



# Goodrich CofE Primary School

## Inspection Report

**Unique Reference Number** 116813  
**LEA** Herefordshire  
**Inspection number** 279908  
**Inspection dates** 3 May 2006 to 3 May 2006  
**Reporting inspector** Anna Sketchley AI

This inspection was carried out under section 5 of the Education Act 2005.

<b>Type of school</b>	Primary	<b>School address</b>	Goodrich
<b>School category</b>	Voluntary controlled		Ross-on-Wye
<b>Age range of pupils</b>	4 to 11		Herefordshire HR9 6HY
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01600 890422
<b>Number on roll</b>	113	<b>Fax number</b>	01600 890827
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	Mr Matthew Constance
<b>Date of previous inspection</b>	28 February 2000	<b>Headteacher</b>	Mr Tony Griffiths

<b>Age group</b> 4 to 11	<b>Inspection dates</b> 3 May 2006 - 3 May 2006	<b>Inspection number</b> 279908
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## Introduction

The inspection was carried out by two Additional Inspectors.

## Description of the school

Goodrich Primary is a small school in a rural location. It is currently heavily oversubscribed. Most pupils come from the village, though some are from further afield. The proportion of pupils entitled to free school meals and those with learning difficulties and disabilities is below average. There are almost three percent of pupils who have a statement of special need and this is high for such a small school. A very low percentage of pupils are from minority ethnic groups but none of these are in the first stages of learning English. Although there are some variations from year to year, most pupils start school with average standards.

## Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## Overall effectiveness of the school

### Grade: 2

Goodrich Primary is an effective school with some outstanding features. There has been good improvement since the last inspection. It is a very happy school with a real buzz of enjoyment and the pupils have the will to learn. Standards are very high by the end of the Year 6 and all pupils have made good progress by the time they leave. Standards and progress are satisfactory by the end of Year 2, but this year, because of some new initiatives in literacy and numeracy progress is good and standards are expected to be above average. Pupils in Reception make a good start with almost all reaching and some exceeding the early learning goals by the end of the Reception Year. Pupils' personal development and well-being are outstanding and their exemplary behaviour and attitudes to their work make a significant contribution to their high standards and good progress.

Teaching is consistently good and sometimes outstanding. Thorough lesson planning meets the needs of all pupils and fully engages them. The provision for pupils with learning difficulties and disabilities is good. A very notable feature of this provision is the comprehensive individual education plans and the full involvement of all staff, parents and pupils.

The leadership and management of the school are good. There is a sense of purpose and enthusiasm. The school is fully committed to further improvement and has the capacity to do so. The outstanding care and guidance provided for pupils demonstrates that every child really does matter. They love coming to school. They approach everything with the enthusiasm that they catch from the staff. The school offers good value for money

### What the school should do to improve further

- Continue to improve achievement in Years 1 and 2 so that it matches the achievement of older pupils.

## Achievement and standards

### Grade: 2

Pupils make good progress and reach very high standards by the time they leave the school. Standards on entry to the school vary but are generally average. Almost all pupils of reception age reach the expected goals by the end of the Foundation Stage and some exceed them. Over time results show that they continue to make satisfactory progress by the end of Year 2 and the standards they reach are just above average. The school is committed to raising standards still further and has recently introduced new systems for the teaching of alphabet letter sounds to assist reading skills and mathematics. These are now having an effect, and coupled with improved provision for Reception age pupils since the last inspection, Year 2 are on course to reach above average standards this year because they are now making good progress.

Teaching is consistently good across the school and some is outstanding, which has a strong impact on pupils' progress. This means that by the time they leave standards reached by pupils are very high in English, mathematics and science. Additional evidence shows that all pupils, including higher attaining pupils and those with learning difficulties all achieve very well.

