

# Goodrington School

Independent school inspection report

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Unique Reference Number (URN)	102356
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Reporting inspector	George Logan

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## Purpose and scope of the inspection

This inspection was carried out by Ofsted under section 162A of the Education Act 2002<sup>1</sup>, as amended by schedule 8 of the Education Act 2005<sup>2</sup>, the purpose of which is to advise the Secretary of State for Children, Schools and Families about the school's suitability for continued registration as an independent school.

This was a light touch inspection which focused principally on the quality of education provided by the school; its provision for the pupils' spiritual, moral, social and cultural development; the arrangements for safeguarding pupils; and, the improvements the school has made since its last inspection.

## Information about the school

Goodrington School is a non-selective independent day primary school for boys and girls aged from 3 to 11 years. There are currently 73 pupils on roll, 10 of whom are part time. The school opened in 1935 and is located in Emerson Park, close to Hornchurch town centre, in Essex. The school has 27 children in the Early Years Foundation Stage, 20 of whom are funded under the government nursery education scheme. From the Nursery to Year 2, children are taught in single-year classes. Older classes are organised as mixed-aged groups. There are no pupils with a statement of special educational needs. The school aims to 'provide a school that cares about its pupils being secure and happy while they learn'. The last inspection was in May 2007.

## Evaluation of the school

Overall, Goodrington School provides a good quality of education for its pupils and meets its aims effectively. However, provision in the Early Years Foundation Stage is only satisfactory at present because there are inconsistencies in the implementation of the appropriate curriculum. Pupils make good progress in developing their reading, writing and mathematical skills because teaching and assessment are good. The curriculum is satisfactory overall, with a few weaker aspects in relation to physical education and technology. Pupils' spiritual, moral, social and cultural development and behaviour are good. Most aspects of the provision for the welfare, health and safety of pupils are rigorously implemented. However, welfare, health and safety are satisfactory overall because training in safeguarding, although meeting minimum requirements, has been spasmodic although several planned training events are imminent. The school has adequately addressed the issues identified at the last inspection, except that the regulation relating to the provision of accommodation for children who become ill is not fully met.

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<sup>1</sup> [www.opsi.gov.uk/acts/acts2002/ukpga\\_20020032\\_en\\_14#pt10-ch1-pb4-l1g162](http://www.opsi.gov.uk/acts/acts2002/ukpga_20020032_en_14#pt10-ch1-pb4-l1g162)

<sup>2</sup> [www.opsi.gov.uk/ACTS/acts2005/ukpga\\_20050018\\_en\\_15#sch8](http://www.opsi.gov.uk/ACTS/acts2005/ukpga_20050018_en_15#sch8)

## Quality of education

The quality of education is good overall, as outcomes and progress for children and pupils are good. Provision for children in the Early Years Foundation Stage is satisfactory overall, as implementation of the early years curriculum is less well embedded in Reception than in Nursery. The school curriculum is satisfactory overall, but not quite as strong as at the last inspection. The school teaches almost all the subjects of the National Curriculum, although there is limited provision for design and technology and for some elements of the physical education curriculum, including dance and swimming. There is a strong focus on developing pupils' key skills in the core areas of English, mathematics and science and these are taught thoroughly and mostly to a high standard. Standards in English and mathematics by the end of Year 6 are well above the national average, but standards in science are only just at the national average. Pupils' underlying knowledge is extensive, as reflected in their recorded work, but their skills in investigative science are less well developed. Pupils are taught information and communication technology (ICT) skills each week, although the use of ICT to support their learning in other subjects is limited. The school has recently invested in new laptops, thus providing the opportunity for ICT to be used more flexibly across the school. Policies and outline schemes of work exist for each subject. Although these are generally brief, they provide a structure for the teaching and, given that staff are very experienced, support good progression in pupils' learning in most subjects. There is some opportunity for cross-curricular work, mostly centred on themes from history and geography. These subjects are, as a result, thoroughly developed and give pupils very good opportunities to apply their well-developed literacy skills. A very effective programme of personal, social and health education is provided, both through discrete lessons and through other areas of the curriculum. Pupils learn French from Year 1. They enjoy singing and have the opportunity to learn recorder as part of their weekly music lessons. The range of after-school clubs is not extensive. Pupils have occasional opportunities to visit local places of interest to enhance their learning, and visitors, such as the local bank manager, occasionally come to school. In their responses to the pre-inspection questionnaire, a significant number of parents felt, with some justification, that this was not a particularly strong aspect of the school's provision.

