

# Godinton Primary School

## Inspection report

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<b>Unique Reference Number</b>	118546
<b>Local Authority</b>	Kent
<b>Inspection number</b>	312984
<b>Inspection dates</b>	7–8 November 2007
<b>Reporting inspector</b>	Gavin Jones

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

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	421
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Stephen King
<b>Headteacher</b>	Jim Holditch
<b>Date of previous school inspection</b>	1 February 2003
<b>School address</b>	Lockholt Close Ashford TN23 3JR
<b>Telephone number</b>	01233 621616
<b>Fax number</b>	01233 640564

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<b>Age group</b>	4-11
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## Introduction

The inspection was carried out by three Additional inspectors.

## Description of the school

This is a large primary school, now two-form entry, situated on the outskirts of Ashford. A new headteacher was appointed six months ago after the deputy headteacher had been acting headteacher for a year.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 3

Godinton provides a sound education for its pupils. They make satisfactory progress in Key Stage 2 and achieve well in Key Stage 1. Teaching is better in Key Stage 1 because adults harness pupils' natural curiosity to stimulate learning. Pupils' good personal development supports their learning well, often resulting from the very good pastoral care shown by the school. The school's good tracking system is not yet being fully utilised to ensure that pupils' progress is noted effectively enough by all teachers. The strong leadership team has a clear view of where they need to make improvements, but this is not always supported by a precise evaluation of the situation. The vast majority of parents are very pleased with the start the new headteacher has made. They enjoy seeing him around the school as they arrive with their children and say that 'he has a real concern for the children', and that 'he is doing a fantastic job.' Though teaching is satisfactory across the school, there are instances of good and outstanding teaching. However, the variability and some gaps in teachers' understanding, especially in mathematics, have a negative effect on the progress some pupils make. The pupils are delightful! They thoroughly enjoy school and it is no surprise their attendance is good. Pupils feel safe and say they are in 'a very friendly school' where relationships are important. The range of activities offered outside school times is very extensive and much appreciated by the pupils. This is a school where staff go out of their way to try to provide something extra for everyone, from French classes to cheer leading! The school already has an agenda for improvement, which has the support of a governing body that knows the school well and is well prepared to hold it to account for its actions. The satisfactory improvements already in place show that the school has a sound capacity to move forward.

## Effectiveness of the Foundation Stage

### Grade: 3

Children make satisfactory progress in the Reception year. A significant number reach the nationally expected levels for their age when they start Year 1. They make better progress in physical development, creative development and aspects of mathematical development, whilst making less progress in writing. Since the last inspection the two Reception classes are much brighter and teachers now encourage children to select and initiate their own activities. However, there is still too much difference between the classes. Children's progress is uneven across the two Reception classes because the two teachers do not work together closely enough to clarify where improvements are needed. The local authority is helping to resolve this. The Foundation Stage leader does not have sufficient status to take effective action to make changes within both classes.

## What the school should do to improve further

- Ensure initiatives to improve pupils' achievement, especially in mathematics, make best use of the school's tracking data.
- Improve the quality of teaching through more focused monitoring, particularly in Key Stage 2, highlighting specific strategies that will make teaching more successful. A small proportion of schools whose overall effectiveness is judged satisfactory but which have areas of underperformance will receive a monitoring visit by an Ofsted inspector before the next section 5 inspection.

## **Achievement and standards**

### **Grade: 3**

Children start Reception with skills that are typical for their age. Children make good progress in Key Stage 1. For several years, standards in reading, writing and mathematics have been above average for seven-year-olds. While achievement in English and science is broadly satisfactory in Key Stage 2, some pupils have underachieved for several years in mathematics. Pupils with learning difficulties and/or disabilities make progress similar to that seen nationally. The school reached its targets in 2007 for English but not in mathematics, even though the more able pupils reached the levels expected of them. A weaker element of mathematics, problem solving, has been a focus for improvement and it is beginning to improve. The school has also reorganised, successfully, mathematics teaching into sets for older pupils, to cater better for their differing abilities and needs. Initial evidence suggests that both of these initiatives are having an impact.

