

Godinton Primary School

Lockholt Close, Ashford, Kent. TN23 3JR

Inspection dates 22–23 May 2014

Overall effectiveness	Previous inspection:	Good	2
	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.

- Godinton is a welcoming community. Staff and pupils are respectful and courteous towards each other. Children settle quickly when they join the school in the Reception class.
- The headteacher, the senior leaders and governors share a clear vision for the school. An important aspect of this vision is that the school continues as a hub for the local community. Leaders are united in their ambition to raise achievement and improve the quality of teaching still further.
- Senior and middle leaders work together and plan carefully. They regularly review the progress of the pupils towards priorities which change in response to their review.
- Achievement is good. Pupils make good progress to reach above-average attainment by the end of Year 6.
- Adult support is well organised and helps pupils who find learning difficult to learn well in lessons.
- Teaching is typically good and teaching in Year 6 is often outstanding. Good relationships are established and classes are managed well.
- Subjects are linked imaginatively so that interesting and enjoyable lessons promote pupils' enthusiasm for learning. Pupils work sensibly together and this contributes to their good learning.
- Pupils say they feel safe and talk in positive terms about their school. They behave well and get along well with one another in both work and play. Attendance is above average.

It is not yet an outstanding school because

- Pupils do not make as rapid progress in writing as they do in reading.
- Children in Reception do not have sufficient opportunities to develop their skills, especially in the context of role-play activities.

Information about this inspection

- Inspectors observed 20 lessons, including five which were seen together with members of the senior leadership team. They looked at pupils’ written work and met with groups of pupils. An inspector listened to pupils reading and discussed their reading habits with them.
- The inspectors held discussions with school staff and members of the governing body. They also met with a representative of the local authority.
- The inspectors looked carefully at safeguarding documentation, information about pupils’ progress, self-evaluation documents and the school’s development planning.
- Inspectors took account of 109 responses to the Ofsted online questionnaire (Parent View), as well as informal discussions with parents and carers.
- Inspectors also considered the views expressed in a questionnaire returned by 28 members of staff.

Inspection team

Josephine Lewis, Lead inspector

Additional Inspector

Michael Jude

Additional Inspector

Carol Vant

Additional Inspector

Full report

Information about this school

- Godinton is a larger-than-average primary school. There are two classes in each year from Reception to Year 6.
- The large majority of pupils are of White British heritage. There are fewer pupils than average who speak English as an additional language.
- The proportion of disabled pupils and those who have special educational needs supported through school action is below average, as is the proportion supported through school action plus or with a statement of special educational needs.
- The proportion of pupils supported by pupil premium (extra government funding for pupils known to be eligible for free school meals, children in local authority care and other groups) is below average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- The school runs a breakfast club and after-school sports clubs.
- There are an independent after-school club and nursery on site; these did not form part of this inspection and will be inspected separately.

What does the school need to do to improve further?

- Raise pupils' achievement to outstanding, especially in writing, by ensuring that teachers always:
 - challenge all pupils to do their best when writing
 - give pupils time to reflect upon, and to respond to, the comments made in marking to improve their work
 - make certain that pupils understand the next steps to improve their work.
- Accelerate the progress made in acquiring new skills in Reception and Year 1 by:
 - giving children more opportunities to use their literacy, phonics (the sounds that letters make) and numeracy skills
 - planning and organising play opportunities that enable children to develop these skills, especially in role-play activities.

Inspection judgements

The achievement of pupils is good

- Pupils make good progress so that at the end of Year 6 they achieve above-average levels in English and mathematics. Children start school with knowledge and skills that are broadly typical for their age. They settle quickly and become used to routines. As a result, they become more confident and articulate, and make expected progress by the end of Year 1.
- Pupils achieve average levels in phonics. By the end of Key Stage 1, most pupils have achieved above-average levels in national tests in reading and mathematics; however, pupils' achievement in writing is relatively weaker.
- The school's current data and information on pupils' progress are showing a marked improvement in writing and mathematics. This is confirmed by the work in pupils' books and displays of work.
- The pupils who benefit from pupil premium funding achieve well, and any gaps between the levels they and others achieve in English and mathematics have been rapidly reduced. In 2013, they made expected progress in reading and writing, which was better than their classmates, although they did not all make expected progress in mathematics.
- The school accurately identifies disabled pupils and those who have special educational needs. These pupils are well supported and, as a result, they achieve well from their starting points.
- The most-able pupils also make good progress because teachers make sure that they are given work which stretches them sufficiently. They benefit from involvement with local secondary schools, and this has contributed to their progress in mathematics that is significantly above average.

