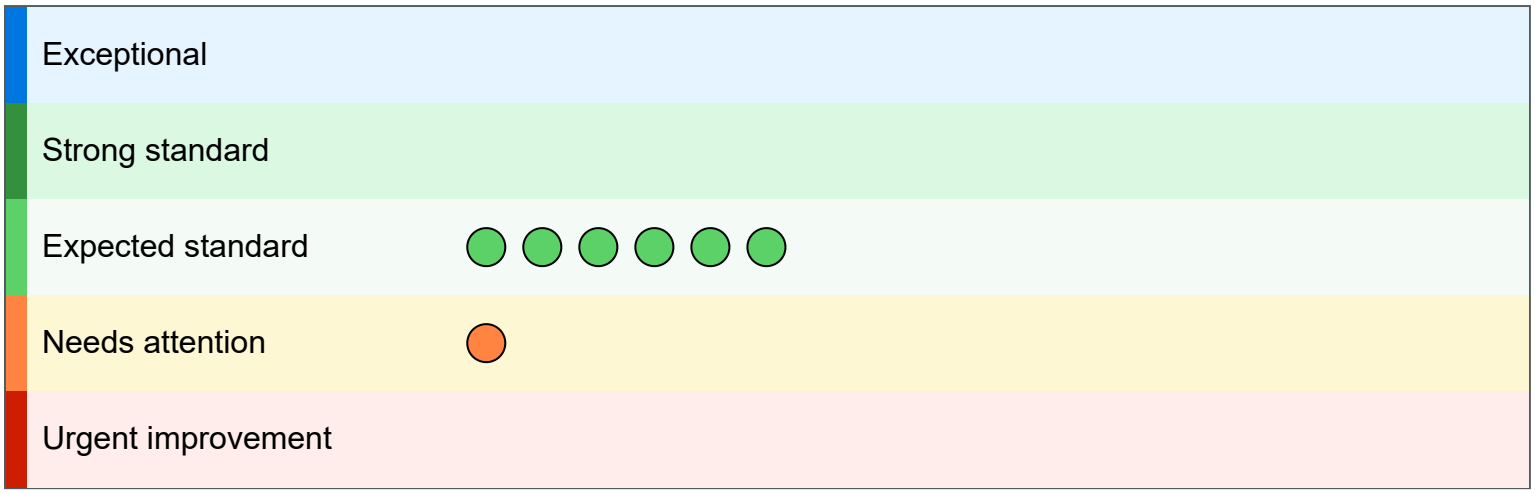
Goodyers End Primary School

Address: Bowling Green Lane, Bedworth, Warwickshire, CV12 0HP

Unique reference number (URN): 130897

Inspection report: 9 September 2026



Safeguarding standards met

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, pupils are made safer and feel safe.

How we evaluate safeguarding

When we inspect schools for safeguarding, they can have the following outcomes:

- Met: The school has an open and positive culture of safeguarding. All legal requirements are met.
- Not met: The school has not created an open and positive culture of safeguarding. Not all legal requirements are met.

Expected standard

Achievement

Expected standard

Pupils build secure knowledge in communication and language, early reading, spelling and number in the early years and key stage 1. Although the proportion of pupils achieving the expected standard in the Year 1 phonics screening check is below national averages, most pupils make secure progress from their starting points. Effective teaching means that pupils are able to decode words and read aloud with increasing fluency and accuracy.

By the end of Year 6, pupils' attainment in reading, writing and mathematics is close to national averages. Vulnerable pupils, including those with special educational needs and/or disabilities and those in the specialist resource provision, achieve well. Across the wider curriculum, pupils develop appropriate understanding. As a result, pupils are ready for secondary school.

Leaders have identified that many pupils lack accuracy and fluency in their handwriting. They have started to establish higher and more consistent expectations for the teaching of handwriting across the school. However, it is too soon to see the impact of this work.

Curriculum and teaching

Expected standard

Leaders have put in place a broad curriculum that is suitably ambitious. Lessons build incrementally on what pupils have learned before. Leaders prioritise the teaching of reading, writing and mathematics. This ensures that pupils learn to read and comprehend texts effectively, as well as develop secure mathematical knowledge. The teaching of spelling, grammar and punctuation is similarly effective. However, the teaching of handwriting is inconsistent. Some staff do not model handwriting accurately and do not ensure that pupils form letters correctly. At times, this affects how fluently pupils can record their ideas.