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

### **Grade: 2**

Pupils like Godinton School because 'it's a nice environment' and 'the children and teachers are friendly.' They feel safe and know which adults to turn to if they need help. They have a good understanding about healthy lifestyles through its emphasis in personal, social and physical education, as well as through extra-curricular activities. Older pupils rate the many sports opportunities very highly. Behaviour in lessons and around the school is very good and contributes strongly to the good moral and social development. Learners' spiritual and cultural development is good too; they enjoy the modern foreign languages activities and everyone's spirits are uplifted in assembly as pupils sing with real pleasure and quality. Pupils value the school council and talk confidently about their initiatives, such as the Eco-committee for recycling. Pupils make a good contribution to the community by raising money for charities. They have also participated in local initiatives such as a play park consultation. The basic skills pupils achieve by Year 6 will equip them satisfactorily for their future life.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 3**

Teachers work well as a team and support each other. The school is making good use of the expertise of specialist teachers to raise achievement in the Foundation Stage and in mathematics. Common strengths noted in the teaching include the organisation of lessons on a day-to-day basis, good behaviour management strategies and the strong relationships between adults and pupils. In addition, teachers give clear explanations about what they expect, and make lessons enjoyable. Teaching assistants, when they are used well, make a very good contribution but they are not always given the opportunity to do so. In addition, some teachers over direct pupils and do not allow them to think for themselves. This is the major reason why the learning of pupils in Key Stage 2 is only satisfactory.

## **Curriculum and other activities**

### **Grade: 3**

The curriculum is satisfactory and closely linked to national guidelines ensuring subject coverage. Each subject is relevant to the needs of pupils; nevertheless, the school has only recently begun to try to improve the links between subjects in order to help pupils make purposeful connections between aspects of their work and make best use of a range of basic skills. The school has made a good start on improving weaker areas of learning, such as through the setting by ability in mathematics. It has highlighted where there have been gaps in pupils' understanding in the past, for example, because of the lack of a long-term plan for information and communication technology. Pupils greatly appreciate that the range of club activities has been extended. Visits and visitors also enhance pupils' enjoyment and progress, giving them real and relevant experiences. A good example was the 'bike breakfast' held recently to celebrate the Tour de France.

## **Care, guidance and support**

### **Grade: 3**

Pupils are well looked after and parents comment favourably on this. There are good systems in place for safeguarding pupils. The school gives effective support to pupils with learning difficulties and they make steady progress. Particularly noteworthy is the support for vulnerable children, for instance, through the very well-organised emotional literacy programme. Close links with support agencies enable staff to be well informed on individuals' specific needs. Academic guidance is satisfactory, as the school has only recently improved its procedures to measure the progress pupils make in reading, writing and mathematics during each year. This pinpoints the next steps in learning for individuals and groups.

## **Leadership and management**

### **Grade: 3**

The headteacher and his strong senior team have developed a clear vision to improve the school. They have high expectations and want improvement to be rapid. Although the major priorities are targeted well and are starting to improve the quality of provision and pupils' achievement, the school has not yet identified how teaching will further improve this. Middle managers have only recently been able to play their part in developments but already there is some limited impact. For instance, by providing useful training to other staff, one coordinator has helped establish modern foreign languages through the school. Financial management is satisfactory and prudent plans to resolve the possible budget deficits are being set in place. The governing body has a well-established programme to support monitoring. Information they gather has helped them both to support and challenge decisions made.

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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?	3
The effectiveness of the Foundation Stage	3
The capacity to make any necessary improvements	3

### Achievement and standards

How well do learners achieve?	3
The standards <sup>1</sup> 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 disabilities make progress	3

### 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 extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	2
How well learners enjoy their education	2
The attendance of learners	2
The behaviour of learners	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	3

### The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	3
How well do the curriculum and other activities meet the range of needs and interests of learners?	3
How well are learners cared for, guided and supported?	3

<sup>1</sup> 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.

## Annex A

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	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 tackled so that all learners achieve as well as they can	3
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	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

- 10 November 2007 Dear Pupils Inspection of Godinton Primary School, Ashford, Kent TN23 3JR Thank you for being so helpful and well behaved when the inspectors visited your school. We enjoyed seeing you at work and play and meeting your teachers. We also got the chance to meet some of your parents and read what they think of your school. These are the good things we found at your school:
- During the time you are at school, you make the progress expected of you and reach average standards, with pupils in Years 1 and 2 getting on particularly well.
- You are growing up to be sensible, caring and responsible young people because of the care that teachers take of you and how they support your growing up.
- Your behaviour is very good and you enjoy coming to school.
- Many of you are fit and healthy, partly because of the healthy lifestyle that teachers help you understand.
- You are getting on well with your new headteacher, who is supported well by his team.
- Your parents are pleased with your new headteacher, with many wanting to thank the deputy for looking after the school well last year. These are some of the things we have asked your school to do next:
- Make sure that you learn equally well in every class, so that you reach even higher standards by the time you leave, especially in mathematics.
- Keep checking on how well you are doing, so that they can help you all get on as well as you possibly can. I wish you all the very best for the future. Yours sincerely Gavin Jones (Lead inspector)

10 November 2007

Dear Pupils



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Yours sincerely

Gavin Jones  
(Lead inspector)