

Inspection of a good school: Goodleigh Church of England Primary School

Goodleigh, Barnstaple, Devon EX32 7LU

Inspection date:

27 September 2022

Outcome

Goodleigh Church of England Primary School continues to be a good school.

What is it like to attend this school?

Pupils enjoy coming to this inclusive school. They feel safe. Strong pastoral provision is in place. Parents are overwhelmingly positive about all that the school provides. One parent commented, 'Goodleigh is a nurturing school, that treats each child as an individual and harnesses their strength while supporting their needs.'

Leaders are determined that all pupils will reach their full potential. They have designed a curriculum that interests and engages pupils. Pupils have positive attitudes to their learning. They take huge pride in their achievements and are keen to share these with others.

Staff foster a culture of kindness. Relationships between staff and pupils are warm and respectful. Pupils strive to live up to adults' high expectations of behaviour. Pupils behave well in lessons and around the school site. Low-level disruption is rare. Pupils understand what bullying is. They say it has happened in the past, but adults dealt with it effectively and sensitively.

Leaders give careful consideration to pupils' wider personal development. The curriculum is well thought out and builds opportunities and experiences for all pupils to develop character and individuality. Pupils know that everyone is different and that it is good to be different. They understand the importance of tolerance.

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

Leaders have high expectations of what pupils can achieve. Effective teamwork between staff is a real strength. Staff, including those new to the school, comment on the 'kind and cooperative' culture the headteacher has developed. They are proud to work at the school.

Leaders prioritise reading. All staff see reading as the gateway to pupils' learning and success. Leaders provide a range of high quality and varied texts for pupils to access both

for learning and pleasure. The teaching of phonics and reading is consistent across the school. Children in the Reception Year know the sounds that letters make to support their development of securing phonics. Staff check pupils' understanding well to support those who are in danger of falling behind. Books match the sounds pupils are learning. Staff listen to pupils read regularly. As a result, pupils develop into confident and competent readers.

Older pupils enjoy reading. They have a strong knowledge of a range of authors. Pupils talk confidently about the stories they read in class. They receive regular opportunities to read out loud to their peers. Pupils enjoy listening to their teachers sharing books.

Leaders have developed a coherent and well-sequenced mathematics curriculum. Staff use mathematical language effectively to support pupils' reasoning and oracy skills. Pupils confidently talk about their learning in mathematics. Staff use assessment well to pinpoint what pupils need to learn next. Learning is broken down into small steps to help pupils, including those with special educational needs and/or disabilities (SEND), to succeed.

Leaders have developed a curriculum that ignites pupils' excitement for new knowledge. Pupils benefit from a diverse range of cultural and artistic experiences. This helps them acquire new knowledge beyond the academic curriculum. In art and design, pupils confidently use a range of techniques to build their skills, including in sculpture and ceramics. Pupils talk confidently about their learning and how they have improved over time.

Staff have a clear understanding of the needs of individuals. Careful identification supports leaders in ensuring that vulnerable pupils and those with SEND receive tailored provision. Staff adapt learning to enable all pupils to access a broad and balanced curriculum.

Pupils are keen to learn and behave well. They are polite and well mannered. The school is a purposeful place to learn. Pupils are not afraid to make mistakes in their learning. They form strong relationships with their peers.

Pupils enjoy experiences beyond the curriculum to support them both socially and emotionally. Staff and pupils discuss aspects of cultural diversity and difference openly. Leaders ensure they tap into opportunities within the locality linked to sport, music and the arts. Pupils appreciate these experiences and comment on how they enhance their learning back in the classroom.

Governors share leaders' determination for all to succeed. They are clear about their role in keeping children safe. Governors have a broad understanding of the impact of some of the curriculum on pupils' development. However, they do not challenge leaders precisely enough about how pupils learn in subjects across the wider curriculum to enable them to improve these aspects further.

Safeguarding

The arrangements for safeguarding are effective.

Leaders, including governors, take safeguarding seriously. They ensure that staff have relevant and up-to-date training, so they know how to identify any signs of concern. Staff are confident that leaders take all concerns seriously. Systems for reporting are effective. Leaders work well with external agencies to offer support to vulnerable pupils and families. Leaders carry out appropriate checks on the suitability of staff to work with pupils.

Pupils know how to stay safe. Leaders have ensured that the curriculum supports pupils' understanding of risk. Pupils learn about the importance of online safety and healthy relationships.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Governors' oversight of how well the curriculum builds pupils' knowledge and skills is not as sharply focused as it could be. Consequently, this makes it difficult for them to challenge leaders rigorously across all subjects. Governors need to ensure they gain clear oversight into the effectiveness of subjects across the curriculum to bring about further improvements where needed.

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 an ungraded inspection and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the second ungraded inspection since we judged Goodleigh Church of England Primary School to be good in May 2012.

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.

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	113376
Local authority	Devon
Inspection number	10210999
Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	87
Appropriate authority	The governing body
Chair of governing body	Nadine Sampson
Headteacher	Claire Grant
Website	www.goodleigh-primary.devon.sch.uk
Date of previous inspection	8 November 2016, under section 8 of the Education Act 2005

Information about this school

- Goodleigh Church of England Primary School is a small, four class school that is federated with Ilfracombe Infant School.
- Goodleigh is a voluntary-controlled school. The school is in the Diocese of Exeter.
- The school does not use any alternative provision.

Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors met with the executive headteacher, the head of teaching and learning, the special educational needs coordinator, the early years foundation stage and key stage 1 lead, the designated safeguarding leads, groups of staff and members of the local governing body. The lead inspector held a telephone call with a representative from the local authority.
- Inspectors carried out deep dives in these subjects: early reading, mathematics and art and design. For each deep dive, inspectors discussed the curriculum with subject

leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.

- The lead inspector listened to pupils in Years 1, 2 and 3 read to an adult.
- Inspectors considered the school's safeguarding documentation, including safeguarding checks carried out on staff working at the school. They reviewed how well the designated safeguarding leads act upon concerns about pupils' welfare. Inspectors talked to staff, governors and pupils about how the school keeps everyone safe.
- Inspectors considered the 19 responses to the Ofsted online survey, Ofsted Parent View, including 15 free-text responses, 11 responses to the staff survey and 31 responses to the pupil survey.

Inspection team

Heather Barraclough, lead inspector

His Majesty's Inspector

Andrew Lovett

Ofsted Inspector

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