The school sets challenging targets for English and mathematics at the end of Year 6 and pupils have consistently met these over the last three years

## **Personal development and well-being**

### **Grade: 1**

Pupils' personal development and well-being and their spiritual, moral, social and cultural development are outstanding. The Christian ethos of the school and the very good personal, social and health education programme play a significant part in this successful development and enable pupils to understand and respond effectively to 'Freedom' as the 'Value for the Month'. Through the School Council, pupils play their part in bringing about change and improvement. Its contribution to the community through the village's 'Green Space Project' is most impressive. Pupils know their views are valued. They demonstrate a genuine concern for others through their fund raising and links with other cultures, especially in Africa. Pupils have a good understanding of what it means to follow a healthy life style including eating healthily and taking part in a wide variety of sporting activities. Growing some of their own vegetables adds to their obvious appreciation of their school lunches, which are thoroughly enjoyed by the majority of pupils and were enjoyed by the inspectors too! A parent said that the school meal seems to have sorted out her son's eating habits and he now 'eats like a horse!'

Pupils revel in coming to school and their attendance is very good. Their behaviour is excellent and they show exemplary attitudes to their work, towards each other and to all other aspects of school life. Pupils' notable social skills, together with high standards in literacy, numeracy and information and communication technology (ICT), prepare them well for the future.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

Teaching and learning are good with examples of outstanding practice in the junior years. Changes to the teaching of phonics for younger pupils and the introduction of agreed methods for teaching number, are having an impact on standards and achievement at the end of Year 2. Strengths in teaching include extremely thorough planning of tasks that are well matched to learners' needs, good questioning to challenge understanding and effective use of resources. All teachers make particularly good use of ICT to encourage pupils' interest. Teachers provide very well for higher attaining pupils who were effectively challenged in an outstanding science lesson for

Years 5 and 6 when they designed their own successful experiment on evaporation. Their careful plotting of results on a line graph is an example of the very good use pupils make of numeracy skills. Pupils with learning difficulties and disabilities are very well supported by the effective use of teaching assistants and exceptionally well focused individual education plans to which pupils, parents and staff all contribute.

Teachers are very clear about what they want pupils to learn, and there is a good balance between teacher instruction and opportunities for pupils to work independently. These strategies combined with excellent relationships enable pupils to really enjoy learning. They work enthusiastically and effectively in groups and independently, and tackle work confidently, which enables them to achieve well. Teachers regularly work with different age groups; this initiative enables subject expertise to be shared across the school, benefiting both pupils and teachers.

Teachers understand pupils' needs well and successfully plan the next steps in their learning. Pupils know too, because of individual targets, what they must do next to make greater progress.

## **Curriculum and other activities**

### **Grade: 1**

The school provides pupils with an outstanding curriculum, making it exciting to learn. Not only is it carefully planned to take into account mixed age classes, it is rich in opportunities that extend learning, building successfully on what all learners already know and can do. Children in the Reception Year benefit from well planned and appropriate experiences. Recent improvements in literacy and numeracy in Years 1 and 2 are having an impact on the standards pupils reach and the progress they make. Overall, careful planning in literacy, numeracy and ICT ensures that pupils are well equipped with the necessary basic skills preparing them well for the future. By working actively to create links between subjects, learning is made relevant, interesting and fun.

The school employs both local resources and a wide variety of visits and visitors to ensure that pupils receive a broad and interesting education. Improved provision for ICT, links with an inner city school in Bristol and links abroad both in Europe and Africa, make a significant contribution to the cultural aspect of the curriculum as well as bringing subjects alive. The school makes exceptional use of its grounds, including vegetable plots in which pupils grow their own produce for the school kitchen! A wide range of academic, sporting and aesthetic activities together with very high participation by pupils makes an outstanding contribution to learners' enjoyment and achievement. An excellent programme for pupils' personal development helps pupils to grow in confidence, keep healthy and understand how they can make a useful contribution to their community.