Staff receive regular training, which supports them to deliver the curriculum effectively. They have appropriate subject knowledge and explain concepts clearly to pupils. Staff notice when pupils have a misunderstanding or are struggling with their work. They intervene quickly to help pupils keep up. Staff adapt activities well to support the learning of pupils with special educational needs and/or disabilities. For example, staff provide regular movement breaks to help pupils sustain their concentration and engage successfully in their learning. The curriculum in the specialist resource provision matches pupils' needs well. Staff rightly focus on pupils' social and emotional development as well as building their communication and language skills.

Early years

Expected standard

Leaders have an accurate understanding of what is working well and what needs to improve further in the early years. They provide staff with appropriate training to continually refine and develop their practice.

Staff communicate effectively with parents, carers and other settings. This helps them get to know children's interests and strengths before they join Reception. Kind and caring

relationships support children to settle quickly and to feel safe and happy. Staff establish clear routines to teach children how to behave, while also developing their confidence and independence. As a result, children swiftly learn what they need to do and when in their first few days at school.

Leaders prioritise developing children's speech, language and communication skills. Staff engage in meaningful exchanges with children. They give children time to talk, listen carefully to what they say, and extend their language and vocabulary effectively. Staff accurately identify any additional needs or barriers to learning that children might have. They skilfully ensure that the curriculum builds from each child's starting point, including children with special educational needs and/or disabilities. As a result, children make secure progress across the different areas of learning. This helps them to be ready for Year 1.

Inclusion

Expected standard

Leaders and staff are quick to identify pupils' needs when they start at the school. They get to know pupils well and have a detailed understanding of any barriers to learning or wellbeing they might have. Leaders work closely with parents, carers and external agencies to ensure that pupils receive the right support. They provide a range of training for staff so that they have the knowledge and expertise to deliver effective inclusive practice. As a result, pupils in mainstream classes learn successfully alongside their peers.

Leaders have high expectations for pupils with special educational needs and/or disabilities and those with other vulnerabilities. This includes pupils who attend the school's specially resourced provision. These pupils access a broad and balanced curriculum that meets their needs well. Where appropriate, staff gradually integrate these pupils into aspects of wider school life, such as assemblies.

Leaders use additional funding appropriately to support disadvantaged pupils. They maintain effective oversight of pupils' wellbeing and progress when they attend alternative provision. Leaders also monitor other pupils' progress closely. However, leaders do not always analyse information precisely enough to understand the impact of specific strategies on individual pupils and groups. This limits how effectively they can refine the support they provide.

Leadership and governance

Expected standard

Leaders understand the school's context and community well. They are clear about the school's strengths and what needs to improve. Leaders have high expectations of all pupils and are ambitious for what they can achieve. They have worked closely with staff and governors to develop an inclusive culture where pupils feel they belong.

Staff, including those at an early stage in their career, feel well supported in their roles. They receive a comprehensive programme of professional development that leaders tailor to the context of the school. This helps staff to develop the knowledge and expertise they need to do their job well.

Leaders monitor each aspect of the school's performance. Where necessary, they take effective action to bring about change, for example improving the quality of phonics

teaching. However, at times, leaders do not always evaluate the impact of their actions precisely enough. As a result, they do not always know precisely what strategies have worked best for pupils and are not able to adapt strategies that are working less well as swiftly as they could.

Governors carry out their roles and responsibilities effectively. They are knowledgeable about the school's work and are particularly alert to the needs of pupils with special educational needs and/or disabilities and those with other vulnerabilities. Governors ask helpful questions of leaders but recognise that they could check for impact with more precision.

Leaders engage effectively with external bodies and local schools to share good practice and learn from others. They have made improvements to how they communicate with parents and carers. Most parents are positive about their children's experiences at the school.

Personal development and wellbeing

Expected standard

Leaders have established a personal development programme that develops pupils' understanding of their local community and the wider world. Through lessons, assemblies, visitors to school and trips to places of interest, pupils learn about relationships, keeping healthy, staying safe and the importance of diversity. All pupils benefit from this programme, including pupils who attend the specialist resource provision. Leaders ensure that these pupils either take part in activities alongside their peers or, when this is not appropriate, receive a comparable experience that is more suited to their needs.

Pupils understand British values. For example, they can explain what democracy is and how this ensured that the election of the school's digital leaders was a fair process. Pupils know that they should treat everyone with respect and kindness, regardless of difference. They can recall learning about a range of religions such as Christianity, Islam and Hinduism. Pupils talk enthusiastically about the memorable learning that takes place in 'culture news', where pupils from different faiths and cultures share their experience of how they celebrate special occasions such as weddings.

Leaders organise a range of trips and visitors to broaden pupils' interests and develop their confidence. They also provide a variety of clubs, such as arts and crafts, choir, cookery and different sports activities. Many pupils take part in these, including pupils with special educational needs and/or disabilities and disadvantaged pupils.

