

Inspection of a good school: Goodly Dale Primary School

Lake Road, Windermere, Cumbria LA23 2JX

Inspection date:

22 June 2023

Outcome

There has been no change to this school's overall judgement of good as a result of this ungraded (section 8) inspection. However, the evidence gathered suggests that the inspection grade might not be as high if a graded (section 5) inspection were carried out now. Inspectors are recommending the next inspection be a graded inspection.

What is it like to attend this school?

Pupils and children in the early years come to school happy and ready to learn. Most pupils are polite and respectful. Then again, on occasions, some pupils say hurtful words to one another. Leaders have taken some action to resolve name-calling and other incidents of bullying. However, teachers do not deal with all incidents effectively enough.

Pupils said that they feel safe in the school. They know the school rules and the expectations for their behaviour. Most pupils behave well in lessons and at social times. They enjoy the rewards for demonstrating good behaviour such as being a 'VIP' for the week.

Leaders have high expectations for pupils' achievement. They have recently made improvements to the curriculum to enable pupils to gain a richer body of knowledge than they did in the past. However, many of the changes are still relatively new. They have not had an impact on pupils' learning. This means that in some subjects, pupils are not achieving as well as they should.

Pupils enjoy the wide range of trips and clubs that are on offer to them. Leaders make effective use of opportunities in the local area. Pupils particularly appreciate the residential visits, where they learn to take risks and work together to solve problems. They support the local community through different events, such as litter-picking.

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

Leaders have prioritised the teaching of early reading. They have established a new programme in the school. They have also ensured that staff have been suitably trained to implement this programme effectively. Staff teach pupils to use their phonic knowledge well so that they can read with confidence and fluency. Teachers ensure that they match

reading books well to the sounds that pupils learn. Teachers check that any pupils who need extra support receive it quickly.

Older pupils enjoy reading a broad range of books and understand the importance of becoming readers for their future lives. They have enjoyed taking part in a number of reading events including visits from authors and poets to increase the profile of reading.

Leaders have begun to develop a curriculum which has ambition for all pupils including those with special educational needs and/or disabilities (SEND). In some subjects, they have also started to identify the specific knowledge that pupils should learn from the early years to Year 6. However, this work is recent. In some subjects, leaders have not given staff sufficient training to understand how to deliver the new curriculums efficiently. This means that in some subjects pupils do not build up their learning progressively over time. This hinders their achievement.

Most of the time, teachers check on pupils' understanding in lessons. They identify gaps and make sure that they give pupils the information they need to master new concepts. However, in some subjects, leaders have not identified the specific details that pupils need to know and understand. This hinders how effectively teachers assess pupils' understanding. It prevents them from spotting gaps and misconceptions in pupils' learning.

Teachers skilfully use songs to engage the children in the early years and to help them remember key vocabulary. Leaders have begun to link the learning in the early years curriculum to the developments in the rest of school.

Most pupils behave well in lessons. Low-level disruption is rare. In some lessons a few pupils are not fully engaged in the learning. Staff understand the behaviour policy and use this to manage their behaviour. Pupils move around the building sensibly and calmly. Most of the time, pupils are polite and respectful to each other and adults. However, some pupils can use unkind words, which makes their peers feel unhappy.

Leaders have implemented a system to allow staff to record incidents of misbehaviour, but staff do not use it consistently well. This means that leaders do not analyse or act on all incidents. Some pupils feel that there is little point in reporting name-calling as staff do not take it seriously enough.

Leaders accurately identify pupils with SEND. Pupils with SEND have access to the same curriculum as their peers. However, some teachers do not know how to adapt lessons effectively to ensure that pupils achieve the best possible outcomes.

Leaders have thought carefully about how they develop pupils' personal development. Pupils have good knowledge about other faiths, and they know how to keep healthy. However, leaders are not preparing pupils for life in modern Britain as well as they intend. In particular, pupils have limited opportunities to develop as young leaders. They also lack knowledge and understanding of fundamental British values.

Staff know that leaders and governors take their well-being seriously. Leaders have considered staff's workload when developing school policies. Staff are proud to work at this school.

Safeguarding

The arrangements for safeguarding are effective.

There is an effective culture of safeguarding in the school. Leaders make sure that all staff are well trained and understand their safeguarding responsibilities. Staff know the procedures to identify and report concerns about pupils. Leaders act swiftly to ensure they put the right support in place for pupils and their families. Parents and carers know that school staff will support their children well.

Pupils learn about how to keep themselves safe including when they are online. In particular, leaders do extensive work to ensure that pupils are safe around water.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some subjects, leaders have not identified the knowledge that pupils, including children in the early years, should learn. This makes it difficult for teachers to make sure that pupils are learning all that they should. It also means that teachers are less able to pick up on gaps in pupils' knowledge. This hinders their achievement. Leaders should ensure that teachers know what should be taught and what important information that they should check, to make sure that pupils build a deep body of knowledge over time.
- Some pupils say unkind words to each other. Pupils believe that leaders do not deal with such incidents effectively, meaning that some pupils do not report further incidents. Leaders should ensure that they have robust systems in place to respond to incidents of unkindness so that pupils treat each other with care and respect.
- At times, teachers do not know how to adapt lessons for pupils with SEND. This means that some pupils with SEND are not making the progress that they should through the curriculum. Leaders should ensure that systems are effective so that pupils with SEND reach their full potential.
- Some pupils do not have a good enough understanding of fundamental British values, nor do they have enough opportunity to shoulder responsibility through leadership roles within school. This hinders their readiness for life in modern Britain. Leaders should review their provision to promote pupils' personal development so that pupils are more ready for their next steps.

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 first ungraded inspection since we judged the school to be good in April 2018.

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 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	112191
Local authority	Westmorland and Furness
Inspection number	10290013
Type of school	Primary
School category	Community
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	95
Appropriate authority	The governing body
Chair of governing body	Richard Dawson
Headteacher	Cheryl Johnston
Website	www.goodlydaleprimaryschool.co.uk
Date of previous inspection	17 and 18 April 2018, under section 5 of the Education Act 2005

Information about this school

- Leaders do not make use of 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 senior leaders and a range of staff. They also spoke with members of the governing body, as well as with a representative of the local authority.
- Inspectors spoke with pupils about their experiences of school and their views on behaviour and bullying. They observed pupils' behaviour during lessons and social times.
- Inspectors reviewed a range of documentation about safeguarding. They met with leaders, pupils and staff to understand how the school keeps pupils safe.
- Inspectors carried out deep dives into early reading, mathematics, and art and design. For each deep dive, they discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers and pupils, and looked at samples of pupils' work.

- Inspectors observed pupils from key stages 1 and 2 reading to a familiar adult.
- Inspectors spoke with parents to gather their views about the school. They considered the views that parents had submitted through Ofsted Parent View, including the free-text responses.
- The inspectors considered responses to Ofsted's online surveys for staff and pupils.

Inspection team

Sarah Barraclough, lead inspector

His Majesty's Inspector

Garry White

Ofsted Inspector

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