

# Goodrich Community Primary School

Dunstons Road, East Dulwich, London SE22 0EP

## Inspection dates

7–8 December 2016

<b>Overall effectiveness</b>	<b>Good</b>
Effectiveness of leadership and management	<b>Good</b>
Quality of teaching, learning and assessment	<b>Good</b>
Personal development, behaviour and welfare	<b>Outstanding</b>
Outcomes for pupils	<b>Good</b>
Early years provision	<b>Good</b>
Overall effectiveness at previous inspection	Good

## Summary of key findings for parents and pupils

### This is a good school

- Senior leaders and governors have high expectations and are ambitious for the school and its pupils. There are effective measures to raise standards and quality. This confirms the school's capacity to improve further.
- Rigorous systems to evaluate the school's performance have resulted in strong progress since the last inspection. Leaders ensure there are thorough procedures to check pupils' progress that link astutely to teachers' performance management.
- Governors are highly effective in the way they hold the school to account. They have an in-depth understanding of the school's priorities and follow these up thoroughly.
- Effective teaching means that most pupils make brisk progress with their learning. This is especially so in English and mathematics. However, the quality of teaching sometimes varies a little from one classroom to another.
- Pupils achieve especially well in art, music and physical education. Artwork around the school is often stunning and all pupils learn a musical instrument.
- Disadvantaged pupils are catching up noticeably with others in the school. However, they do not do as well as other pupils nationally.
- The most able pupils do well in their learning but those with lower starting points do not make the same strong progress.
- Pupils' behaviour in classrooms and around the school is first-rate. Pupils are extremely polite and welcoming. Their attitudes are especially positive, enabling them to make the most of the strong teaching.
- Pupils develop their personal skills extremely well. This is because the school provides a wide range of opportunities and activities that extend the curriculum. Sporting competitions, musical events and visits make a strong impact on pupils' spiritual, moral, social and cultural development.
- The school looks after its pupils with care and sensitivity. It uses well-devised policies to ensure that all pupils get the support they need to overcome difficulties.
- Children in the early years make brisk progress with their learning. This means they are well prepared for work in Year 1.

## **Full report**

### **What does the school need to do to improve further?**

- Ensure that teaching is consistently good so that the differences between disadvantaged pupils and others nationally are reduced and those with lower starting points make enhanced progress.

## Inspection judgements

### Effectiveness of leadership and management

**Good**

- The headteacher's determination to give pupils a first-class education has driven important improvements since the last inspection. With the committed support of senior leaders and governors, the headteacher has established a strong focus on learning throughout the school. This has improved teaching and raised achievement significantly. It also reflects the capacity of senior leaders and governors to make further improvements and provide an excellent education for the school's pupils.
- These improvements have been accomplished, in large part, by setting up rigorous procedures to track pupils' progress and identify their learning needs. Leaders have an in-depth knowledge of the barriers that affect individual pupils' needs and use this information to provide well-targeted support. As a result, no pupil is overlooked.
- A number of factors make the procedures to track pupils' progress especially effective. First, the assessment information is based on the school's own, carefully developed curriculum, and uses a range of external tests. Second, the headteacher is meticulous in checking each teacher's assessments thoroughly every half term. Third, teachers know their pupils very well. As a result, assessment information is accurate and reliable, providing leaders with a clear picture of what is going on across the school and for individual pupils.
- The information about pupils' progress is used to inform the school's procedures for managing teachers' appraisal. Anonymous records show clearly that assessment information helps to set improvement targets for teachers. Success in meeting these targets is used to help appraise teachers' performance and define salary progression. This close link between the assessment of pupils' achievements and the appraisal of teachers' performance contributes strongly to the school's improvements.
- The pupil premium funding is used effectively and the school is methodical in its evaluation of the impact of its spending. For example, one-to-one tuition in mathematics or English for disadvantaged pupils, especially the most able, has proved effective. Similarly, pupils' access to learning mentors and a clear focus on phonics has had a positive impact on learning. The school has evaluated carefully the impact of this work and used the results to adapt and strengthen interventions. This demonstrates leaders' attention to detail and strong capacity for further improvement.
- Similarly, the use of the physical education (PE) and sport premium is effective. The school provides a range of sporting clubs and pupils take part in a variety of sporting activities as well as high-quality PE teaching. Pupils are enthusiastic about these opportunities and have won many awards for their sporting achievements.
- The school promotes pupils' spiritual, moral, social and cultural development very effectively, including their understanding of British values. All staff contribute to the school's positive climate that values and respects everyone. The commitment to equality is strong and is based on making sure that everyone has the opportunity to make the most of what the school provides. This results in staff going the extra mile to support pupils' personal development and achievement. Pupils have a secure understanding of the fundamental British values of democracy, the rule of law, respect and tolerance, and this is reflected in their positive relationships with others.

