

Inspection of a good school: Goodrich Community Primary School

Dunstans Road, East Dulwich, London SE22 0EP

Inspection dates:

17 and 18 November 2021

Outcome

Goodrich Community Primary School continues to be a good school. There is enough evidence of improved performance to suggest that the school could be judged outstanding if we were to carry out a section 5 inspection now. The school's next inspection will be a section 5 inspection.

What is it like to attend this school?

Pupils are proud to be a part of this school and work very well together. They are respectful of each other and show genuine care towards their peers and adults in school.

Leaders have high expectations of pupils. Staff are united in their understanding of how pupils are supported to behave well. Across the school, pupils' behaviour is exemplary, both in and out of lessons. They are polite, courteous and articulate.

Pupils are kept safe at school and trust the adults around them. Pupils said that bullying is rare. If it does happen, adults deal with it immediately. Pupils know how to keep themselves safe at school, at home and when online.

Leaders, including governors, want all pupils to excel. They work with staff at all levels to ensure pupils achieve very well. They are relentless in seeking ways to consistently improve how pupils learn. As a result, pupils produce work of a high quality across the curriculum.

Pupils also enjoy the many activities planned to support their wider development. For instance, they experience what life is like in a different part of England when they stay for a week on a farm in Devon.

What does the school do well and what does it need to do better?

Leaders are ambitious for the pupils in this school. They have worked together effectively to design a detailed and well-thought-out curriculum.

The curriculum matches, and in places exceeds, the scope and content of the national curriculum. Subject planning identifies the important knowledge pupils need to learn to

succeed in the next stages of their education. The computing curriculum is a good example of this. Pupils build up their understanding of how programs and applications work. From the early years, children are introduced to how technology is used in everyday life. They learn how to program objects to perform simple tasks such as turning left or right. By the time they reach Year 6, pupils' understanding of computer science is detailed. For instance, they use coding language accurately to create simulations and to control gadgets such as 'microbits'.

Leaders are determined that all pupils learn to read well. Leaders successfully achieve this aim. All staff are trained as expert teachers of reading. As soon as children start in the Nursery, staff support them to develop their listening skills to prepare them to learn phonics. Once children are ready, they begin to learn letter sounds. Staff regularly check how well pupils are doing. They support those who are struggling and make sure that they catch up. Pupils practise their reading with books which match the sounds they already know. Pupils' learning is enhanced by the way they focus and engage in lessons. Disruptions to learning are rare.

Teachers present subject content very clearly. Guided by the detailed curriculum, they consider the best ways to get pupils to learn new content. Pupils are given time to practise, recall and repeat prior learning. This helps them to apply their learning in different ways. For example, teachers encourage pupils to recall number facts, both during and outside of their mathematics lessons. They enjoy doing this, for instance, when lining up for lunch or when getting changed for physical education lessons.

Pupils learn to appreciate the role and value of democracy, for example when they elect their school council representatives. Leaders make full use of the many museums and galleries in the local area and beyond to further support pupils' wider development.

Leaders support teachers to make suitable adaptations for pupils with special educational needs and/or disabilities (SEND). Teachers ensure these pupils have the same learning opportunities as other pupils and that they all benefit from the ambitious curriculum.

Staff at all levels appreciate the spirit of teamwork across the school. They find that working closely together with colleagues helps reduce their workload. Staff appreciate that leaders have an open-door policy. They know that leaders can be approached if they need any support in terms of managing their workload.

Safeguarding

The arrangements for safeguarding are effective.

Staff at all levels are vigilant in safeguarding pupils. Their assumption is always that 'it could happen here'. They know their pupils and families well. This, along with their timely and up-to-date training, enables staff to spot concerns as soon as they arise. They report any issues or worries to the relevant staff promptly.

Leaders work very well with outside agencies to support pupils and families who are vulnerable or at risk. They seek all possible support or help they can access to achieve the best outcome. Pupils and their families said that they find the school to be 'a safe haven'.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Leaders continually seek to improve pupils' learning in all subjects, including early reading. Leaders and staff need to build on the existing strengths of the curriculum, so that pupils continue to acquire rich, deep knowledge in all subjects.

Background

When we have judged a school to be good we will then normally go into the school about once every four years to confirm that the school remains good. This is called a section 8 inspection of a good or outstanding school, because it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on a section 8 inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a section 5 inspection. Usually this is within one to two years of the date of the section 8 inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the section 8 inspection as a section 5 inspection immediately.

This is the first section 8 inspection since we judged the school to be good in December 2016.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	100790
Local authority	Southwark
Inspection number	10206468
Type of school	Primary
School category	Maintained
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	619
Appropriate authority	The governing body
Chair of governing body	Ryan Sales
Headteacher	Craig Voller
Website	www.goodrich.org.uk/
Date of previous inspection	7 and 8 December 2016, under section 8 of the Education Act 2005

Information about this school

- The school uses one registered alternative provider.

Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with school leaders and has taken that into account in his evaluation.
- The inspector spoke with the headteacher and members of the senior leadership team, curriculum leaders, members of the governing body, including the chair of governors, and a representative of the local authority.
- The inspector carried out deep dives in these subjects: early reading, computing and mathematics. For each deep dive, they met with subject leaders, looked at curriculum plans, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- The inspector also looked at curriculum plans and considered pupils' work, including those with SEND.

- When inspecting safeguarding, the inspector looked at the single central record, analysed safeguarding records and referrals, observed pupils in and out of lessons, spoke to parents, met with a range of staff, and explored governors' understanding of their safeguarding roles.
- The inspector considered 105 responses to the parent survey, 107 responses to the pupil survey and 32 responses to the staff survey.

Inspection team

Edison David, lead inspector

Ofsted Inspector

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