The quality of teaching is good

- The quality of teaching is now typically good. Teaching is stimulating and invariably captures pupils' enthusiasm for learning, and usually sustains their interest. Pupils learn well when information is adapted to help them to understand better. When learning is outstanding, pupils are inspired by the topics and tasks, and work purposefully.
- Teachers establish good relationships with pupils which encourage them to do well to please their teacher. Pupils also have good relationships with each other, which promote good discussion in pairs, with both challenge and support.
- Teachers' planning often helps children build up their skills effectively in the Early Years Foundation Stage. For example, children in Reception enjoyed developing their listening skills through learning to identify sequences of sounds during a music activity. They were enthusiastic to use the same skills during a phonics session. However, some activities are not as consistently well planned, organised or appealing to them. As a result, children are not always encouraged to develop and use their literacy, phonics and numeracy skills as swiftly.
- In a reading session, supported groups made good progress as a result of some highly focused questioning about the text, which extended pupils' thinking and understanding. When reading, Year 2 pupils used letters and sounds to decode unknown words and a less-able pupil was particularly adept at segmenting and sounding out words.
- When learning is best, teachers use resources which are instantly engaging, and support pupils individually to develop their confidence so that they happily contribute to the feedback on the task. In a Year 6 literacy lesson, pupils were involved in improving their persuasive writing by editing hotel reviews. Pupils become adept at using rhetorical questions and engaged the listener with humour. For example, a review entitled 'The Nightmare' is finished with the question, 'Do you want to live a dream which is not a dream?'
- Teachers and teaching assistants take great care to meet the needs of disabled pupils and those with special educational needs. What pupils experience in lessons is closely linked to the additional support which they receive outside the classroom. Targeted support and setting in Year 6 accelerates pupils' progress. Staff are also very aware of the learning needs of any pupil

who might be potentially disadvantaged by their circumstances, and help these pupils to learn and progress well.

- Teachers mark pupils' work regularly. Marking of literacy in Year 6 is particularly impressive, with marking ladders used to identify next steps. Pupils' response is evident and is leading to improvements in standards. Presentation of work is good in Year 6 but more variable in lower Key Stage 2. Teachers do not always give pupils enough information about how to improve their work, and do not involve pupils sufficiently in discussing how they might make their work even better.

The behaviour and safety of pupils is good

- The behaviour of pupils is good. Pupils know how to behave well and this contributes to the smooth running of the school. Relationships are good between adults and pupils. Pupils are kind to one another and are courteous. Breakfast club provides a good opportunity for a positive and sociable start to the day.
- In most lessons, pupils work enthusiastically and become absorbed in their learning. They work well together, especially when sharing ideas with a partner. Behaviour is not yet outstanding because, on a very few occasions, particularly for the younger children, their concentration wanes and they lose interest and become passive. This behaviour is linked to the activities they are asked to do, which are, at times, lacking in challenge, repetitive and not as engaging.
- The school's work to keep pupils safe and secure is good. The way in which behaviour is controlled is understood by pupils and consistently applied by staff. At break times, pupils play sensibly together.
- Pupils say they feel safe at school, and their parents and carers agree. There are no exclusions and bullying is very rare, with only one or two specific pupils involved. Pupils are familiar with the hazards associated with technology and say they would know how to react to cyber-bullying.
- Pupils know about a healthy lifestyle and benefit from after-school sports club and local competitions. As part of a local sports partnership, they are introduced to a wide range of new sports and skills which enhance their performance.

The leadership and management are good

- The headteacher, school leaders and the governing body are committed to ensuring that every pupil will do as well as possible. They have a clear, shared vision and are ambitious for pupils' success. Correct priorities have been identified and they are regularly reviewed in the light of progress against them.
- The school's own evaluation of its performance is accurate and realistic. Plans for continued improvement are focused precisely on how to sustain good progress and maintain above-average standards. The impact of initiatives to promote continued improvement is checked regularly and evaluated closely by school leaders and the governing body.
- The school is committed to promoting teaching of the best quality. There is a consistent focus on ensuring staff are supported to improve pupils' learning through good-quality training. Checks on teachers' performance and the use of the national Teachers' Standards are linked closely to school priorities and targets for improving pupils' progress. Staff morale is high, and teachers and support staff are proud of their school.
- The school monitors the progress of pupils closely. It assesses the impact of initiatives and interventions, and holds teachers to account for the progress of their pupils.
- Good curriculum coverage is ensured through detailed planning. Learning opportunities are extended through a wide range of extra-curricular activities and a good range of visits. Subject links are developing well, for example the use of 'data loggers' in science linking to mathematics and information technology. These links are contributing to improvements in pupils' writing.

- Parents and carers are full of praise for the quality of education provided for their children. Responses to Parent View show that parents and carers are pleased with the progress their children are making and the way they are cared for. They also appreciate the wide range of additional activities the school provides.
- The school uses its sports funding effectively to improve the breadth and quality of provision. The Sports Partnership has provided both staff training and support from a secondary school sports specialist. The school has an action plan for physical education which includes the introduction of new sports which give pupils wider opportunities and allows them to increase their skills, for example handball and volleyball.
- Pupils' spiritual, moral, social and cultural development is promoted well. However, the school recognises that pupils' understanding of other faiths in a diverse, multi-faith British culture is still developing.
- The local authority has provided light-touch support, particularly in encouraging the school to update its self-evaluation and use of data.
- **The governance of the school:**
 - The governing body is well informed about all aspects of the school's work, including comparing the school's performance with others both locally and nationally. Through their small strategic group they carry out regular monitoring. They do not shy away from asking challenging questions, hold leaders accountable and keep leaders on their toes. Governors are fully involved in identifying and supporting initiatives for school improvement. They have a good understanding of how teachers' pay and progression link to improvements in pupils' achievement. They manage finances extremely well. For example, governors are fully aware of how the pupil premium funding is spent and how it is helping to improve the achievement of potentially disadvantaged pupils. Governors do not tolerate any discrimination and ensure equality of opportunity. They ensure that the safeguarding of pupils meets current national 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	118546
Local authority	Kent
Inspection number	444171

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	420
Appropriate authority	The governing body
Chair	Steve King
Headteacher	Jim Holditch
Date of previous school inspection	10–11 February 2011
Telephone number	01233 621616
Fax number	01233 640564
Email address	Headteacher@godinton.kent.sch.uk

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