Teaching and assessment are good overall but are satisfactory in the Early Years Foundation Stage. This is a less secure picture than at the last inspection because the quality of teaching varies between classes and does not consistently reflect good Early Years Foundation Stage practice. Classes are small and some subjects, such as physical education, music and French, are taught by staff with specialist skills. Most teachers thus have good subject knowledge and teaching is effective, so ensuring that pupils make good progress. Older pupils in particular are encouraged to be active learners and to respond and challenge in lessons, so that they extend their understanding and thinking skills. The standard of presentation of work is high, particularly for the older pupils. Work is recorded with considerable rigour, reflecting pupils' very positive attitudes to learning.

Assessment is generally good in the main school and satisfactory in the Early Years Foundation Stage. The school uses a number of internal and externally-validated tests and assessments to identify appropriate targets for pupils. Pupils know their targets and have an understanding of what they need to do next to improve. Teachers mark pupils' work in some detail, although they do not always set down in writing what it is that pupils need to do next. Staff have a very close knowledge of pupils' attainment and closely monitor their progress, in part as a result of the very small classes. Pupils are provided with additional support or challenge as necessary. New assessment arrangements have been introduced in the Early Years Foundation Stage. However, these are not yet fully embedded and practice is inconsistent, so that assessment information is not, at present, used uniformly to inform planning.

At present, children make satisfactory, although inconsistent, progress in the Early Years Foundation Stage in relation to their starting points and capability. Progress accelerates rapidly from Year 2 and this underpins the high standards pupils reach, particularly in English and mathematics, by the time they leave Year 6.

### Spiritual, moral, social and cultural development of the pupils

From the Early Years Foundation Stage onwards, pupils' spiritual, moral and social development is good. Their cultural development is satisfactory, as was the case at the last inspection. Teachers are very successful in fostering pupils' enjoyment of school and their positive attitudes towards learning. As a result, attendance and behaviour are good. Pupils are polite and friendly to visitors and are very supportive of one another. The school helps pupils to develop into mature and responsible young people who are able to think for themselves and who feel responsibility for others in the local community and wider world. Good basic skills and the ability to work productively with others ensure that pupils are well prepared for their adult lives and future economic well-being. Pupils know what they like about school and make sensible suggestions about what could be better. However, there is no school council or other formal means for pupils to present their views of school or how it could be improved. Pupils form a cohesive family group and the older pupils act as very good role models for the younger ones. This is reinforced appropriately by the election of the head boy and head girl. There are good opportunities for pupils to take on responsibilities within the community. The small number of pupils means that each has an identity and can play a major role in the life of the school, for example by performing in the drama productions. The staff set high expectations of behaviour, which all pupils meet successfully. Across the school, the atmosphere is warm, welcoming and inclusive and this promotes very positive relationships between pupils and adults. Pupils get on well together and friendships are formed regardless of heritage. Mutual respect underpins relationships within the school. However, while some festivals are celebrated, the school acknowledges the need to increase the range of multicultural resources and to broaden pupils' understanding of the diverse ethnic groups within the local community through visits or through visitors from different minority ethnic or faith communities.

## Safeguarding pupils' welfare, health and safety

The provision for children's and pupils' welfare, health and safety is satisfactory in the main school and in the Early Years Foundation Stage. Many aspects, such as the school's attention to fire safety, first aid, safety on the premises and the assessment of risk on and off the premises, are very rigorous. There are appropriate policies, procedures and training in place to ensure that pupils are cared for well. However, there are no dedicated facilities for pupils who are ill. Pupils have a good understanding of the importance of staying healthy. They feel very safe, have no concerns about bullying and are confident that there are always adults around to help them. Their confidence is boosted by the good communication which exists between staff and parents and carers. Since the last inspection, the school has implemented a development plan which has regard to the Disability Discrimination Act 2002 in respect of accessibility to the premises; much of the ground floor is already accessible by ramp. The ratio of staff to pupils at playtimes and lunchtimes exceeds requirements and any injuries and incidents are appropriately recorded. Satisfactory arrangements for safeguarding are in place. The headteacher has recently undertaken safer recruitment training. All appropriate checks are made prior to the appointment of staff, including their employment history, qualifications and medical fitness. The school maintains a single central register of the required checks on staff. Some safeguarding training has taken place recently and additional training for the whole staff is imminent.

