

Goodnestone Church of England Primary School

Inspection report

Unique Reference Number	118686
Local Authority	Kent
Inspection number	339278
Inspection dates	22–23 March 2010
Reporting inspector	Wendy Simmons

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

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	55
Appropriate authority	The governing body
Chair	Nikki Ellen
Headteacher	Cliff Collins
Date of previous school inspection	23 March 2010
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Introduction

The inspection was carried out by two additional inspectors. Inspectors looked at a wide range of evidence. All four class teachers were observed and 10 lessons were seen. Inspectors looked at examples of pupils' work and assessment information. Meetings were held with pupils, staff and five governors. Inspectors evaluated a range of documentation, including the school's improvement planning and safeguarding information. In total, 35 parents' and carers' questionnaires were analysed, together with pupil and staff questionnaires. Informal discussions were also held with 20 parents and carers in the playground.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- the quality of the Early Years Foundation Stage
- how well mathematics is developing, especially for the most able pupils and for those with special educational needs and/or disabilities
- why pupils appear to do well in English and science
- if attainment is higher than expected for the current Year 6
- the accuracy of leaders' self-evaluation, especially about the priorities for development and the outcomes for pupils.

Information about the school

Goodnestone is a small school in a rural village setting where few pupils are eligible for free school meals. Most pupils come from White British backgrounds and a few come from other White European or Asian heritages. A lower than average proportion of pupils have special educational needs and/or disabilities. Their needs often link to emotional and behavioural difficulties or moderate learning difficulties. Children join the school in the Early Years Foundation Stage mixed-age Reception and Year 1 class. Three classes are on site and the school uses the village hall as a classroom, dining room and extra sports area. Plans are underway to provide two new classrooms.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

2

The school's capacity for sustained improvement

2

Main findings

Goodnestone is a good school, where pupils feel outstandingly safe and happy. Parents and pupils commented that the school is one big family. The care given to pupils is outstanding. One parent explained, 'Each child is cherished whether they are sporty, arty, academic, dramatic, comedians, and musical or just for their smile that lights a room.' The school is well led by a dedicated headteacher, staff and governors.

Pupils benefit from a rounded education and this helps them to be well prepared for their future lives. They grow in confidence and learn basic skills well. The school also has several additional outstanding features. These include pupils' contribution to the community and the partnership with parents and carers, which help pupils to succeed and contribute much to this happy community school. Many parents and carers commented about how they are pleased with everything. Pupils, parents, carers, staff and inspectors agree that pupils' behaviour is outstanding.

Pupils enjoy school because teachers make learning fun. Teaching is good overall. As one pupil said, 'Teachers are fair, they take you seriously and are kind and helpful, they have a sense of humour and you learn lots of stuff.' Pupils make good progress as they move through the school. Progress is especially impressive between Years 3 and 6, where teaching is often outstanding. In these lessons, all ability groups are very well challenged, but in other lessons in the school sometimes the most able pupils are under challenged and there is variation in how well resources are used to help pupils to learn to very best effect.

Pupils achieve well and this is especially so in English and science. In mathematics, although achievement is satisfactory and improving, it remains an area for further development. Whilst improvement planning correctly focuses on mathematics, the development plan is too general for this subject and lacks precise detail about each step and action for improvement. Despite this, leaders demonstrate a good capacity to improve because their self-evaluation and actions to improve are good overall. As a result, since the last inspection, attainment has risen to above average for the last two years by the end of Year 6 and there is an increasing proportion of outstanding teaching.

Leaders know that aspects of spiritual, moral and social education are especially strong. Pupils' good spiritual development was evident in assemblies and in lessons. Very strong links with the church aid this. Pupils develop an outstanding moral code and their social skills are very impressive. Leaders have clearly identified that pupils' multicultural awareness is only satisfactory. There are strengths in cultural learning about history, art and music but multicultural development is not as strong. The headteacher correctly

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noted, 'Pupils need more opportunities to work and socialise with children and adults from different religions and ethnic backgrounds and this will help wider community cohesion to be better than satisfactory.'

What does the school need to do to improve further?

- Raise the quality of teaching, learning and achievement to outstanding by:
 - making sure that lessons are always challenging for the most able pupils
 - sharpening up the improvement planning in mathematics
 - using mathematical resources to very best effect to accelerate the pace of pupils' learning and their understanding
 - giving pupils more time to act on teachers' helpful marking comments to edit and extend their writing and work
 - making better use of information and communication technology (ICT) to extend pupils' independent learning.
- Increase opportunities for multicultural education by:
 - making more specific links within a wide range of subjects
 - providing greater opportunities for pupils to meet other children and adults from different religious and cultural backgrounds
 - building on the work already started to further enhance community cohesion.

