

Goodrich CofE Primary School

Inspection report

Unique Reference Number	116813
Local Authority	Herefordshire
Inspection number	326453
Inspection date	5 May 2009
Reporting inspector	David Driscoll

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	Voluntary controlled
Age range of pupils	4–11
Gender of pupils	Mixed
Number on roll	
School (total)	118
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	Matthew Constance
Headteacher	Tony Griffiths
Date of previous school inspection	3 May 2006
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	Goodrich Ross-on-Wye HR9 6HY
Telephone number	01600 890422
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Age group	4–11
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Introduction

The inspection was carried out by two additional inspectors.

Description of the school

This small primary school serves the rural village of Goodrich and its surrounding area. Many more parents wish to send their children to the school than there are places available. Almost all pupils are of White British heritage. The proportion of pupils with learning difficulties and/or disabilities is well below average, although this varies from year to year. During the inspection pupils in Years 3 and 4 hosted a visit from pupils from the school's 'twin' in inner city Bristol.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 1

Goodrich provides a good education for its pupils. Parents are full of praise for the school. One described it as offering 'more of an adventure than a standard education'. In particular, parents point to the high quality pastoral care and strong ethos of making learning fun that leads to pupils' outstanding personal development. Pupils love coming to school because they get on so well with their friends and all the adults. Their thirst for new knowledge is encouraged by the school's good provision for community cohesion, so pupils become confident in meeting new people and are genuinely interested in finding out more about them. Achievement is good as a result of the good curriculum and teaching that interests and motivates pupils. Children join the Reception class with skills and knowledge that are typical for their age. They make good progress and start Year 1 with above average standards. Good progress continues in Years 1 to 6 in English and mathematics, where standards are well above average by the time pupils leave the school. In contrast, progress in science is satisfactory in Years 3 to 6. Standards remain above average but are not as high as those in English and mathematics because the most able do not always reach the high levels of which they are capable. Most pupils are given demanding work that makes them think and work hard. In science, however, this is not always the case.

Care, guidance and support are good. The school has recently improved its procedures for assessing and tracking pupils' progress as they move through the school. Assessments are accurate and are providing a wealth of new information that has improved the academic guidance offered, although this varies between subjects and classes. The information is used to provide some excellent academic guidance in English in Year 6, and pupils know exactly what they have to do to meet their targets. In science, however, they do not yet have targets to aim for. Staff are also developing the ways they use the information in their teaching, particularly to ensure that the curriculum and lessons more consistently challenge the most able pupils.

Leadership and management are good. The headteacher has an infectious enthusiasm that has instilled a good team spirit among staff and governors. Checks on what the school provides are thorough and provide an accurate picture of its strengths and weaknesses. The school's leaders are, rightly, now planning to make better use of the information from assessments so that they can spot emerging weaknesses in progress and tackle them at an earlier stage. The actions taken to improve the school since it was last inspected have been particularly successful and the school is well placed to continue such improvement.

Effectiveness of the Early Years Foundation Stage

Grade: 2

Children look forward to coming to school and they are well cared for. They settle quickly into school life because staff, including the headteacher, maintain excellent lines of communication with their parents. This ensures that any concerns can be quickly brought to the attention of staff, so that they can immediately provide extra support where needed. Children join with knowledge, skills and understanding that are typical for their age. The teaching and curriculum are good, so children achieve well in all areas of learning and are ready to start Year 1 with standards that are above average, exceptionally so in the case of their personal development. Many exceed their early learning goals. Routines and expectations are quickly established, so children soon learn how to play and work with others. Their behaviour is outstanding because they are taught to consider what effect their actions will have on others. They love planning the forthcoming week's work with the staff, although this can lead to too many child-initiated

activities on occasions. The activities are fun and interesting, so children learn to concentrate well. Staff ensure that they keep a close eye on what each child is doing, but questions often focus on what the child is doing rather than helping to move their learning forward by talking about or modelling what the child could do next. The provision is well led and managed.

Procedures for identifying strengths and weakness are effective, and better use is starting to be made of the information gained from assessments to plan more challenging work for children.

What the school should do to improve further

- Make better use of the information gained from assessments to: -plan work that better meets the needs of the most able pupils, especially in science from Years 3 to 6 -improve the use of targets and academic guidance to more consistently match that of the best practice evident in the school -identify emerging weaknesses in performance more rapidly, so that actions to improve can be implemented at the earliest possible stage.

Achievement and standards

Grade: 2

Pupils in Years 1 and 2 make good progress and standards in reading, writing and mathematics are well above average by the end of Year 2. This is a great improvement since the school was last inspected, when standards were only slightly above average. Good progress continues in English and mathematics in Years 3 to 6. Standards in these subjects are currently well above average, as the school has improved the performance of the most able in English. These pupils have achieved well, as they started Year 3 with standards that were above average. Progress in science is satisfactory and standards are above average, rather than well above. This is because the more able pupils do not always reach Level 5 in science. Results in the school as a whole dipped in 2007, when there were more pupils with learning difficulties and/or disabilities than is usually the case. The school has responded well, and pupils with learning difficulties and/or disabilities now make equally as good progress as others.

