

Goodwyn School

CONTENTS

[Introduction and summary](#)

[Purpose and scope of the inspection](#)

[Information about the school](#)

[Summary of main findings](#)

[What the school does well](#)

[What the school must do in order to comply with the regulations](#)

[What the school must do to comply with the Disability Discrimination Act \(DDA\) 2002](#)

[Next steps](#)

[Compliance with the regulations for registration](#)

[1. The quality of education provided by the school](#)

[The quality of the curriculum](#)

[The quality of the teaching and assessment](#)

[Does the school meet the requirements for registration?](#)

[2. The spiritual, moral, social and cultural development of pupils](#)

[Does the school meet the requirements for registration?](#)

[3. The welfare, health and safety of the pupils](#)

[Does the school meet the requirements for registration?](#)

[What does the school need to do to comply with the DDA?](#)

[4. The suitability of the proprietor and staff](#)

[Does the school meet the requirements for registration?](#)

[5. The suitability of the premises and accommodation](#)

[Does the school meet the requirements for registration?](#)

[6. The quality of information for parents and other partners](#)

[Does the school meet the requirements for registration?](#)

[What does the school need to do to comply with the regulations?](#)

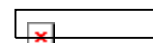
[7. The effectiveness of the school's procedures for handling complaints](#)

[Does the school meet the requirements for registration?](#)

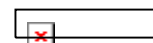
[What does the school need to do to comply with the regulations?](#)

[School details](#)

Introduction and summary

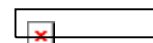


Purpose and scope of the inspection



This inspection was carried out by the Office for Standards in Education under Section 163 of the Education Act 2002 in order to advise the Secretary of State for Education and Skills about the school's suitability for continued registration as an independent school.

Information about the school

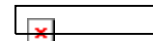


Goodwyn School is situated in the Mill Hill area of north-west London. It is a non-selective, co-educational, independent day school that serves the local area. More than half the pupils live in Mill Hill and around 90 per cent live within the London Borough of Barnet. Pupils are admitted to the school at the age of three and leave either at the end of either Year 2 or Year 6. At the time of the inspection 223 pupils were on the school's roll, including 41 who attend part-time in the nursery. Twenty-one per cent of pupils are from minority ethnic backgrounds. Seven pupils receive help to learn English as an additional language and two pupils have a statement of special educational need (SEN).

The school has a long history dating back to the first half of the last century. It was formed under its present name in 1938 and has occupied its current premises since 1946. Major programmes of extension and refurbishment have taken place over the last ten years. The school has been owned by the proprietor's family since 1964. Its main aims are to provide a balanced education that prepares pupils well for subsequent stages in their education and 'to cultivate a well-rounded child'. A strong emphasis is given to the pupils' personal and social education as well as the development

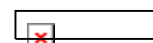
of their academic skills.

Summary of main findings



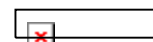
The school meets its aim to 'create high standards of learning experiences for all children'. The teaching is very good and is successful in promoting very good progress in lessons for pupils of all ages and abilities. Relationships between teachers and pupils are excellent and set a good tone for lessons. The pupils' excellent behaviour is a fitting tribute to the success of efforts by the school to promote very good attitudes to learning and to set high expectations of courtesy and good manners. Although a suitable emphasis is placed on teaching key skills in English and mathematics, the school's curriculum provides a rich experience for the pupils in lessons and through extra-curricular activities.

What the school does well



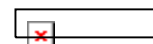
- it creates a family atmosphere in which pupils' social and academic development thrives;
- it ensures that the pupils make the best progress in relation to their ages and abilities;
- it provides a rich curriculum that gives the pupils an interesting and worthwhile education;
- it makes very good provision for pupils' spiritual, moral, social and cultural development; and
- it provides a very good quality of teaching.

What the school must do in order to comply with the regulations



- provide information for parents about how the proprietor may be contacted at all times; and
- update the school's complaints procedure, as detailed in section 7 of this report.

What the school must do to comply with the Disability Discrimination Act (DDA) 2002



In order to comply with the requirements of the DDA, the school should:

- devise a three-year plan to improve the accessibility of the premises.

Next steps

☐

Whilst not required by the regulations, the school might wish to consider the following points for development:

- develop further the curriculum for information and communication technology (ICT) and implement fully the action plan drawn up for its improvement.

