

Goodrington School

Independent School

Inspection report

DfES Registration Number	311/6053
Unique Reference Number	102356
Inspection number	307216
Inspection dates	15 - 16 May 2007
Reporting inspector	Jill Bainton

This inspection of the school was carried out under section 162A of the Education Act 2002 (as amended by schedule 8 of the Education Act 2005).

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Purpose and scope of the inspection

This inspection was carried out by Ofsted under section 162A of the Education Act 2002, as amended by schedule 8 of the Education Act 2005, 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

Goodrington School is an independent day school for boys and girls aged 3 to 11 years of age. There are currently 72 pupils on roll. The school is located in Emerson Park, close to Hornchurch town centre, Essex. The school has 25 nursery age children who are government funded. The last inspection was in 2002. The school runs an after school club for pupils until 5pm. This is the school's first section 162a inspection.

The school aims to *'provide a school that cares about its pupils being secure and happy while they learn'*.

Evaluation of the school

The school is successful in fulfilling its aims. This is a small school where each individual is highly valued and where they thrive in the caring, nurturing environment. The standard of education is good. The good curriculum and effective teaching combine to foster a quiet, purposeful learning atmosphere where pupils enjoy their time at school and make good progress. Much of this success is due to the new headteacher. The school meets most of the requirements for registration.

Quality of education

The curriculum is good and meets the needs of the pupils. French augments the subjects of the National Curriculum (NC). The curriculum is well planned and ensures clear progression of learning through each subject. Pupils are encouraged to developing speaking and listening skills and the older pupils become confident, ready for the next stage of their education. The Foundation Stage guidance is effectively implemented for the younger pupils in the nursery and reception groups. Personal, social, and health education is carefully integrated throughout the curriculum for pupils of all ages.

The curriculum is enriched with some visits, which are linked well to the topics being studied. The pupils are looking forward to visits later in the term to Dickens World, Mole Hall and are hoping to visit the Houses of Parliament and meet their Member of Parliament. School clubs, such as football and signing further enhance pupils'

experience. In the signing club pupils contributed with zeal signing a description of an activity they had participated in recently.

The quality of teaching is good. The staff are dedicated and hard working. Most plan their lessons well, making good use of NC material. The lessons run smoothly and the school day is well ordered. A significant strength of the school is the quality of the relationships between staff and pupils and amongst the pupils themselves. Pupils behave well and respond positively to the kind and caring staff. Pupils enjoy school and say *'I like the way my teacher teaches me because she explains it so I can understand.'* Another noted *'Teachers really want us to do well and support us, this makes us confident so we can do it.'* Pupils are keen to learn and work well together in pairs and small groups. For example in a Year 5 mathematics lesson pupils used calculators to check each others learning, tried to see who could find the answer the quickest and showed a real interest in their learning. Most lessons move at a steady pace, which also takes account of those pupils who need a little extra time to assimilate new ideas and topics. Staff encourage pupils to discuss their learning and this involves them and keeps them interested. For example in a Year 3 history lesson pupils discussed what they imagined it must have been like to be present during the Viking invasion and illustrated their own interpretation. Some less confident pupils are given the space and time to learn at their own pace. The school has had much success with these pupils who may have found life more stressful in a larger school. The younger pupils enthusiastically take part in the well-planned range of activities, which included painting, sound recognition, sand play, construction, jigsaws and role-play during one session observed. The good learning ethos at the school and positive attitudes ensures that pupils make good progress.

The assessment of pupils learning is good. Most staff check pupils' learning during lessons, reminding them what they are going to learn and checking if they understand. Regular testing in spellings, mental mathematics, and reading and at the end of topics ensures that teachers have a clear picture of pupils' progress. The Year 6 pupils take the national tests and were doing so during the inspection. The school has not yet devised a development plan, which they would find useful to prioritise how the school is to develop in the future.

