



Goring Church of England Aided Primary School

Inspection Report

Unique Reference Number 123201
Local Authority Oxfordshire
Inspection number 281426
Inspection dates 27–28 November 2006
Reporting inspector John Earish

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

Type of school	Primary	School address	Wallingford Road
School category	Voluntary aided		Goring-on-Thames
Age range of pupils	4–11		Reading RG8 0BG
Gender of pupils	Mixed	Telephone number	01491 872289
Number on roll (school)	199	Fax number	01491 872289
Appropriate authority	The governing body	Chair	Ms Elizabeth Parkinson
		Headteacher	Mr Michael Turner
Date of previous school inspection	29 November 1999		

Age group 4–11	Inspection dates 27–28 November 2006	Inspection number 281426
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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

This is an average sized school. It serves families from a variety of social backgrounds, with many pupils from relatively advantaged homes. Almost all are of White British heritage. The proportion of pupils eligible for free school meals is well below the national average. The proportion of pupils with learning difficulties and disabilities [LDD] is below that found nationally.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

Goring Church of England Aided is a good school. The pupils insist that they 'like coming to school because teachers make the work fun'. The school takes good care of its pupils, and their personal development and well-being is also good. Consequently, pupils are happy and enthusiastic learners who enjoy all that the school offers, and they behave well. Parents are overwhelmingly supportive. One commented, 'I find the school friendly and welcoming'. Another said, 'The teachers are very approachable and the headteacher does a great job'.

Achievement is good and standards are above average. Pupils make good progress in all areas of the Foundation Stage curriculum. There are a wealth of opportunities for children to develop their curiosity and creativity, and they are well prepared for later learning. This good progress continues in Years 1 to 6 because pupils are well taught and are eager to learn. The school has successfully addressed the underachievement of some of the higher attaining pupils and is increasing the numbers achieving the higher level 5 by the end of Year 6. Standards in information and communication technology (ICT) have also improved since the last inspection.

The school keeps a close check on pupils' all-round development and they receive good support whatever their ability. Procedures to secure the health, safety and welfare of pupils are good. As a result, pupils report that they feel safe and find the staff approachable. Teaching is good, especially in the way teachers plan to meet the needs of all groups of pupils. However, in some lessons the teaching provides insufficient opportunities for pupils to learn independently which results in a slower pace of learning.

The school provides a good curriculum that contributes to pupils' good levels of enjoyment. Teachers plan tasks and activities that build on previous work and this enables pupils to make good progress. A good range of lunchtime and after school clubs, including sports and music, adds to the richness of the pupils' experiences. There are good systems to track pupils' academic progress. The information gathered is used well to plan appropriate work and ensure that pupils have challenging targets to meet. However, the marking of pupils' work does not always clearly show them how to improve.

Leadership and management are good. The most important areas for improvement have been accurately identified and appropriate actions are being taken to tackle the issues. The school has rightly recognised the need to increase the influence of subject leaders on teaching and learning within their areas of responsibility.

Given the good progress made since the last inspection and the accurate, if modest, self-evaluation, there is good capacity to secure further improvement.

What the school should do to improve further

- Improve the quality of teaching and learning by ensuring that teachers give pupils more opportunities to work independently.

- Ensure greater consistency in the quality of marking.
- Develop the role of subject leaders so they have more influence over the quality of teaching and learning in their areas of responsibility.

Achievement and standards

Grade: 2

Achievement is good. Children start school with skills and abilities that are expected of four year olds. They make good progress in all areas of the Foundation Stage curriculum and by the start of Year 1 achieve the goals expected for their age.

Standards are above average in all classes. The school's performance overall in the national tests at the end of Year 2 and 6 in 2005 was well above the national averages. Unvalidated data for 2006 shows that the school's upward trend in the number of pupils attaining the higher level 5 has been maintained. This is achieved despite a higher proportion of pupils with learning difficulties and those who have not been with the school since Year 2. Data indicates that all pupils make good progress.

Personal development and well-being

Grade: 2

Pupils behave well, are friendly, polite, well-mannered and confident when talking with each other and adults. Attendance is above average because pupils want to come to school. The great majority enjoy the many opportunities that the school has to offer them and speak enthusiastically about it. Pupils feel safe at school and have a good understanding of how to stay healthy, by eating sensibly and staying fit. They thoroughly enjoy and appreciate the numerous clubs the school offers.