Pastoral support is a strength of the school. Leaders and staff know pupils and their families well. They intervene proactively to remove barriers to pupils' learning and wellbeing. Leaders work closely with a range of external agencies to provide specific programmes of support, such as play therapy and counselling. This complements a package of internally led support that closely matches pupils' needs.

Needs attention

Attendance and behaviour

Needs attention

Over the past 3 years, pupils' attendance has been below the national average, and the proportion of pupils who are frequently absent has been high. This means that many pupils miss out on important learning. Leaders monitor pupils' attendance and understand the reasons why some pupils do not attend as often as they should. They use this information to challenge and support parents and carers. This approach has improved the attendance of some pupils. However, the support provided does not yet have a consistent and sustained impact on improving the attendance of individual pupils and groups.

Leaders establish clear routines and expectations for pupils' behaviour as soon as they start in the early years. As a result, pupils typically behave well in lessons and around school. Pupils show positive attitudes to learning. They engage purposefully in lessons and are keen to do well. Leaders put in place effective strategies to support pupils who find it difficult to regulate their own emotions and behaviour. This means that pupils are typically able to concentrate on their learning without disruption. Relationships with staff are nurturing and respectful. Pupils feel safe and know that staff will respond quickly when there are concerns about bullying, discrimination or unkind behaviour.

What it's like to be a pupil at this school

Pupils are happy and well cared for. They benefit from warm and nurturing relationships with staff who know them well. All pupils, including disadvantaged pupils, those with special educational needs and/or disabilities and those who attend the specialist resource provision, known as 'The Den', receive the support they need to thrive. Staff understand pupils' barriers to learning and wellbeing and help them to overcome these. As a result, pupils engage positively with learning and enjoy school.

Pupils typically behave well. They listen carefully in lessons and apply themselves to their work. Pupils understand the importance of treating others with kindness and respect. They are tolerant of one another and recognise that not everyone finds learning easy. When bullying or unkind behaviour does occur, pupils trust adults to resolve this quickly.

Children get off to a flying start in the early years. They settle quickly and grow in confidence and independence. This provides a firm foundation for future learning. Pupils in other year groups enjoy learning across a broad range of subjects. They make secure progress in reading, writing and mathematics. As a result, by the end of Year 6, most pupils have the knowledge and skills they need to be ready for secondary school.

Pupils make a positive contribution to the school community through roles such as school councillors and digital leaders. They take part in a range of visits and experiences that broaden their horizons and build their character. For example, all pupils have the opportunity to learn in the school's outdoor area. Here, they engage in activities that develop their resilience and teach them how to work as a team. Many pupils also enjoy attending the school's breakfast club, where they spend time with their friends and get ready for the day

ahead. However, some pupils do not attend school as regularly as they should. This means they miss out on the full range of learning and experiences on offer.

Next steps

- Leaders should further strengthen their strategies to improve attendance so that pupils' attendance rates rise and the proportion of pupils who are persistently absent reduces.
- Leaders and governors should evaluate the impact of their actions more precisely so that they can identify what is working well and adapt strategies that are less effective in a timely and systematic way.
- Leaders should embed a consistent approach to the teaching of handwriting so that all pupils form letters accurately and develop greater fluency in their written work.

About this inspection

The chair of the board of governors in this school is Aaron Slevin.

Inspectors carried out this full inspection under section 5 of the Education Act 2005.

Following our renewed inspection framework, all inspections are now led by His Majesty's Inspectors (HMIs) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

Inspectors spoke with the headteacher, other school leaders, staff and pupils during the inspection. They also spoke with representatives of the governing body and a representative from the local authority.

The inspectors confirmed the following information about the school:

The school includes a specially resourced provision for up to 12 pupils with social, emotional and mental health needs. This provision opened in September 2023.

The school currently makes use of one unregistered alternative provision.

Claire Hall: Headteacher

Lead inspector:
Claire Jones, His Majesty's Inspector

Team inspectors:
Marilyn Mottram, Ofsted Inspector
Debbie Newman, Ofsted Inspector

Facts and figures used on inspection

This was the data available at the time of the full inspection, taken from different sources. More recent data may have been published since the full inspection took place.

The inspector(s) used this data during the full inspection on 9 September 2026

School and pupil context

Total pupils

391
Above average

What does this mean?

The total number of pupils currently at this school and how this compares to other schools of this phase in England.

National average: 268

School capacity

420
Above average

What does this mean?

The total number of pupils who can attend the school and how this compares to other schools of this phase in England.

National average: 300

Pupils eligible for free school meals (FSM)

36.57%
Above average

What does this mean?

