

Goodrich Community School

Inspection report

Unique Reference Number	100790
Local Authority	Southwark
Inspection number	307481
Inspection dates	19–20 November 2008
Reporting inspector	Michael Merchant

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number on roll	
School (total)	613
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
Appropriate authority	The governing body
Chair	Mr Neil Kirby
Headteacher	Mrs Shirley Patterson
Date of previous school inspection	20 June 2005
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	Dunstons Road London SE22 0EP
Telephone number	020 8693 1050
Fax number	020 8299 2775

Age group	3–11
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Introduction

The inspection was carried out by four Additional Inspectors.

Description of the school

The school is much larger than most other schools. The proportion of pupils eligible for free school meals is below average. Just over half of all pupils come from a variety of minority ethnic groups, the largest being Black or Black British - Caribbean. The number of pupils whose first language is other than English is slightly higher than that typically found. The proportion of pupils identified as having learning difficulties (mainly speech and language difficulties and dyslexia) is lower than average, as is the proportion of pupils with a statement of educational need. The school has four part-time Nursery classes and three Reception classes in the Early Years Foundation Stage (EYFS). A very high number of pupils join or leave the school other than at the usual times. The school achieved Healthy School status in 2004. A new headteacher was appointed in January 2007 and two new deputy headteachers joined in January 2008.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

This satisfactory school is moving in the right direction under the clear direction of the new headteacher. She inspires and supports staff and pupils to get the best out of themselves and others so there is a very real sense of working together as a team. Pupils are proud of their school and enjoy it greatly. The overwhelming majority of parents have great confidence in the school and one summed the school up very well when saying, 'Goodrich School has a fantastic sense of community for children and parents alike. My children are very proud of their school.'

When children start in the EYFS, their skills are close to those normally expected at this stage, except in language and communication, where they are less developed. They get off to a good start and make good progress because there is a very strong focus on developing children's social skills and their ability to communicate with each other. This results in standards that are just above average when they move into Year 1. Standards at the end of Year 6 are also just above average overall although they fluctuate from year to year. This is due to variations in the numbers of pupils with learning difficulties and the high incidence of pupils joining and leaving the school at intermittent times throughout the year. This represents satisfactory progress. Those who have been at the school for a long time often make good progress. The school provides well for pupils learning English as an additional language and those with learning difficulties. As a result, they make progress similar to that of other pupils. Satisfactory teaching means that pupils' achievement is satisfactory. The proportion of good teaching is increasing because of the targeted support and coaching provided for teachers as a result of more rigorous monitoring.

There are three key reasons why pupils make satisfactory rather than good or better progress. The school has only recently introduced procedures which accurately check the progress that pupils are making and these are not, as yet, firmly established. There is variability in the way in which teachers use information from assessment to plan to meet the needs of different groups of learners in lessons. There is too much inconsistency in teachers' marking of pupils' work and in the targets set for pupils to achieve.

The varied curriculum inspires pupils to work hard and gain a very wide range of skills. Pupils take part in a good range of sports and they adopt healthy lifestyles. Pupils' personal development is good, especially their spiritual, moral, social and cultural development. Very good relationships and good pastoral care and support result in happy learners, who overcome any difficulties quickly. Pupils come to school ready to learn and are eager to contribute to lessons. Their good behaviour means that lessons are rarely disrupted and can be conducted at a good pace and in a positive climate. Pupils' knowledge of different cultures in the diverse society we live in is strong because community cohesion is a particularly good feature of the school. All groups of pupils consistently make valuable contributions to life in school and the wider community. Staff have created a school in which all pupils get on well together.

The headteacher and her effective deputies are doing the right things to tackle the school's weaknesses. Recent initiatives, such as a focus on improving pupils' writing skills, are having a positive impact on test results at the end of Year 6, and demonstrate the satisfactory capacity to improve. The school has a wealth of data to track pupils' progress so that leaders at all levels can evaluate school effectiveness accurately. The headteacher has rightly identified that this information is not yet used sharply enough by leaders at all levels; consequently any dips in progress are not routinely identified and dealt with as soon as they arise.