Outcomes for individuals and groups of pupils**2**

Pupils achieve well. They read and write for meaningful reasons and enjoy doing extended pieces of writing. However, the sample of work seen shows some opportunities are missed for editing and improving work to accelerate achievement from the present good to outstanding in the future. This improvement is beginning, as an outstanding lesson showed when pupils worked in imaginative ways in groups to write, edit and invent musical sounds for their 'Sound Collector' poems.

In science, pupils make good progress and achieve well because they do plenty of experiments and accurately use specific scientific vocabulary. The sample of work showed that pupils in Years 5 and 6 are especially skilled at coming to conclusions, which is a factor in why pupils reach high levels of attainment.

In mathematics, the increased emphasis on doing real life investigations helps pupils to think hard about how to solve problems. This was seen in a good and challenging lesson when pupils worked out how to arrange Easter eggs so that the pattern on the wrappers only appeared once in each row and column. However, in this good lesson, picture resources were produced in black and white. As a result, these were not helpful enough in guiding pupils to quickly see the mathematical pattern and thus accelerate learning to be outstanding. In a satisfactory Year 2 lesson, pupils had fun acting as calculating machines, but resources were not used to best effect to lift the learning to good. In an outstanding mathematics lesson in Years 5 and 6, resources were used very well to help

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all ability groups to learn to very best effect.

Pupils with special educational needs and/or disabilities make good, and sometimes outstanding, progress due to the school's nurturing ethos and effective support in English, mathematics and science. This was very evident when pupils with writing difficulties, especially boys, had fun writing outside with chalks. They used letters and sounds very well to write questions for the Year 2 animal research work. One pupil was delighted when he wrote, 'I wonder how a mosquito puts its bite in you'. Pupils with behaviour difficulties quickly learn what is expected of them and they try very hard because they are helped to have self-worth and want to succeed.

Pupils enjoy sporting activities and the school works hard with limited space to help pupils to be fit. Pupils know much about how to eat healthily, but they admit that sometimes they forget to apply best quality hygiene to stop germs and bugs by washing their hands as regularly as possible. Pupils love to sing, and do things for others through fundraising for charities, by taking a superb part in local village events and by working closely with other schools in the local area.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account: Pupils' attainment ¹	2
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	1
Pupils' behaviour	1
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	1
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	2
Taking into account: Pupils' attendance ¹	2
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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Teaching ranges from satisfactory to outstanding. Teachers plan their lessons well and assess pupils' learning carefully to ensure that lessons build on the previous ones. Teachers set very clear targets for pupils to work on to improve, and target setting in Years 5 and 6 is outstanding and amongst the best that the inspector has seen. Teachers mark pupils work well and give them clear guidance to improve, but there are missed opportunities for pupils to act on their teachers' comments to accelerate progress even faster. Teachers ensure that pupils have plenty of opportunities to talk about their ideas. Outstanding work on 'Midnight Fox' was a fine example of this as pupils shared their views, empathised and understand the story by linking reading with drama. Teachers plan lessons to meet pupils' wide ranging needs in most lessons well but this tends to be better in Key Stage 2 than in Key Stage 1. This was done especially well in a Years 5 and 6 lesson when pupils calculated different ways to spend £6,250 when planning how to build and equip their new classrooms.

Exciting links are made between subjects and these are enhanced by a good range of visits and clubs. Teachers use information and communication technology (ICT) well to help pupils to understand what they are learning about. However, resources for ICT are not used consistently well in lessons to extend their independent learning, for example by using animation, data and word processing programs across the curriculum.

The excellent care the school provides helps pupils to thrive. Parents and carers confirmed this. As one explained, 'The school has worked very hard to accommodate my child's complex learning and behavioural needs. They have invested a great deal of effort in building his self-esteem and enabling him to achieve his greatest goal of catching up to his class educational level.' Good links with outside agencies ensure that vulnerable pupils and those with special educational needs and/or disabilities are nurtured very well.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	1

How effective are leadership and management?

Leaders keep a close eye on the quality of teaching and learning in different classes, and from the samples of work seen they have high expectation and clear vision and drive for improvement. For example, teachers are given good overall guidance on how to improve lessons and, as a result, English and science have improved in the last two years. The Early Years Foundation Stage is currently being closely monitored and supported because children are in a mixed-age class. Governors are fully involved in the

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self-evaluation process; they ask challenging questions about how well pupils are doing and give freely of their time. There is a rigorous approach to safeguarding pupils.

