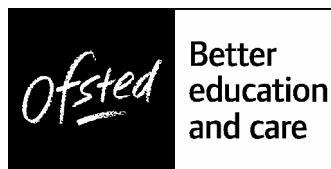


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12 October 2006

Miss McCarthy  
Headteacher  
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Dear Miss McCarthy

Ofsted survey inspection programme - English

I am grateful to you and your staff for your hospitality and co-operation during my visit on 11 October to look at work in English.

As outlined in my initial letter, as well as looking at key areas of the subject, the visit had a particular focus on our current survey theme: provision for poetry.

The visit provided valuable information which will contribute to our national evaluation and reporting. Published reports are likely to list the names of the contributing institutions but individual institutions will not be identified in the main text.

The evidence used to inform the judgements made included: interviews with staff and pupils, scrutiny of relevant documentation, analysis of pupils' work and observation of two lessons.

The overall effectiveness of English was judged to be satisfactory.

Achievement and standards

Achievement and standards in English are satisfactory.

- The school is much smaller than average. Pupils enter the school with a profile below national expectations. There is significant variation in the range of ability in each year and between years.
- By the end of Year 2, standards in English are at least average and often above average, with reading generally stronger than writing.
- By the end of Year 6, standards are broadly average.
- Pupils make satisfactory progress overall but this is generally stronger in Key Stage 1.

- In the lessons observed, pupils made at least satisfactory progress and many made good progress. They listened attentively and settled to work quickly.

### Quality of teaching and learning of English

The quality of teaching and learning is satisfactory with some good features.

- Lessons are well planned to cater effectively for the range of ages and abilities in each class.
- There is a good range of approaches to learning which encourages pupils to think carefully and to take control of their writing. As a result, pupils write independently and with enthusiasm.
- Teachers' marking is thorough and comments suggest what pupils should improve but are less helpful in advising them how to improve their work.
- The collection of data to track pupils' progress is at an early stage but provides a good basis for identifying where pupils would benefit from additional support with literacy skills.

### Quality of curriculum

Curriculum provision is satisfactory.

- The curriculum is broad and covers a good range of topics. Increasingly, units of work include planned opportunities for speaking, listening, thinking skills and the use of ICT. Further revision of schemes of work will continue once the new Primary frameworks are available.
- Teachers' lesson planning is detailed and caters effectively for the mix of age and abilities in classes.
- Pupils enjoy the opportunities to write their own stories and poetry; they are enthusiastic about reading.
- There are too few opportunities for pupils to receive visitors or to go on trips associated with literacy.

### Leadership and management of English

Leadership and management in English are satisfactory with good features.

- The subject leader has completed a detailed analysis of recent test papers, identifying accurately the areas for development.
- The subject leader has begun to monitor work in the subject across the school. The subject action plan has relevant priorities, based on good evaluation of work in the subject but many of these developments are at too early a stage for evaluation.
- There is a strong commitment to joint planning and an increasingly consistent approach throughout the school.

## Provision for poetry

Provision for poetry is satisfactory overall.

- Poetry is included in schemes of work for all years and is particularly well integrated into the teaching of reading and phonics in the Foundation Stage and Key Stage 1.
- Pupils enjoy writing their own poetry and also the research involved in finding a favourite poem. Older pupils enjoyed explaining why they liked a particular poem and have compared two poems on a similar theme.
- There are few opportunities for enrichment activities involving literacy and poetry in particular.

## Inclusion

Provision for inclusion is good.

- The school provides effectively for a wide range of needs and an increasing proportion of pupils with specific learning and social needs.
- Teachers' planning caters effectively for differing ages and abilities in classes and pupils with particular needs are integrated well.
- Teaching assistants structure learning for groups of pupils effectively. Pupils are carefully identified for a good range of intervention groups. Guided reading is successful in the Foundation Stage and Key Stage 1.

Areas for improvement, which we discussed, included:

- to ensure that teachers' marking and assessment help pupils to understand how to improve their work
- to ensure that there are regular opportunities for the subject leader to monitor teaching, assessment and pupils' work in English
- to ensure that poetry is included wherever possible into units of work in English and into enrichment activities.

I hope these observations are useful as you continue to develop English in the school.

As I explained in my previous letter, a copy of this letter will be sent to your local authority. All feedback letters will be published on the Ofsted website at the end of each half-term and made available to the team for the next institutional inspection.

Yours sincerely

Martin Cragg  
Her Majesty's Inspector