowledge teachers have of each individual pupil. Teachers provide one-to-one support during lessons for all pupils, including those with special educational needs. This makes a strong contribution to their good progress. Small class sizes enable teachers to give close attention to pupils' academic and personal needs. Pupils show very good attitudes to learning and concentrate well for sustained periods of time.

Excellent relationships between children and adults in the Early Years Foundation Stage enable children to be provided with individualised support targeted to their specific learning needs. Children show good levels of concentration and cooperate well together. Effective and timely use of praise enables children to develop resilience and tenacity in learning, especially when new skills are being developed. Ongoing assessments are used effectively to plan teaching. Individual children's learning journeys record their progress and areas identified for further focus across all areas of learning.

Teachers create a positive learning environment deploying effective strategies to maintain a peaceful and calm atmosphere within lessons. They ensure pupils know what is expected of them and provide useful feedback during lessons to guide pupils in their work. Although targets are set for pupils, they are not always precise enough to support the next steps in pupils' learning and enable the pupils to make accelerated progress. In addition, they are not always checked regularly enough to promote outstanding achievement.

Quality of curriculum

Adequate

The quality of the curriculum is adequate. There is a strong emphasis on developing pupils' literacy and numeracy skills. Consequently, pupils have good basic skills which support their learning in other subjects well. Pupils are provided with a range of opportunities to develop their handwriting, spelling and understanding of English grammar. Pupils are expected to learn their multiplication tables and use their knowledge of the four operations within mathematics to answer calculations. However, opportunities to solve problems and use reasoning skills are less well developed, particularly for more-able pupils. The school provides for pupils to learn in all subjects of the National Curriculum, but there are limited opportunities for drama and for pupils to develop their physical skills within the physical education curriculum, especially in dance and swimming. Design and technology is taught alongside art. Information and communication technology is now used more widely across the curriculum, which is an improvement since the previous inspection. In addition, the Early Years Foundation Stage curriculum has greatly improved. All areas of learning are interconnected enabling children to learn and develop through playing and exploration both within the classroom areas and outdoors. There are a small number of additional activities available to enrich pupils' learning experiences, and an adequate number of visits to places of interest.

Pupils' welfare, health and safety

Adequate

Provision for pupils' welfare, health and safety is adequate. This is because there are two independent school standards that have not been met. All of these are in relation to the safeguarding checks for members of the governing body. The independent school standards regarding the welfare, health and safety of pupils are all met. All safeguarding and child protection requirements in relation to staff are in place. For example, checks for teaching and support staff take place prior to appointment, including medical and employment history. This information is

included on the single central register. The school ensures all staff receive regular training to understand how to keep pupils safe and free from harm. There are suitable policies in place to promote good behaviour and a record of sanctions is also in place. The school's anti-bullying strategy is effective. Pupils confirm that there is no bullying in school. All other provision meets requirements and some aspects that were weaker at the time of the previous inspection have improved. There is now a designated area where pupils who are feeling unwell can rest and recuperate. Checks are regularly made on electrical appliances and procedures to prevent fire are fully implemented, including checks on fire safety equipment and regular fire practices. A suitable policy for educational visits ensures that appropriate steps are taken to keep pupils safe when they undertake visits off the school site. The admission and attendance registers are properly maintained and meet the regulations.

Leadership and management

Inadequate

Leadership and management are inadequate. This is because the proprietor has not carried out suitability checks on members of the governing body. In addition, the governing body does not meet regularly in order to monitor the work of the school and hold the school to account for its performance. All other aspects of leadership and management are adequate. The headteacher has ensured that the quality of teaching continues to be good and the achievement of pupils by the time they leave school at the end of Year 6 is also good. This has been as a result of regular checks on the quality of teaching and the introduction of a system for tracking the progress of pupils in each year group. However, at present, the assessments through testing do not always correctly reflect pupils' levels of attainment in reading, writing and mathematics. Teachers would benefit from working with other professionals to check the accuracy of test results. In addition, further training to provide teachers with the skills to assess pupils' learning in lessons is required, to enable them to make effective use of ongoing assessments, to adjust tasks and challenge pupils' thinking and understanding more readily in lessons. There is a system in place for setting targets for improvement in writing, but not in reading or mathematics. At present the writing targets are too broad and are not checked regularly enough to help pupils to understand how to improve their learning and enable them to take more responsibility for their own learning.

School self-evaluation is accurate. However, the school development plan lacks precision and does not set clear criteria on which the success of the actions taken can be measured. The member of staff responsible for implementing each action has also not been identified on the plan. The school has successfully addressed the areas for improvement identified at the previous inspection, although there is room for enhancing the curriculum further, particularly in ensuring the knowledge and skills of all pupils are developed progressively. A well-qualified member of staff has been appointed to lead the Early Years Foundation Stage and provision for children in the Nursery and Reception classes is now good.

All required information is available for parents and carers, with some policies available on the school website. Information about the curriculum is made available for parents and carers at the start of each term. The school conveys information on individual pupils' achievements to parents and carers through regular written reports for each subject. The premises and accommodation are suitable. The procedures for handling complaints meet the requirements set out in the independent school standards. Not all the independent school regulations have been met. Two regulations to check the suitability of members of the governing body are not met.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	A school which provides an exceptional quality of education and significantly exceeds minimum requirements.
Grade 2	Good	A school which provides a high quality of education that exceeds minimum requirements.
Grade 3	Adequate	A school which meets minimum requirements but needs to improve the quality of education it provides.
Grade 4	Inadequate	A school where minimum requirements are not met and/or the quality of education has serious weaknesses.

School details

Unique reference number	102356
Inspection number	420210
DfE registration number	311/6053

This inspection was carried out under section 162A of the Education Act 2002, as amended by schedule 8 of the Education Act 2005, the purpose of which is to advise the Secretary of State for Education about the school's suitability for continued registration as an independent school.

Type of school	Independent
School status	Independent school
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	74
Number of part time pupils	9
Proprietor	Dr Michael Lauchlan
Chair	Dr Michael Lauchlan
Headteacher	Rosalind Ellenby
Date of previous school inspection	24 March 2010
Annual fees (day pupils)	£4,800
Telephone number	01708 448349
Email address	info@goodrington.org

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