Spiritual, moral, social and cultural development of the pupils

Pupils' moral, social and spiritual development is good and their cultural development is satisfactory. The school places a strong emphasis on valuing each pupil and building self-esteem; it achieves this well. Good moral and social development is fostered well throughout the school. Daily assemblies mark a range of personal achievements and contributions to the school and give pupils time for spiritual reflection. Pupils are aware of the needs of others less fortunate than themselves and participate enthusiastically in supporting a range of charities. Attendance is regular and punctual and the majority of parents are positive that their children like school. Pupils are polite and friendly to each other and at work and play show they enjoy being together. Their behaviour is good. They understand right from wrong

and are clear that poor behaviour is not acceptable. They show by their attitudes to responsibilities in school that they care about their community. Pupils actively participate in local community activities such as the carol concert. Cultural development is less well developed. Through a range of visitors to the school and careful planning of assemblies and lessons pupils gain a sound experience of some aspects of other faiths and cultures. However, this is not systematically developed and insufficient use is made of the schools own community members to celebrate its multicultural diversity. Pupils are well prepared for their future economic well being by learning the skills they need to be fully literate and numerate. They are encouraged to eat healthy food in their packed lunches and fruit at break. They take regular exercise.

Welfare, health and safety of the pupils

The school makes good provision for the welfare, health and safety of the pupils. It is a safe place in which to work and learn. Health and safety and behaviour policies are implemented effectively. The school is aware of the latest guidance for safeguarding children but not all staff have yet received up-to-date training in safeguarding matters. This is currently being remedied. The school is vigilant with regard to fire safety. All areas of the school have been risk assessed and detailed risk assessments are carried out before each visit outside school. Staff are trained in first aid, well-stocked first aid boxes are located where needed, and accidents are recorded diligently. Pupils are very well supervised at all times. The school has a policy with regard to the Disability Discrimination Act 2002 but has yet to devise a three-year accessibility plan.

Suitability of the proprietor and staff

Procedures for checking the suitability of staff to work with children meet all current requirements.

School's premises and accommodation

The premises and accommodation are good. The school is located in a large detached house at the end of a residential road. It has a very large area of ground to the side and rear of the property with many mature trees and grassed and hard surface play areas. Some of these hard surface areas are in need of renewal and the school is attending to it. The building has been carefully adapted for use as a school with an extension some years ago. There are specialist rooms for information and communication technology, a hall, which doubles as a nursery area, and a library. The school is in generally good decorative order with well-mounted examples of pupils' work, celebrating achievement both in the classrooms and around the school.

Provision of information for parents, carers and others

The school provides a good range of information for parents, carers and others. There is an informative prospectus, a 'welcome pack', parents' information file and regular newsletters. Parents receive an annual report and have the opportunity to attend consultation meetings. The 'Friends of Goodrington' actively support the school through fund raising and social activities. Parents were very positive in their response to the pre-inspection questionnaire and made comments such as '*I love this school*' and '*my daughter would not go anywhere else.*'

Procedures for handling complaints

The school has a set of procedures, which meets the regulations. Some parents were unaware of these; the school will now rectify this.

Compliance with regulatory requirements

The school meets all of the Education (Independent School Standards) (England) Regulations 2003 as amended January 2005, with the exception of those listed below.

The school does not meet all requirements in respect of provision for pupils' welfare, health and safety (standard 3) and must:

- ensure that all staff receive safeguarding training in line with Department for Education and Skills guidance *Safeguarding children and safer recruitment in education (2007)* (paragraph 3(2)(b)).

In order to comply with the requirements of the Disability Discrimination Act (DDA) 2002 the school should devise a three-year accessibility plan.

What the school could do to improve further

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

- provide more opportunities for pupils to improve their understanding of the other faiths and cultures
- formulate a school development plan and continue to evaluate how the school develops.

School details

Name of school	Goodrington School		
DfES number	311/6053		
Unique reference number	102356		
Type of school	Primary		
Status	Independent		
Date school opened	1935		
Age range of pupils	3-11		
Gender of pupils	Mixed		
Number on roll full-time pupils	Boys: 37	Girls: 35	Total: 72
Number of pupils with a statement of special educational need	Boys: 0	Girls: 0	Total: 0
Annual fees	£ 3,360		
Address of school	17 Walden Road Emerson Park Hornchurch Essex RM11 2JT		
Telephone number	01708448349		
Email address	Info@goodrington.org		
Headteacher	Mrs J R Ellenby		
Proprietor	Dr Michael Lauchlan		
Reporting inspector	Jill Bainton		
Dates of inspection	15-16 May 2007		