

# Inspection of Goodyers End Primary School

Bowling Green Lane, Bedworth, Warwickshire CV12 0HP

---

Inspection dates: 24 and 25 January 2023

**Overall effectiveness** **Good**

---

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Early years provision **Good**

Previous inspection grade Good

## **What is it like to attend this school?**

Pupils are happy at Goodyers End Primary School. They have warm relationships with the adults in school. Pupils know that having 'big hearts and open minds' will help them to learn well and be kind to others.

Leaders have high expectations for all pupils, including those with special educational needs and/or disabilities (SEND). Pupils achieve well and are ready for the next stage of their learning.

The school is highly inclusive, and pupils recognise the rights of all individuals. They are tolerant and understanding towards their friends who have additional needs. Pupils talk proudly about how their school meets the needs of all. Adults deal with bullying effectively. Pupils feel safe and they know who to talk to if they have a worry.

Pupils take on many roles and responsibilities. These include prefects, school councillors and reading buddies. Pupils know that they can make a difference in school because adults listen to them. For example, leaders considered pupils' opinions when they changed lunchtime arrangements. All pupils vote for which plants to add to the flowerbeds. Pupils take part in many trips, including sporting and musical experiences. They attend a wide range of clubs such as netball, reading and sewing.

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

Leaders have designed an ambitious and well-structured curriculum. They have organised the knowledge that they want pupils to learn into sequenced steps. In most subjects, leaders check that teachers deliver the curriculum as planned. Leaders use assessment well to identify gaps in pupils' learning. Staff use this information to help pupils catch up. This ensures that pupils remember what they have learned. However, in a few subjects, leaders do not check how effectively the curriculum is implemented. This means that some staff have not had all the support they need to deliver the subjects in the way leaders intend. This means that some pupils do not learn as well as they should.

There are high numbers of pupils with SEND. Staff receive training to ensure they identify and support these pupils effectively. Leaders regularly check how well teaching is helping pupils with SEND to achieve and become independent. Adults make adaptations to the curriculum and help pupils to manage their behavioural needs well. Leaders ensure that additional support is carefully timetabled so that pupils do not miss learning in other areas of the curriculum. As a result, these pupils achieve well. Pupils with significant needs benefit from specialised and bespoke support which is effective.

Reading is prioritised, and most pupils become fluent readers by the time they reach Year 6. Older pupils talk about their love of reading and the books that teachers

read to them. They say, 'We read because we want to, we need to and we know how.' Pupils who are falling behind get the help they need to catch up. However, the scheme for early reading is not always being taught in the way it is intended. As a result, some younger pupils are not learning to read as well as they could.

Leaders have recently introduced a new approach to behaviour. They have high expectations for behaviour, and most pupils meet these. Records show that incidents of poor behaviour have reduced. Pupils behave well in classrooms. They rarely disrupt the learning of others. In Reception, the youngest children work and play cooperatively together.

Pupils who exhibit some challenging behaviours are supported skilfully by well-trained adults. Leaders have put in place effective nurture provision such as 'The Den' and 'The Hideout'. Leaders ensure that there is high-quality pastoral support to support pupils' mental health and well-being.

Leaders provide a range of opportunities to widen pupils' experiences. For example, pupils visit different places of worship. This encourages pupils to be curious and respectful of views and lifestyles that are different from their own. Visitors with different jobs meet the pupils during 'aspirations week'. This helps pupils to recognise the possibilities for their own future careers and raises their ambition. Effective work to develop character starts in the early years where children learn to share and have happy minds. Children practise breathing techniques to manage their emotions and learn to become resilient learners.

Parents and carers are mostly positive about the school. They appreciate opportunities to attend class assemblies, visit phonics sessions and go to the Book Club café. However, some parents feel that communication with the school could be more effective. Sometimes they do not feel fully informed about how the school deals with behaviour issues and bullying.

Staff say that leaders are mindful of their workload and well-being. They feel well supported and are proud to work at the school.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders provide staff with up-to-date safeguarding training. Adults know how to spot concerns about pupils' welfare. Staff report any concerns quickly and leaders take swift action to keep pupils safe. Leaders are prompt and persistent in getting outside agencies involved to support families.

Pupils know how to keep themselves safe. They know to talk to trusted adults if they have any worries. Pupils learn how to stay safe online and when out and about in the community.

Leaders ensure that all staff undergo the required pre-employment checks.

## What does the school need to do to improve?

### (Information for the school and appropriate authority)

- Leaders have not ensured that all staff follow the school's early reading curriculum as it is intended. As a result, some pupils are not learning to read as well as they should. Leaders should ensure that all staff receive the training and support they need to enable them to deliver phonics effectively.
- Some subject leaders are still developing aspects of their leadership skills. They do not always provide appropriate support for teachers to enable them to deliver the intended curriculum consistently well. Leaders need to provide subject leaders with training, time and support to lead their subject effectively and provide support for their colleagues.
- Communication between home and school is not always as effective as it could be. Some parents are not clear about how the school deals with behaviour and bullying. They are concerned that leaders do not respond to issues raised in a timely manner, and they do not feel fully informed. Leaders should ensure that they engage well with parents, share information effectively and improve communication between home and school.

## 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

<b>Unique reference number</b>	130897
<b>Local authority</b>	Warwickshire
<b>Inspection number</b>	10256912
<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	387
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Mark Lovick
<b>Headteacher</b>	Claire Hall
<b>Website</b>	<a href="http://www.goodyersend.warwickshire.sch.uk">www.goodyersend.warwickshire.sch.uk</a>
<b>Date of previous inspection</b>	21 November 2017

## Information about this school

- Leaders make use of one registered alternative provision.
- The headteacher took up post in September 2022.

## Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- 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.
- The inspectors carried out deep dives in early reading, mathematics, history, physical education and design technology. For the deep dives, inspectors discussed the curriculum with subject leaders, visited lessons, spoke to teachers and pupils and looked at samples of pupils' work.
- Inspectors held meetings with the headteacher, the acting deputy headteacher, curriculum leaders and the special educational needs coordinator. They met representatives of the governing body and spoke with a representative from the

local authority.

- Inspectors examined a range of school documentation, including leaders' self-evaluation, records of governance and documentation relating to attendance and pupils' behaviour.
- The lead inspector met with the designated safeguarding leads to discuss the actions taken to keep pupils safe. The lead inspector reviewed a range of documents, including the school's single central record.
- The inspectors spoke with groups of staff and took account of views shared through the staff survey.
- During the inspection, the inspector met with groups of pupils both formally and during less structured parts of the day.
- Inspectors considered the responses to Ofsted's online questionnaire, Ofsted Parent View, and spoke to parents informally.
- The lead inspector listened to a sample of pupils in Year 1, Year 2 and Year 3 read to a familiar adult.

### **Inspection team**

Corinne Biddell, lead inspector

His Majesty's Inspector

Ed Masterson

Ofsted Inspector

Anna Smith

Ofsted Inspector

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at <http://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2023