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Mr T Griffiths  
Headteacher  
Goodrich C of E Primary  
Goodrich  
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Herefordshire  
HR9 6HY

Dear Mr Griffiths

Ofsted survey inspection programme – Geography

Thank you for your hospitality and co-operation, and that of your staff, during my visit on 11 June to look at work in geography.

As outlined in my initial letter, as well as looking at key areas of the subject, the visit had a focus on the school's response to 'Excellence and Enjoyment' and how this is impacting on provision in geography, particularly in terms of planning and progression.

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. All feedback letters will be published on the Ofsted website at the end of each half-term.

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

The overall effectiveness of geography is satisfactory.

Achievement and standards

Achievement and standards are both satisfactory.

- Most pupils make satisfactory progress in developing their skills, knowledge and understanding in geography throughout the school. Consequently, by the end of Key Stages 1 and 2, pupils reach standards in line with national expectations.
- In Reception and Year 1, pupils explore their locality. They are able to recognise different forms of transport and know how to get to other

places in this country and abroad. Road safety awareness is suitably reinforced through practical experiences such as dressing up and acting out the role of various emergency service personnel.

- In Years 1 and 2, mapwork skills are appropriately developed. Pupils are able to recognise some human and physical features of a coastal town and locate these accurately on maps. Pupils build on work in their area and know that the world extends beyond their locality.
- In Years 3 and 4 pupils consolidate previously learned mapwork skills through orienteering, the study of Coppett Hill and developing links with a school in Bristol. Pupils are able to use secondary sources such as the Internet to support their work. Pupils increase their awareness of environmental issues.
- By the end of Key Stage 2, most pupils demonstrate secure knowledge of work they have studied. A local traffic survey has contributed to the construction of the school's traffic plan. Pupils' fieldwork skills are developed appropriately through the town study of Ross on Wye. By the time they leave school they have a secure knowledge of rivers and mountains and are able to present their work in interesting and creative ways.
- Pupils' behaviour is excellent and they respond well to clear classroom expectations. They are very keen and interested in their work. Relationships between adults and pupils are very good.

### Quality of teaching and learning of geography

The quality of teaching is satisfactory.

- Work was suitably planned in those lessons observed. Appropriate opportunities were provided for pupils to work in small groups, pairs or individually, ensuring access to a variety of learning techniques. Resources were properly chosen to support the lessons.
- Pupils' enjoyment and engagement was increased when lessons were practical, interesting and challenging. They were motivated when they had the opportunity to plan, record and develop work for themselves.
- Scrutiny of books provides a more limited picture of the range of work that has been undertaken. Although some work is done orally, opportunities are missed to record work in interesting or innovative ways. Work is often undated which makes it difficult to assess how frequently pupils undertake geography or track their progress.
- In addition, there is an over-reliance of worksheets or workbooks in some classes which stifles the development of pupils' independent or creative skills. Higher attaining pupils are not always challenged which prevents them from making better progress.
- Information Communication Technology (ICT) and visual resources are used appropriately and these help enliven the subject.
- Homework challenges help develop pupils' research and independent skills and these support the subject well.

- Leaders have rightly identified the need to devise a system of assessment and moderation of pupils work following a recent audit. The school does not have a precise understanding of the progress pupils make throughout the school or the skills they have attained. This prevents teachers from sequentially planning and building on previous learning, thereby raising standards.
- During lessons seen work was generally matched to the needs of most pupils, with boys and girls having equal access. However, higher attaining pupils are not always challenged to achieve their full potential.
- Questioning is widely distributed and involves all pupils. In the best lessons, questions were targeted to ensure full engagement and participation.
- Teaching assistants are generally well deployed to support individual or groups of pupils so that they can access the full range of learning opportunities.

### Quality of curriculum

The quality of the curriculum is satisfactory.

- The geography curriculum has appropriate breadth and balance with sufficient time for its delivery.
- The curriculum has recently been reviewed. Reliance on published schemes of work has been reduced and more relevant units of work that are naturally linked to other subjects have been developed.
- Pupils have a good understanding of environmental issues following their involvement in Eco-schools and the Green Space Project.
- The school is participating in a number of initiatives such as The British Council East-West project. There are also well established links with Wampa Primary School in Uganda as well as with a primary school in Bristol. However, opportunities are not always taken to exploit involvement in these projects to increase pupils' understanding and geographical awareness of other countries and places.
- Some useful and interesting cross-curricular work in literacy, history and science has been undertaken to support learning in geography. For example, Year 1 and 2 pupils increased their awareness of environmental issues on Australia's Daintree coast by reading 'Where Forest meets the Sea' by Jeannie Baker. They also used 'The Owl and the Pussycat' as a stimulus for drawing maps.
- Pupils speak positively about their fieldwork experiences around the school, the village, Goodrich Castle and Ross on Wye. These contribute well to the subject and their learning.
- Leaders know that resources such as maps, globes and weather equipment are required to develop the subject further.

## Leadership and management of geography

Leadership and management of geography are satisfactory.

- The subject leader has taken an active role in recently developing the curriculum. However, monitoring and evaluation is at an early stage.
- Self-evaluation has been used to identify appropriate actions designed to bring about further improvement. In addition, the policy has been reviewed to incorporate recent developments.
- The subject leader has not recently had the opportunity to attend training to help her to develop her subject leadership role, inform herself about current issues in geography and establish links with other subject leaders.

## Subject issue

The impact of curriculum planning on progression and the quality of provision in geography is satisfactory.

- Planning in the long and medium term ensures an adequate range of geographical enquiry. However, progression through school is inconsistent because previously developed skills are not always built on and extended well enough.
- Although the school has reviewed the curriculum to include more relevant units of work that are naturally linked to other subjects, opportunities have been missed to incorporate and make more of the many links that the school has with different countries.
- Pupils' understanding of environmental issues is strong. But opportunities to increase their understanding of global issues and recognise their complexity and impact on the world are not always taken.

## Areas for improvement

Areas for improvement, which we discussed, include the need to:

- develop assessment practices which effectively track pupils' progress and help receiving teachers build on pupils' prior skills to increase rates of progress
- incorporate the links with other countries more explicitly into the geography curriculum and increase pupils' knowledge and understanding of global issues that impact on their lives
- ensure that there is appropriate recorded evidence of the full range of work undertaken and that there is sufficient challenge for higher attaining pupils.
- provide opportunities for the subject leader to attend appropriate continuing professional development courses and enable her to disseminate good practice.

As I explained in my previous letter, a copy of this letter will be sent to your local authority and will be published on Ofsted's website. It will also be available to the team for the next institutional inspection.

Yours sincerely

Paul Weston  
Her Majesty's Inspector