Effectiveness of the Early Years Foundation Stage

Grade: 2

The good links with parents ensure children settle quickly into the school. They enjoy school because they have good relationships with adults and other children and because the activities teachers plan for them are well matched to their interests. Children make good progress in the EYFS, and by the time they enter Year 1 most are working securely within the goals expected at this age. The EYFS leader provides a clear direction for improvement, and has rightly identified that more needs to be done to improve children's writing. She has made changes to the programme for teaching sounds and letters, and children now have more opportunities for developing early writing skills, and weekly access to the local library. Children follow classroom routines and work and play well together. Staff work well as a team, ensuring that children's welfare is paramount. They successfully encourage children to share equipment and take turns, and ensure that children have a good understanding of how to keep themselves safe and adopt healthy eating habits. The outdoor area is used well to extend learning. For example, during the inspection, as part of Science Week, children enjoyed experimenting outside with different colours and textures to make 'potions'. Children gain a greater understanding of the wider world through visits to places of interest including Surrey Docks Farm and local museums.

What the school should do to improve further

- Ensure that assessment is used more carefully in all classes to match work more accurately to pupils' abilities and their specific needs.
- Make better use of marking and target-setting to help pupils understand how to improve their work.
- Make sharper use of assessment information in all years to check pupils' rate of progress and to tackle swiftly any dips in progress.

A small proportion of the schools whose overall effectiveness is judged satisfactory but which have areas of underperformance will receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

Achievement and standards

Grade: 3

Pupils achieve satisfactorily at Goodrich. Results in the National Curriculum tests at the end of Year 6 in 2007 were just above average and were well above average in mathematics. This was a rise over the previous year and the 2008 results show a likely continuation of this improvement, although they are yet to be validated. Pupils work seen by inspectors and classroom observations, confirm this trend of steady improvement and currently standards are just above average overall. However, standards reached by pupils that have been at the school since the EYFS are often securely above average.

Given pupils' just above-average standards when they join Year 1 they make satisfactory progress overall. Progress is faster in Years 3 to 6 where there is more good teaching and a strong emphasis on literacy and numeracy. Recently introduced systems for checking the progress that pupils make and taking action to give support to pupils when needed have resulted in much faster progress for pupils currently in Year 6. There is very little difference in the progress made by the various groups of pupils in the school. This is because the school works effectively to support groups such as pupils with learning difficulties and those who enter the school with particularly low levels of attainment.

Personal development and well-being

Grade: 2

Pupils show good spiritual awareness through their appreciation of and care for the environment. They speak with excitement about the garden they have developed and the recycling that they are involved in. Pupils relate well to one another and to adults, and work cooperatively. They are eager to learn and behave well. Their attendance is average; it has improved recently, having been affected in the past by family holidays during term time. Pupils make exceptionally good contributions to the school and the wider community through the Eco-action Group, charitable collections and activities to raise money both for their school and a school that they support in South Africa. Some act as 'peer-mentors', supporting younger children and those new to the school. The School Council voices pupils' views well and has made some effective contributions to change. Pupils eat healthily and take regular exercise, engaging in a wide range of sports. They adopt safe practices in their use of equipment, including computers, and their treatment of each other. They all know an adult in school with whom they can talk if they need to and are prepared well for the next steps in their education.

Quality of provision

Teaching and learning

Grade: 3

Typically, pupils are inspired to learn and they do so with confidence and pride. Lessons are characterised by excellent relationships underpinned by mutual respect, humour and warmth. Teachers have very good subject knowledge so that tasks and concepts are clearly explained and activities are carefully designed to challenge the pupils to learn at a brisk pace. Praise is used extensively to motivate pupils and full use is made of any teaching assistants present. Pupils respond well to group and pair work and collaborate well with each other to solve problems and 'find out'. In the majority of lessons, teachers plan effectively, setting clear objectives and a good pace, and provide a range of interesting activities. In too many lessons, however, teachers do not always ensure that pupils know what is expected of them and what they need to do to improve their levels of attainment. In these less effective lessons, teachers do not plan adequately for the range of abilities in the class or build on pupils' prior knowledge, with the result that a minority of pupils are either not challenged enough or struggle to comprehend. The school monitors and evaluates lessons rigorously and is beginning to link this to training so that good practice is increasingly being shared and celebrated.

Curriculum and other activities

Grade: 2

The varied curriculum contributes strongly to pupils' personal development through effective personal, social, and health education, and imaginative and thought-provoking assemblies. Independence is nurtured through extensive use of group work. Residential trips add greatly to such development. Much emphasis is given to the needs of pupils with learning difficulties by providing appropriate work so these pupils access the curriculum at their level. There is good provision for the core skills of numeracy, literacy, and information and communication technology (ICT). The school provides pupils with a wide variety of sporting activities as part of the school day. These, together with well-supported creative and educational activities outside the normal school day make a valuable contribution to pupils' learning, their levels of enjoyment and their

personal development. Whilst there is some good practice developing to establish meaningful links between different subjects, this is not yet consistently embedded in all classes.