The proportion of pupils eligible for free school meals at any point in the last 6 years.

National average: 26.5%

Pupils with an education, health and care (EHC) plan

10.74%
Well above average

What does this mean?

The proportion of pupils with an education, health and care plan. This covers pupils with more support than is available through special educational needs support.

National average: 4.1%

Pupils with special educational needs (SEN) support

25.58%
Well above average

What does this mean?

The proportion of pupils with reported special educational needs support at the school.

National average: 15%

Location deprivation

Close to average

What does this mean?

Based on the English indices of deprivation (2019) and the school's location, we have calculated whether the school is located in a more or less deprived area.

Resourced provision or SEND Unit (if applicable)

Resourced provision

What does this mean?

Whether school has Resourced provision or SEND unit (if applicable).

All pupils' performance

Pupils reaching the expected standard in reading, writing and mathematics

The percentage of pupils meeting the expected standards in a combined reading, writing and mathematics measure.

Year	This school	National average	Compared with national average
Latest 3 year average	65%	61%	Close to average
2024/25 (final)	60%	62%	Close to average
2023/24 (final)	65%	61%	Close to average
2022/23 (final)	70%	60%	Above

Pupils reaching the expected standard in reading

The percentage of pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	71%	74%	Close to average
2024/25 (final)	68%	75%	Below
2023/24 (final)	71%	74%	Close to average
2022/23 (final)	75%	73%	Close to average

Pupils reaching the expected standard in teacher-assessed writing

The percentage of pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	72%	72%	Close to average
2024/25 (final)	65%	72%	Below
2023/24 (final)	73%	72%	Close to average
2022/23 (final)	80%	71%	Above

Pupils reaching the expected standard in mathematics

The percentage of pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	79%	73%	Close to average
2024/25 (final)	72%	74%	Close to average
2023/24 (final)	81%	73%	Above
2022/23 (final)	86%	73%	Above

Disadvantaged pupils' performance

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	54%	46%	Above
2024/25 (final)	42%	47%	Close to average
2023/24 (final)	46%	46%	Close to average
2022/23 (final)	77%	44%	Above

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	63%	62%	Close to average
2024/25 (final)	54%	63%	Close to average
2023/24 (final)	50%	62%	Below
2022/23 (final)	86%	60%	Above

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	63%	59%	Close to average
2024/25 (final)	50%	59%	Close to average
2023/24 (final)	58%	58%	Close to average
2022/23 (final)	82%	58%	Above

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	68%	60%	Above
2024/25 (final)	54%	61%	Close to average
2023/24 (final)	65%	59%	Close to average
2022/23 (final)	86%	59%	Above

Disadvantaged pupils' performance gap

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after. The school disadvantage gap is the difference between the performance of the school's disadvantaged pupils compared to the performance of all non-disadvantaged pupils nationally.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics, including the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	54%	68%	-13 pp
2024/25 (final)	42%	69%	-28 pp
2023/24 (final)	46%	67%	-21 pp
2022/23 (final)	77%	66%	11 pp

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	63%	80%	-17 pp
2024/25 (final)	54%	81%	-27 pp
2023/24 (final)	50%	80%	-30 pp
2022/23 (final)	86%	78%	8 pp

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	63%	78%	-15 pp
2024/25 (final)	50%	78%	-28 pp
2023/24 (final)	58%	78%	-20 pp
2022/23 (final)	82%	77%	4 pp

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	68%	80%	-12 pp
2024/25 (final)	54%	81%	-26 pp
2023/24 (final)	65%	79%	-14 pp
2022/23 (final)	86%	79%	7 pp

Absence

Overall absence

The percentage of all possible mornings and afternoons missed due to absence from school (for whatever reason, whether authorised or unauthorised) across all pupils.

Year	This school	National average	Compared with national average
2024/25 (3 term)	7.5%	5.2%	Above
2023/24 (3 term)	7.2%	5.5%	Above
2022/23 (3 term)	6.1%	5.9%	Close to average

Persistent absence

The percentage of pupils missing 10% or more of their possible mornings and afternoons.

Year	This school	National average	Compared with national average
2024/25 (3 term)	22.3%	13.0%	Above
2023/24 (3 term)	18.5%	14.6%	Above
2022/23 (3 term)	17.1%	16.2%	Close to average

Our grades explained

Exceptional

Practice is exceptional: of the highest standard nationally. Other schools can learn from it.

Strong standard

The school reaches a strong standard. Leaders are working above the standard expected of them.

Expected standard

The school is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement

The school needs to make urgent improvements to provide the expected standard of education and/or care.

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