Personal development and well-being

Grade: 1

Pupils make an outstanding contribution to the community. They plan and present assemblies that demonstrate their excellent spiritual development. All take prayers seriously, they provide music and sing hymns joyfully, without any need for the hymn sheets. The school council are exceptionally strong. All have been allocated responsibilities within the school and have been responsible for planning and developing aspects such as the outdoor classroom and the trim trail. This also demonstrates the pupils' excellent response to the school's efforts to promote a healthy lifestyle. Pupils are highly active and none bring unhealthy snacks to school. Pupils are very confident and know a lot about other cultures. This was particularly shown when pupils in Years 3 and 4 met their visitors from Bristol, all of whom came from entirely different backgrounds and from all over the world. The Goodrich pupils were keen to learn about their lives, and at break the infant pupils too were quick to ply the visitors with questions. Behaviour is exemplary. Pupils show great respect for adults and are very polite. Pupils have an excellent knowledge of how to keep themselves safe. Staff affectionately refer to the children as 'the Meerkats', because they are always keeping an eye out for each other's well-being too. These personal attributes, together with their good attendance and good progress in English, mathematics and information and communication technology, ensure pupils are well prepared for the next stage in their education.

Quality of provision

Teaching and learning

Grade: 2

Pupils enjoy learning, so they concentrate well and work hard. Teachers plan activities that they know pupils will find interesting. For example, the preparation for the visitors from Bristol combined mathematics and geography when pupils had to work out the coordinates of the countries the visitors came from on a giant map of the world. Much of the work is well matched to the pupils' abilities, so the most able are challenged to reach the highest levels possible. In science in Years 3 to 6, though, the most able are given the same tasks as other pupils, so they do not learn as quickly as in other subjects. Explanations are always clear, so pupils know straight away what they are to be learning about and what they need to do. This ensures a brisk pace to lessons as pupils do not have to wait for extra help to get started.

Curriculum and other activities

Grade: 2

The curriculum is well planned to combine subjects in ways that pupils find interesting and stimulating. The curriculum for pupils with learning difficulties and/or disabilities is well matched to their needs through the use of carefully thought-out individual education plans. Provision for the most able is not always as effective, as data from assessments are not yet used to plan a curriculum that is suitably demanding in all subjects. In particular, the progress of the most able is slowed by the over-use of worksheets in science, so pupils do not always have the opportunity to fully develop their knowledge and ideas. The curriculum for personal, social and health education is exceptionally good and plays a great part in bringing about pupils' outstanding personal development. It is detailed, wide ranging and builds well on pupils' previous experiences.

Care, guidance and support

Grade: 2

Pupils rightly feel very safe and secure in school. Child protection procedures fully meet requirements and health and safety checks are thorough. Parents appreciate that staff know their children and their circumstances very well, so that their individual needs can be met. Support for personal development is very strong. Pupils of all abilities are given every encouragement to become more confident. Pupils with learning difficulties and/or disabilities, for example, give presentations at their reviews so they are more able to play an active role in drawing up their individual education plans. Academic guidance varies in quality across classes and subjects. There are some outstanding examples of pupils being set targets with clear advice on the steps they should take to reach them. This is then combined with a response from the pupil, so that the best way forward can be decided. In other cases, information from assessments is not used to set targets, so pupils are less clear about what they are aiming for or how to improve.

Leadership and management

Grade: 2

The headteacher is highly respected and valued by parents. His enthusiasm has spread throughout the whole-school community, so that all staff and governors are well focused on providing the best for pupils and ensuring that all have equal opportunity to do well. Staff and governors play a good part in checking the quality of teaching, so they gain a very clear picture of its strengths and weaknesses. Information from assessments carried out during the year is not routinely used to identify emerging concerns about pupils' progress. Instead, the school has relied on end-of-year tests to identify where improvements need to be made. When this is done, the school's leaders implement well-thought-out plans that are invariably successful in raising standards. However, the wait for the results often means that actions are not taken as early as they could be to ensure all pupils make the very best progress possible. Whilst there are many strengths in the school's contribution to community cohesion, there is room for leaders to evaluate the impact of this work and plan for future developments more effectively.

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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?	1
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?	1
The capacity to make any necessary improvements	2

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?	1
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?	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/or disabilities make progress	2

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?	1
The extent of learners' spiritual, moral, social and cultural development	1
The extent to which learners adopt healthy lifestyles	1
The extent to which learners adopt safe practices	1
The extent to which learners enjoy their education	1
The attendance of learners	2
The behaviour of learners	1
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?	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

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 leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	2
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	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

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

6 May 2009

Dear Children

Inspection of Goodrich C of E Primary School, Ross-on-Wye HR9 6HY

Thank you so much for your welcome and all the help you gave to us when we recently visited your school. We enjoyed ourselves as much as you did because you were all so polite and friendly. Your parents can be very proud of the way you behave, how hard you work and how well you get on with one another and all the adults in the school. You are very healthy and keep a close eye on each other to make sure you are all keeping safe. We were most impressed by all the jobs you do around the school, and especially all the work done by your fantastic school council. You told us that you feel very safe at school. We agree. All the adults know you well and take good care of you.

We found that you are getting a good education. The teaching is good so you learn more quickly than we often see. Your teachers are good at giving you work that you find interesting, which makes you want to learn more. You love to learn about how other people live their lives, and this was especially obvious in the wonderful welcome you provided for your visitors, and new friends, from Bristol. By the time you leave Year 6, you are very good at mathematics and English. You are pretty good at science too, but some of you could still do a bit better, particularly those who find learning easy. So we have asked your teachers to check what you already know and then give you work that makes you all think really hard. In fact, we have asked all the adults in the school to make more use of your test results in planning work for you, and for spotting anyone who might be falling behind, so they can help them catch up more quickly.

Your school is getting better and better. Mr Griffiths, and the others who help him to run it, know what they can improve and how to do it. Most of all, though, they want to make the school a better place for you, so they listen to what you and your parents think about school and then set about trying to make your wishes come true.

With all best wishes for the future.

Yours faithfully

David Driscoll

Lead inspector