## **Care, guidance and support**

### **Grade: 1**

The school provides outstanding care, guidance and support for its pupils. The role model all adults provide is exemplary resulting in excellent relationships throughout the whole school community. As a result school is a place where everyone is respected, inducing a feeling of calm and happiness and where every pupil knows that they really do matter. Pupils feel very safe in school and have no concerns about bullying or aggression. Those who have transferred from other schools have nothing but praise for their new surroundings. Arrangements for child protection, health and safety, drug awareness and sex and relationships education are secure and are well understood by all staff. Pupils' personal and academic progress is monitored closely. Good use is made of data and the progress of each individual pupil is carefully tracked. Pupils are very clear about what they need to do next to improve, enabling all to make good progress as a result self-esteem is high. The school is currently introducing a new system to track pupil achievement in order to monitor and evaluate their assessment system to ensure that it is accurate and effective. Parents are unanimous in their support of the school. Many wrote about its excellence. They describe it as happy, safe and innovative and well run and managed with a holistic approach that does not just concentrate on academic success.

## **Leadership and management**

### **Grade: 2**

The leadership and management of the school are good. All issues related to the last inspection have been successfully dealt with. There remains a constant commitment from everyone to improve still further and an energetic and lively determination to do so. The headteacher's enthusiasm is infectious and he has created a very real team spirit throughout the school.

New initiatives for the teaching of phonics to younger pupils and addressing the methodology for teaching number across all classes are already proving to be effective in raising standards and increasing progress at the end of Year 2. However, the school needs to continue to focus on this issue in order to raise standards and progress still further. The school's monitoring and self-evaluation process is secure and the correct priorities have been identified and are effectively supported by action plans for the future. In this respect the judgement of the school matches the judgement of the inspection.

Governors are very knowledgeable about the school and have a clear and accurate view of its strengths and weaknesses. They are supportive and committed and many have valuable talents they use to help in the management of the school. They are not afraid to ask critical questions.

The quality of the accommodation and resources in the new school are very good and well used to support teaching and learning.

The school has made good improvement since the last inspection and has good capacity to continue to do so. The school provides good value for money.



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## Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	<b>School Overall</b>	<b>16-19</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	2	NA
How well does the school work in partnership with others to promote learners' well-being?	1	NA
The quality and standards in foundation stage	2	NA
The effectiveness of the school's self-evaluation	2	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

### Achievement and standards

<b>How well do learners achieve?</b>	2	NA
The standards <sup>1</sup> reached by learners	2	NA
How well learners make progress, taking account of any significant variations between groups of learners	2	NA
How well learners with learning difficulties and disabilities make progress	2	NA

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	1	NA
The extent of learners' spiritual, moral, social and cultural development	1	NA
The behaviour of learners	1	NA
The attendance of learners	2	NA
How well learners enjoy their education	1	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	1	NA
The extent to which learners make a positive contribution to the community	1	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	2	NA

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	2	NA
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	1	NA
<b>How well are learners cared for, guided and supported?</b>	1	NA

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	2	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1	NA
How effectively and efficiently resources are deployed to achieve value for money	1	NA
The extent to which governors and other supervisory boards discharge their responsibilities	2	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

<b>The extent to which schools enable learners to be healthy</b>	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
<b>The extent to which providers ensure that learners stay safe</b>	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
<b>The extent to which learners make a positive contribution</b>	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
<b>The extent to which schools enable learners to achieve economic well-being</b>	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

## **Text from letter to pupils explaining the findings of the inspection**

Thank you for welcoming us to your school yesterday and for being so polite and helpful. We thought you would like to know what we found out and what we have suggested the school does to make things even better.

What we liked about your school:

You are really enthusiastic about school and enjoy your lessons.

Your behaviour is excellent, you pay attention and listen well to your teachers and because of this you reach very high standards and make good progress.

Teachers plan lessons very carefully and make learning interesting for you.

You share very good relationships with one another, feel safe at school and are well cared for.

You take very good advantage of all the extra activities that the school offers and this is helping you to grow into healthy, pleasant and interesting people.

What we have asked your school to do now:

Improve achievement in the infant part of the school so that you will make even better progress.