Pupils' spiritual, moral, social and cultural development is good. They are keen to take on extra responsibility by becoming members of the school council, the healthy schools committee and helping with tasks to support the smooth running of the school. They take their roles very seriously. As one of them said, 'It's a responsible job because we help make the school better for everyone'. Pupils' contribution to the community is good. In addition to fund raising for different charities, they participate in many activities that have strong community links. However, there are weaknesses. In order to be outstanding, pupils need to increase their confidence at working independently and taking personal responsibility for their own learning. They are developing well the necessary academic and social skills that will help them to become good citizens in the future.

Quality of provision

Teaching and learning

Grade: 2

Teaching is effective because teachers know pupils well, have high expectations of them and plan work that matches their individual needs and capabilities. They use questioning skills well to discover the full extent of pupils' understanding. They use pupils' responses successfully to consolidate previous learning, clarify new ideas and to move pupils on to more challenging work. Consequently, pupils enjoy learning and achieve well. However, there are weaknesses. On some occasions teachers' do not give pupils sufficient opportunities to work independently and be responsible for their own learning. This has a direct effect on the quality of pupils' learning and progress slows.

Curriculum and other activities

Grade: 2

Teachers plan tasks and activities that build well on previous work and enable pupils to make good progress. The curriculum is enlivened through a variety of visits in the local area and beyond. The Foundation Stage curriculum has improved since the last inspection and detailed planning now covers all areas of learning. This good provision helps young children settle quickly and effortlessly into school life. Provision for ICT has also improved and pupils confidently use the new technologies across the curriculum. However, there is scope to create more opportunities to extend these skills and effective action is being taken to address this weakness.

Pupils' personal development is promoted very well through an effective programme of activities to develop pupils understanding of how to stay safe and healthy. The school draws well on the expertise of outside agencies to support this work. Good links with the parish enable pupils to make a useful contribution through, for example, singing to retired residents.

Care, guidance and support

Grade: 2

Care, guidance and support are good. The great majority of parents approve of the school's work. More than one said they 'found it friendly and welcoming'. All staff pay good attention to health and safety, and regular risk assessments are undertaken. Child protection arrangements are robust and meet the latest government requirements. Pupils have confidence in the staff and the school. They say they feel safe from bullying and know that any worries are quickly dealt with. They feel there is always someone to talk to if they have any problems or concerns.

Systems for supporting pupils who have learning difficulties are well managed and inclusive. There are effective partnerships with other local schools to ensure smooth transition of pupils both in and out of the school.

The school tracks achievement closely and analyses the data both individually and by group, such as ethnicity and gender. This is used well to support pupils' academic and personal progress. However, marking is not used consistently to help pupils improve their work.

Leadership and management

Grade: 2

The headteacher is an effective leader, and is supported well by his senior management team. They have a thorough understanding of the strengths and weaknesses of the school, and have taken effective action to bring about improvement. For example, the school has successfully addressed the underachievement by some higher attaining pupils by the age of 11. The school development plan clearly sets out the correct priorities for improvement and provides a useful framework for action and review. Teaching and learning are monitored regularly. However, subject leaders do not yet have sufficient influence on improving the quality of teaching and learning in their areas of responsibility in order to make it outstanding in all respects. Governors are keen for the school to do well and continually hold the school to account for its work.

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Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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Overall effectiveness

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

Achievement and standards

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

Personal development and well-being

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

The quality of provision

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

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

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively performance is monitored, evaluated and improved to meet challenging targets	3
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Text from letter to pupils explaining the findings of the inspection

Following our visit to your school we would like to tell you what we think about how well you are getting on and how well your school is helping you to learn.

There are lots of things that we like about your school. Some of them are:

- you make good progress and achieve good standards
- your school is friendly and welcoming; you behave really well and are friendly towards each other
- you are taught well, and when you find work hard you are given the right sort of help
- the school council and healthy eating groups represents your views well and you all help the school to run smoothly
- all of the adults in your school make sure that you are well looked after.

We think that you are given a good education which prepares you well for the next stage of your learning. To make it even better, however, we are asking your teachers to give you more opportunities to work independently and to make it even clearer how you can improve your work when marking your books. Your headteacher also wants the teachers to keep an even closer check on how well you are learning in their subjects so that the school can become outstanding in all respects.

Yours sincerely,

John EarishLead Inspector