Compliance with the regulations for registration

☐

1. The quality of education provided by the school

☐

The quality of the curriculum

☐

The school has a detailed curriculum statement that sets out the philosophy and aims upon which the curriculum is based. It seeks to provide a stimulating learning environment, to encourage self-motivation, to develop individual potential and to create independent researchers. The curriculum provided reflects these aims fully. It makes very good provision for pupils' academic, physical and personal development. The curriculum is broad and rich and provides a solid framework that enables pupils to make very good progress.

The curriculum for each age group is well planned and includes all subjects of the National Curriculum and religious education (RE). French and Latin are taught throughout Key Stage 2. German is taught in Year 6. A comprehensive curriculum outline shows the topics to be covered in each year group in each subject, apart from ICT. Well-constructed subject policies and schemes of work ensure consistency and continuity in pupils' learning and provide the basis for teachers' more detailed planning. Aspects of citizenship, as well as personal, social and health education (PSHE), are covered well. The development of ICT has been a priority for the school and much progress has been made in improving the curriculum in this subject. The scheme of work is complete and a detailed action plan outlines further proposed improvements.

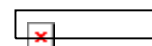
In the nursery and reception classes, the curriculum takes account of national guidance. Pupils experience a wide range of activities that develop their skills and understanding very well in all of the six areas of learning specified in the Foundation Stage curriculum. An appropriate emphasis is placed on literacy and numeracy and, in addition, good opportunities are provided for pupils to learn through play, investigations and practical activities.

Music and physical education (PE) make a strong contribution to the curriculum. There is an active school choir; every pupil is taught to play the recorder and many receive individual tuition for a range of musical instruments. The established PE programme includes gymnastics, swimming, athletics and outdoor games such as hockey and football. A good range of extra-curricular activities

includes two residential trips for older pupils which enhance the quality of education provided.

Good curricular provision is made for pupils with special educational needs. The annual reviews and individual education plans are of good quality, and together with the very good support they receive, ensure that all pupils make very good progress.

The quality of the teaching and assessment



The quality of teaching is very good and the school is assiduous in assessing and monitoring the pupils' progress. Pupils who attend the school come from a wide variety of backgrounds and the teaching ensures that pupils of all ages and abilities achieve very well. The quality of teaching was very good in most lessons observed, including those for pupils who have special educational needs. Some lessons included aspects of excellent practice.

The staff know the pupils very well and strive successfully to cater for their individual needs. Relationships between teachers, teaching assistants and the pupils are very good and provide a solid foundation for a purposeful approach to work and learning during lessons. The teaching successfully develops the pupils' confidence and, as a consequence, the pupils play a full part in lessons, answering questions with easy assurance and offering ideas from their own experience and wide general knowledge. They are willing to seek help when they need it and are generous in their appreciation of the contributions made to lessons by their friends.

Lessons are very well planned and teachers are meticulous in preparing resources to assist the pupils' learning. The purpose of lessons is clear from the planning and, where the teaching is particularly effective, the objectives are explained to the pupils. Time in lessons is used very well and teachers are skilful at judging the right balance between time given to direct teaching to the whole class, activities and tasks for the pupils and reviews towards the end of lessons of what the pupils have learned. Where such concluding plenary sessions are particularly effective, they are used not only for review and assessment of what different groups of pupils have learned, but also to establish links with forthcoming work. For example, in an English lesson at Key Stage 1, the pupils wore masks of characters from fairy tales that they had studied; photographs were taken in preparation for a further task in a subsequent lesson in which catchphrases were to be matched to the characters. This imaginative teaching strategy helped to make the work memorable for the pupils and engendered eager anticipation of the next lesson.

Teaching in the Foundation Stage addresses all aspects of the pupils' development and helps them make a good start to their schooling. The staff ensure that pupils become quickly familiar with daily routines and make a prompt start with the early stages of reading, writing and mathematics. Here and in other classes throughout the school, teaching assistants make an important and valuable contribution to the pupils' progress in lessons. Their support for pupils who need a little extra help and for those who have special educational needs means that the pupils succeed with tasks and receive a boost to their confidence.

Teachers' knowledge of the curriculum is extensive and is used very well to provide tasks that are challenging, interesting and worthwhile for the pupils. Many tasks are of a practical nature and often require the pupils to work either in pairs or small groups to share their ideas. One group of pupils in Year 4 helped one another to write examples of personification. While they worked individually on computers to draft and edit their work, the lively discussions between the pairs of pupils had a significant and beneficial effect on the outcomes and on the quality of the imagery. Teachers use their knowledge of the curriculum to make clear links between lessons to ensure that new skills and ideas are introduced sequentially. Key skills in English and mathematics are taught very well and the school is making increasingly good use of the National Literacy and Numeracy Strategies to promote very good progress in reading, writing and number. In particular, the teaching ensures that the pupils acquire good mental agility in mathematics and learn to apply their skills to solve

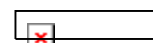
numerical problems and undertake investigations.