## Effectiveness of the Early Years Foundation Stage

Provision and outcomes for children are satisfactory and most children reach the expected level by the time they leave Reception. This represents a slightly less secure picture than at the last inspection. Children settle quickly in the Nursery, develop confidence rapidly, feel safe and enjoy their first experiences of school. Their personal and social development is relatively strong. They are keen to learn and make brisk progress. However, there is some imbalance between the two classes and the generally good teaching and learning in Nursery is only partly sustained in Reception. Reception children develop secure skills in recognising letters and sounds and in number skills within a rather formal curriculum. Activities are sometimes over directed by the teacher, with few opportunities for children's choices, creativity and independence. Activities do not always have a clear focus for learning, restricting progress. Knowledge and understanding of the world is underdeveloped in Reception, with limited use of computers and few technological toys. Reception children do not have free access to the expected range of indoor and outdoor activities. These are not planned for adequately and are inconveniently located. The Nursery children's classroom is located alongside the well-resourced outdoor area which provides ready access to outdoor activities for the children.

Recently introduced assessment and tracking procedures are not yet embedded, so that the quality of assessment remains inconsistent. Children's profiles are not sufficiently rigorous to support planning and drive more rapid progress, as not all staff are sufficiently well trained in the Early Years Foundation Stage curriculum. Safeguarding arrangements mirror those in the main school. Leadership and management are satisfactory, but there is no overall manager, which is detrimental to the development of a clear vision for the setting and its current satisfactory effectiveness.

## Compliance with regulatory requirements

The school meets all of the Education (Independent School Standards) (England) Regulations 2003 as amended January 2005, with the exception of those listed below.

The school does not meet all requirements in respect of the premises and accommodation (standard 5) and must:

- provide appropriate facilities for pupils who are ill, in accordance with the Education (School Premises) Regulations, 1999 (paragraph 5(l)).

## What the school could do to improve further

While not required by the regulations, the school might wish to consider the following points for development:

- plan for more effective use of ICT, to enhance and extend pupils' learning in all subjects, and for more opportunities for pupils to develop their skills in design and technology and have a broader range of experiences in physical education
- enable pupils to engage more fully with, and extend their understanding of, the diverse ethnic groups which make up the local community
- provide more opportunities for pupils to share their views as to their experience of school and how it might be improved
- ensure that the Early Years Foundation Stage has clear leadership and direction through the appointment of an overall manager, with a particular brief to establish the Early Years Foundation Stage curriculum in both the Reception and Nursery classes.

Inspection judgement recording form

outstanding	good	satisfactory	inadequate
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The quality of education

Overall quality of education		√		
How well the curriculum and other activities meet the range of needs and interests of pupils			√	
How effective teaching and assessment are in meeting the full range of pupils' needs		√		
How well pupils make progress in their learning		√		

Pupils' spiritual, moral, social and cultural development

Quality of provision for pupils' spiritual, moral, social and cultural development		√		
The behaviour of pupils		√		

Welfare, health and safety of pupils

The overall welfare, health and safety of pupils			√	
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The quality of the Early Years Foundation Stage provision

How good are the outcomes for children in the EYFS?			√	
What is the quality of provision in the EYFS?			√	
How effectively is the EYFS led and managed?			√	
Overall effectiveness: how well does the school meet the needs of children in the EYFS?			√	



## School details

Name of school	Goodrington School		
DCSF number	311/6053		
Unique Reference Number (URN)	102356		
Type of school	Primary		
Status	Independent		
Date school opened	1935		
Age range of pupils	3-11		
Gender of pupils	Mixed		
Number on roll (full-time pupils)	Boys: 23	Girls: 40	Total: 63
Number on roll (part-time pupils)	Boys: 3	Girls: 7	Total: 10
Number of pupils with a statement of special educational need	Boys: 0	Girls: 0	Total: 0
Annual fees (day pupils)	£4,200		
Address of school	17 Walden Road Emerson Park Hornchurch Essex RM11 2JT		
Telephone number	01708 448349		
Email address	info@goodrington.org		
Headteacher	Mrs J R Ellenby		
Proprietor	Dr Michael Lauchlan		
Reporting inspector	George Logan		
Dates of inspection	24 March 2010		