

Inspection of Goodrich Community Primary School

Dunstans Road, East Dulwich, London SE22 0EP

Inspection dates:	15 and 16 July 2025
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Requires improvement

What is it like to attend this school?

Pupils enjoy attending this welcoming school. They appreciate the many improvements that have been made since the previous inspection. Pupils, including those with special educational needs and/or disabilities (SEND), follow a broad and balanced curriculum. The new school curriculum enables pupils to gain the knowledge they need. As a result, pupils achieve well. This includes in their national tests for reading and mathematics.

Pupils feel safe at school and know who to talk to if they have a concern. They understand the school's code of conduct and follow the rules consistently. Pupils appreciate how the school now promotes their positive behaviour more effectively. Children in the early years settle quickly into the school's routines and learn very well together.

Pupils value the help the school provides for their social and emotional well-being. This support for pupils is a strength of the school's provision. Bullying is rare. Staff take swift and effective action if it does occur.

Pupils speak positively about the extra-curricular clubs they can choose to attend such as cooking, ceramics, and drumming. There are very strong relationships between staff and pupils. This results in a harmonious learning environment. Pupils understand why it is important to respect different cultures and ways of life.

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

The school's curriculum has undergone significant change since the previous inspection. It is now far more ambitious. The school considers carefully how to ensure that it both challenges and engages pupils. In some subjects, the school has not implemented the new curriculum as securely as in other others.

Children in the early years grasp ideas well and develop the knowledge they need to be successful. For example, in Reception, children enjoy demonstrating their mathematical and language skills. In addition, they participate in a wide range of activities which teach them to be creative and understand the world around them. Pupils across the school are encouraged to see making mistakes as an important part of learning. This builds their resilience in a safe and interactive environment.

Teachers increasingly use a range of strategies to teach the curriculum in lively and interactive ways. For example, pupils' work in science shows how they take part in practical investigations and develop strong scientific skills. In history, pupils in the younger years talk with confidence about significant people such as Rosa Parks and the fight for racial equality. Across the school, teachers mainly ask effective questions and address any misconceptions quickly. Sometimes, teachers' checking of what pupils have learned is not as effective. As a result, some pupils do not gain a deeper understanding of what they have been taught.

The school prioritises reading from the start of Reception. Pupils develop the phonics knowledge and skills they need to read with fluency. Teachers make sure that pupils read books that match the sounds they know. They identify pupils who are not as confident and put a range of appropriate support in place. This means that most pupils become enthusiastic readers. This love of reading continues throughout the school.

The school has sharpened its systems for identifying pupils with SEND. This means that it can put the appropriate support in place. Teachers typically use a range of effective strategies in the classroom that support pupils with SEND. At times, teaching is not consistently adapted to take account of pupils' individual needs. This means that some pupils with SEND face barriers to achieving more highly.

The school has a well-thought-out, age-appropriate programme to support pupils' wider development. Teachers explain sensitive topics, such as healthy relationships, with care. Pupils appreciate visits to places such as outdoor activity centres or places of local and national interest. This is because they understand, such visits enrich their learning. The school has thought carefully about how a wider range of pupils can better access the wide enrichment offer and take on more positions of responsibility.

The school has robust systems for ensuring pupils attend school regularly and on time. The school works with families to ensure that pupils' welfare is monitored carefully. The school acts quickly if there are patterns of concern.

Staff speak positively of the significant changes that have been made since the last inspection. They appreciate how the school takes their well-being into account when making these necessary changes. Governors know their school community well. They hold school leaders to account for the quality of education at the school but also consider staff welfare. Parents and carers are very positive about the care and support staff show on a regular basis. They are confident that the school is now providing a much better education for their children.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- The new curriculum in some subjects is not currently being implemented as consistently as in the core subjects. Sometimes, teachers' checks of what pupils have learned are not effective. This results in some gaps in pupils' understanding. The school should ensure that all teachers use strategies to identify and correct gaps in pupils' knowledge or misconceptions effectively when they occur so that pupils are able to build on their learning securely over time.

- Some teaching strategies and activities are not adapted appropriately to ensure that key groups of pupils such as those with SEND and disadvantaged pupils can fully access the new school curriculum and wider aspects of school life. As a result, academic outcomes are not as strong as they could be for these pupils. The school should strengthen the provision for disadvantaged pupils and pupils with SEND to ensure that they can achieve strong outcomes and participate in the full life of the 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](#)' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	100790
Local authority	Southwark
Inspection number	10379081
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	466
Appropriate authority	The governing body
Chair of governing body	James Toop
Headteacher	Sarah Beard
Website	www.goodrich.org.uk
Dates of previous inspection	28 and 29 March 2023, under section 5 of the Education Act 2005

Information about this school

- The school is currently being supported by the GEM Federation.
- The school runs its own breakfast club.
- The school does not currently make use of alternative provision.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005. During a graded inspection, we grade the school for each of our key judgements (quality of education; behaviour and attitudes; personal development; and leadership and management) and for any relevant provision judgement (early years and/or sixth form provision). Schools receiving a graded inspection from September 2024, will not be given an overall effectiveness grade.

- Inspections are a point-in-time evaluation about the quality of a school's education provision.

- This was the second routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed any continued impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- The inspectors held meetings with the headteacher and other senior leaders. They met with members of the governing body, including the chair of governors, and spoke with representatives from the local authority.
- The inspectors carried out deep dives in reading, mathematics, history and science. For each deep dive, the inspectors held discussions about the curriculum, visited a sample of lessons and spoke to teachers. They spoke to some pupils about their learning and looked at samples of pupils' work.
- The inspectors also discussed the curriculum in other subjects.
- To evaluate the effectiveness of safeguarding, the inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- The inspectors spoke to a range of staff members and reviewed the responses to Ofsted's online staff and pupil surveys. They also considered the views of parents who made responses to the parent online survey, Ofsted Parent View, including free-text responses.

Inspection team

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