The teachers keep detailed records of the pupils' progress and their achievements. Regular testing augments the information gleaned from assessment during lessons and is used with increasingly good effect to set targets for the pupils. Greater use is currently being made of National Curriculum levels to increase the reliability of assessments against national standards.

Does the school meet the requirements for registration?

Yes.

2. The spiritual, moral, social and cultural development of pupils



The school provides very well for the spiritual, moral, social and cultural development of its pupils, which is a strength of the school. The school has a set of clear aims and values which are reflected fully in its positive ethos and contribute successfully to the pupils' spiritual development. Assemblies enable the pupils to listen, sing, pray and reflect on the meaning of moral stories, and so promote their spiritual growth. There are also many opportunities in lessons when they are encouraged to develop their self-awareness and self-knowledge. All pupils are eager to take part in activities and offer ideas which teachers value and encourage. Subjects such as art, music, science and literacy are used to help pupils gain a greater understanding of the beauty and mysteries of the world.

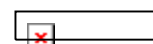
Provision for pupils' social and moral development is very good. Pupils are polite and considerate to adults and each other. Relationships on all levels are very good. Pupils understand the difference between right and wrong, and this is reinforced through the topics discussed as part of PSHE lessons. There are clear procedures for rewards and sanctions which are supported by the house system and understood by all pupils. Their behaviour in lessons and around the school is excellent. Older pupils take on additional responsibilities which they take very seriously and carry out conscientiously. As a result, their confidence and self-esteem are developed successfully. The good range of music, sport and extra-curricular activities enhances their social development well.

Pupils' cultural development is very good. An appreciation and respect for their own and other cultures are provided through the curriculum. RE lessons develop pupils' awareness of the observance of different faiths and they learn about Christianity, Sikhism, Judaism and Islam. Celebrations of the main religious festivals help pupils to enjoy and understand cultural differences. Pupils take part in a range of educational visits to museums, art galleries, cathedrals and theatres. There are also residential trips for pupils in Year 5 and Year 6. The creative music curriculum introduces pupils to the characteristics of different musical styles and traditions. All these opportunities enhance their cultural development significantly.

Does the school meet the requirements for registration?

Yes.

3. The welfare, health and safety of the pupils



Provision for the welfare, health and safety of pupils is very good. The school is a well-ordered

necessary steps are taken to ensure that the school is a safe place in which to learn and work. The good relationships established between staff and pupils ensure that pupils feel safe and secure in the knowledge that they can turn to a number of adults if they need reassurance, help or support. There is a suitably equipped medical room and there are clear guidelines for staff to follow should a pupil require any medical attention. All incidences are recorded meticulously. There are three members of staff who are qualified First Aiders.

Clear written policies are implemented consistently to promote and maintain high standards of behaviour among pupils and to prevent bullying. A well-established reward and sanction system, connected to the house system, encourages pupils to put the maximum effort into their work and behaviour. Although the use of sanctions is rare, all incidents are carefully logged.

A comprehensive range of detailed policies inform staff of the procedures and systems they need to follow. These policies all comply with all the key requirements for pupils' welfare, health and safety. There is an appropriate child protection policy and the principal is the designated member of staff who co-ordinates any action and liaises with outside agencies. The policy on school trips outlines procedures to be followed when planning outdoor activities. Regular fire drills are recorded appropriately and a fire risk assessment has been completed.

Attendance and admission registers are administered in line with the regulations. The school is currently reviewing its capacity to accommodate the needs of pupils who have a disability. However it has not completed an audit of disability or drawn up a three-year plan to comply with the requirements of the DDA.

Does the school meet the requirements for registration?

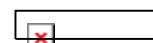
Yes.

What does the school need to do to comply with the DDA?

In order to comply with the requirements of the DDA the school should:

- devise a three-year plan to improve the accessibility of the premises.

4. The suitability of the proprietor and staff



The proprietor, who is also the principal, has a long association with the school and has been instrumental in shaping its ethos and promoting its values. In recent years, the school has extended its educational provision to pupils up to the age of 11. To accommodate this change and to increase the quality and range of the school's provision, the proprietor has overseen many beneficial additions and modifications to the premises.