Care, guidance and support

Grade: 3

The school cares well for pupils' pastoral needs although systems to provide guidance on pupils' academic progress are in their infancy. Pupils with social or emotional difficulties are supported extremely well. Pupils from all ethnic groups are cared for equally well, and there is good provision for those with English as an additional language. Good arrangements have been put in place recently for improving pupils' attendance and liaising with parents and carers of those who have extended periods of absence. The school has successfully altered the previous culture in which some children's education was disrupted by family holidays. There are good links with other agencies to promote pupils' learning and welfare. Safeguarding procedures to protect children are robust, and risks are assessed well. Pupils do not, however, know their targets sufficiently well in order to improve. The new tracking system that has recently been introduced enables staff to monitor pupils' progress, but it has not been used long enough to ensure that faster progress is being made. Marking of work is uneven; in the best cases it shows pupils clearly how to improve, but too often, teachers' comments are too general.

Leadership and management

Grade: 3

Leadership and management are satisfactory and steadily improving. The headteacher's calm and thoughtful leadership has given the school a clear direction and staff are eager to take real responsibility for their respective areas. They have responded with enthusiasm and initiative. There is a very real sense of teamwork and collaboration in the school and a clear sense of direction. Leaders have created a school which is a harmonious environment, in which pupils of all races and cultures get on well together and so community cohesion is good. Recent initiatives to track pupils' progress and set targets is doing much to move standards forward but these systems have yet to embed themselves fully in the routine of the school. The governing body brings a wealth of relevant experience to its deliberations. It is extremely supportive of all the school's work but does not always act as a critical friend by asking the searching questions needed to hold the school sufficiently to account.

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Annex A

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?	3
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well being?	2
The capacity to make any necessary improvements	3

Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	2
How well do children in the EYFS achieve?	2
How good are the overall personal development and well-being of the children in the EYFS?	2
How effectively are children in the EYFS helped to learn and develop?	2
How effectively is the welfare of children in the EYFS promoted?	2
How effectively is provision in the EYFS led and managed?	2

Achievement and standards

How well do learners achieve?	3
The standards ¹ reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	3
How well learners with learning difficulties and/or disabilities make progress	3

¹Grade 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.

Personal development and well-being

How good are the overall personal development and well-being of the learners?	2
The extent of learners' spiritual, moral, social and cultural development	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	2
The extent to which learners enjoy their education	2
The attendance of learners	3
The behaviour of learners	2
The extent to which learners make a positive contribution to the community	1
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 learners' needs?	3
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?	3

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3
How effectively leaders and managers use challenging targets to raise standards	3
The effectiveness of the school's self-evaluation	3
How well equality of opportunity is promoted and discrimination eliminated	2
How well does the school contribute to community cohesion?	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
The extent to which governors and other supervisory boards discharge their responsibilities	3
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

Annex B**Text from letter to pupils explaining the findings of the inspection**

03 December 2008

Dear Pupils

Inspection of Goodrich Community School, London, SE22 0EP

Thank you all for the warm welcome you gave to your inspectors when we visited your school recently. We enjoyed meeting and talking to you. I would like to say a special 'thank you' to the School Council and those of you from Years 5 and 6 who gave up part of your lunchtime in order to meet us. At the moment, we judge that your school is a satisfactory school. We can see that it is getting better and you play an important part in that, especially through your better attendance and good behaviour. These are the things that we think the school does well.

- You get on well with your fellow pupils and with your teachers.
- Goodrich is a well-ordered school and you look after each other very well.
- You show great enjoyment in your learning and know a lot about the importance of staying healthy and keeping safe. You know there are people to whom you can turn with worries or concerns.
- Your headteacher and other senior leaders are working hard to make it an even better school for you.

To help your school get better for you, we have asked your headteacher, teachers and governors to make sure that the school improves in three important areas.

- We would like them to ensure that all of your lessons are as good as the best by making sure that when teachers plan work for you, it is not too easy or too hard, but just right for you.
- Most teachers mark your books carefully and give you lots of helpful advice. We want all teachers to mark to this high level, to make clear to you how you can improve your work and to help you understand your targets.
- We would also like your school leaders to make sure that you all do as well as you can by ensuring that all teachers use the school's systems for checking your progress and giving you support.

Thank you once again for making such a helpful contribution to the inspection. We enjoyed watching you learn.

Yours sincerely

Michael Merchant

Lead Inspector