Leaders promote and sustain very effective links with parents and carers and through these they make sure that equal opportunities are well promoted and discrimination is not tolerated. Equal opportunities are good but not yet outstanding because a few more able pupils could be doing even better in writing and mathematics. Links with other local organisations are good. For example, pupils' learning is aided by links with a well-known pharmaceutical company by attending scientific workshops. The school does well in promoting local community cohesion but there is more to do to ensure that pupils have a wider understanding of different faiths and cultures; this is why community cohesion is judged to be satisfactory.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	1
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

As a result of good leadership, the school is managing a change in staffing in the Early Years Foundation Stage well. Children benefit from lively, challenging and good teaching. They are welcomed into a caring and happy class. Children's learning is enhanced by the well-established links with parents and carers and detailed ongoing assessments of children's capabilities. The next steps of children's learning are carefully planned and this enables children to make good progress. As a result, attainment is slightly higher than average by the end of their time in their Reception year. Personal and creative developments are especially well promoted, with plenty of opportunities for children to develop their independence and cooperation. Outstanding role play and fun

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investigation activities really aid their development. A good balance of teacher-directed and free-choice activities allow children to learn in different ways both inside and outdoors. Children had great fun mixing real herbs and spices to make 'yucky bananas' when playing as chefs and they spontaneously used much imaginative vocabulary when explaining what they were doing.

Leaders have clear plans for development which include sharpening up the planning for the mixed Year 1 and Reception class to ensure that all children are consistently well challenged, especially the most able. They also identified that attainment in writing could be higher. Staff are working well to develop this. For example, children designed and made tee shirts and cakes to go with their fundraising ideas for the Royal Society for the Prevention of Cruelty to Animals project, and then wrote about this by making posters and mini books. Children behave well most of the time but sometimes they get over excited. This is because adults are terribly keen, and sometimes even over enthusiastic, and occasionally they forget to calm the atmosphere in the classroom.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

Close to a half of all parents and carers responded to the questionnaire. The findings confirm that parents and carers are delighted with the school overall. They commented very favourably about how their children enjoy school and are very well cared for. In the words of one parent, 'Staff are dedicated and the care is second to none.' The only common area of concern was over the fact that cats go into, and foul, the play area. The inspector found that the school has pursued many options to distract cats and keep the area clean. However, the headteacher agrees that this is not always done on a daily basis in a rigorous enough way to ensure that the site is totally spotless.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Goodnestone Primary School to complete a questionnaire about their views of the school. In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 35 completed questionnaires by the end of the on-site inspection. In total, there are 82 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	30	86	5	14	0	0	0	0
The school keeps my child safe	21	60	13	37	1	3	0	0
The school informs me about my child's progress	26	74	7	20	1	3	0	0
My child is making enough progress at this school	21	60	12	32	1	3	0	0
The teaching is good at this school	24	69	9	26	1	3	0	0
The school helps me to support my child's learning	23	66	10	29	0	0	0	0
The school helps my child to have a healthy lifestyle	20	57	11	31	2	6	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	23	66	11	31	0	0	0	0
The school meets my child's particular needs	23	66	11	31	0	0	0	0
The school deals effectively with unacceptable behaviour	20	57	14	40	0	0	0	0
The school takes account of my suggestions and concerns	21	60	12	34	0	0	1	3
The school is led and managed effectively	23	66	10	29	1	3	0	0
Overall, I am happy with my child's experience at this school	26	74	8	23	0	0	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> ■ The school's capacity for sustained improvement. ■ Outcomes for individuals and groups of pupils. ■ The quality of teaching. ■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships. ■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



26 March 2010

Dear Pupils

Inspection of Goodnestone Primary School, Goodnestone CT3 1PQ

You may remember that two school inspectors visited your school recently. Thank you for being so friendly and helpful when we spoke to you.

You go to a good school. You can feel very proud of yourselves as your behaviour is excellent and you are very kind and respectful to each other. In particular, you make an outstanding contribution to the community, well done and please keep it up. As you told us, you are very safe and extremely well cared for and we agree. This is because your teachers do a fantastic job to help you to enjoy and overcome any worries and difficulties that you have. You make good progress in learning new things because teaching is good and teachers work hard to make learning fun, some lessons are outstanding. The adults work very closely with your parents and this helps to give the school a special family feel. You are working hard to be fit and healthy, but please remember to wash your hands before lunch every day.

Your headteacher and governors are working well to make the school better for you. We have asked them to work on the following important things to help with this.

- Make more lessons good and outstanding, especially helping those of you who find learning easy to be given some more challenges.
- Help you to learn mathematics in the best possible way.
- Give you more time to think about the helpful marking comments that your teachers provide for you so that you can extend and improve your writing.
- Help you to make better use of ICT in lessons to help you with your learning
- Help you to understand more about how other children and adults live their lives by learning more about different religious and cultural backgrounds. This will help you to know more about the wider world community.

Good luck in the future and I hope that you soon get your new classrooms.

Yours sincerely

Wendy Simmons

Lead inspector

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