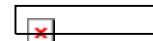
Some teachers have given long service to the school while others have been appointed in recent years to bring additional expertise in the curriculum and to augment the management of the school. Together, the teachers provide a wide range of expertise and succeed in bringing the school's curriculum to life in lessons and the daily work of the school. Good provision is made for teachers' professional development, providing them with good opportunities for further training pertinent both to their individual needs and also those of the school.

The school has appropriate and effective procedures for the appointment of staff to ensure their suitability to work with children.

Does the school meet the requirements for registration?

Yes.

5. The suitability of the premises and accommodation



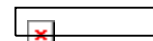
The school is located in a residential area of Mill Hill. Two large houses have been joined into one building to provide accommodation that is wholly suitable for its purpose. The classrooms are adequate in size for the numbers of pupils and provide a bright, welcoming and attractive environment, enhanced by eye-catching displays of pupils' work. The school is well maintained and is clean and tidy throughout. Specialist rooms are used efficiently and provide good accommodation for teaching ICT, art, music and PE, and also to provide tuition for pupils who have special educational needs.

Efficient use is made of the outdoor play space. The playground has a new safety surface. The fixed play equipment adds variety to the opportunities available to the pupils during breaks for recreation. The school makes use of a local sports centre to enhance the curriculum for PE.

Does the school meet the requirements for registration?

Yes.

6. The quality of information for parents and other partners



The school meets almost all the requirements for registration and provides a suitable range of information for parents and prospective parents. The school's prospectus is attractive and well presented. It describes the curriculum in appropriate detail and paints a helpful picture of the school's ethos and principles. It does not include information to explain how the proprietor may be contacted at all times. A handbook for parents offers useful additional information and newsletters keep parents well informed of events in and out of school.

Reports to parents are written each term and provide a very good level of information about the pupils' progress in each subject taught and about any barriers that might be hindering progress. In their response to the questionnaire completed prior to the inspection, parents strongly agreed that they were kept well informed about their children's progress.

Does the school meet the requirements for registration?

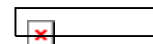
The school meets all but one of the requirements.

What does the school need to do to comply with the regulations?

In order to comply with the Independent Schools Standards Regulations 2003 the school should:

- include in the information for parents the full name of the proprietor, address for correspondence during both term time and holidays and a telephone number or numbers on which he may be contacted at all times (paragraph 6 (2)(b)).

7. The effectiveness of the school's procedures for handling complaints



The school has a written complaints procedure that is available to parents and prospective parents upon request. However, it does not meet all the requirements.

Does the school meet the requirements for registration?

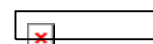
No

What does the school need to do to comply with the regulations?

In order to comply with the Independent Schools Standards Regulations 2003 the school should:

- set out clear timescales for the management of the complaint (paragraph 7(c));
- ensure that the panel appointed by the proprietor to hear the complaint is made up of at least three people who have not been directly involved in the matters detailed in the complaint (paragraph 7(f));
- ensure that one member of the panel hearing the complaint is independent of the management and the running of the school (paragraph 7(g));
- enable parents attending the panel hearing to be accompanied if they wish (paragraph 7(h));
- ensure that the complainant, proprietor, principal and where relevant, the person complained about, are given a copy of any findings and recommendations (paragraph 7(i)); and
- ensure that correspondence, statements and records of complaint are kept confidential (paragraph 7(k)).

School details



Name of school:	Goodwyn School		
DfES ref number:	302/6064		
Type of school:	Preparatory		
Status:	Independent		
Age range of pupils:	3 - 11 years		
Gender of pupils:	Mixed		
Number on roll (full-time pupils):	Boys 87,	Girls 95,	Total 182
Number on roll (part-time pupils):	Boys 16,	Girls 25,	Total 41
Number of pupils with a statement of special educational need:	Boys 1,	Girls 1,	Total 2
Annual fees (day pupils):	£2,946 - £6,174		
Address of school:	Hammers Lane Mill Hill London NW7 4DB		
Telephone number:	0208 959 3756		
Fax number:	0208 906 8961		
Principal:	Mr S W E Robertson		
Proprietor:	Mr S W E Robertson		
Lead Inspector:	Mr John Evans		

Dates of inspection:

7 - 10 March 2005

© Crown copyright 2005. This report may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced verbatim without adaptation, and the source and date of publication are stated.
Inspection reports are available on the Ofsted website (www.ofsted.gov.uk).