- The curriculum provides pupils with a suitably broad range of subjects and experiences that develops their academic, creative and physical skills and understanding well. For example, the school's focus on English and mathematics is matched by its emphasis on art and music, as well as the opportunities it gives to pupils to develop their sporting prowess. Pupils study Mandarin in Years 2 to 5 and weaving in Year 3. These experiences are enhanced by a range of after-school activities and educational visits such as the multi-skills club for key stage 1 pupils where they make puppets. The school recognises that subjects such as history and geography require further development and these are identified as priorities in the school's improvement plans.
- The school has also developed its mathematics curriculum with the support of external experts. This is proving particularly successful in improving teachers' subject knowledge and pupils' learning. Leaders recognise that this is a continuing focus for improvement. Teachers have also worked to ensure that the English curriculum grabs pupils' interest and encourages them to read widely. This, too, is successful and pupils are motivated well by the range of topics and books that they explore in lessons.
- Parents are very positive about the school's work, and their children's progress and well-being. The school has worked successfully to develop good communication with parents and carers. For example, it runs regular workshops for parents on topics such as calculation in mathematics and the new curriculum. These have been well received by parents, although leaders know that they need to do more to engage all parents. That the school has identified this as a priority is testament to the rigour of its self-evaluation and determination to improve even further.
- Senior leaders have used their expertise to support other schools. As well as helping local schools, the Goodrich mathematics curriculum has also been shared with around 50 schools nationally.

### **Governance of the school**

- Governance is especially strong. Governors share senior leaders' purpose and resolve. They have a very well-developed understanding of their strategic role and distinguish between holding the school to account and getting involved in its day-to-day management carefully.
- Governors bring a wide range of expertise to their work and have an in-depth understanding the school's performance and priorities. This enables them to interrogate the detailed information the school provides effectively. For example, they know precisely where the school's strengths and weaknesses lie, and support the school in taking determined action to realise improvements.
- Governors are skilled in asking challenging questions of the school and follow up issues from one meeting to another diligently. This means that governors are always able to keep their eye on the ball and ensure that priorities are tackled rigorously. For example, governors played a significant role in improving the behaviour policy and practice.
- Governors have received appropriate training in safer recruitment and in other elements of child protection such as preventing extremism and radicalisation. They fulfil their statutory responsibilities effectively.

### **Safeguarding**

- The arrangements for safeguarding are effective.
- Senior leaders maintain a robust overview of safeguarding and are vigilant in ensuring that policy and procedures work effectively. Record-keeping is robust and concerns are

dealt with appropriately. There are effective links with external agencies that enable the school to ensure that any concerns are followed up conscientiously.

- Staff are provided with regular training so that they are able to recognise the signs of abuse, including female genital mutilation. They have also been trained to understand how to raise concerns about radicalisation, extremism and the government's 'Prevent' duty.
- Policies are up to date and take account of the new requirements, including those related to understanding the appropriate safeguarding documents and guidance.

## Quality of teaching, learning and assessment

**Good**

- Teaching is typically strong across the school although there are some small variations from classroom to classroom. While teaching is rarely less than good, it sometimes lacks sufficient challenge to ensure that all pupils achieve their potential. For example, while the most able pupils make sustained progress with their learning, some disadvantaged and lower-attaining pupils are hampered by work that is not quite matched to their needs.
- Despite these differences, teachers have good subject knowledge, which they use skilfully to make their lessons interesting. For example, a video about the work of a Christmas charity stimulated pupils and encouraged them to write effectively. Pupils were highly engaged in the lesson and their comments were moving, showing their ability to empathise with others and write with understanding. This made a significant contribution to pupils' learning and they made brisk progress.
- Teachers nearly always have high expectations of pupils. Books show that pupils of all abilities, including the most able, make brisk progress with their learning. For example, in classes in Years 5 and 6 pupils completed a good amount of writing and were stretched and challenged by the tasks.
- Teachers provide pupils with feedback that has a real impact on pupils' work. In many books seen by inspectors, especially higher up the school, the supportive feedback guided pupils to take the next step to improve their work. In mathematics, for example, pupils were able to develop greater depth in their understanding. While the impact of feedback is not entirely consistent, and occasionally some pupils get less effective advice, it is improving as a result of leaders' careful monitoring of teaching quality.
- Assessment is reliable and accurate. Consequently, leaders and teachers have a good range of information with which to plan lessons. This enables them to provide extra support for those who are falling behind with their work or finding things difficult. This has a clear impact on pupils' progress, especially disadvantaged pupils, the most able and the most able disadvantaged pupils.
- Reading is taught effectively. The good-quality phonics teaching helps pupils to segment and blend unfamiliar words successfully. In addition, the school's guided reading programme has been developed to ensure that pupils have books that engage and interest them. This work is having a clear impact on pupils' reading skills, including pupils who speak English as an additional language. The school recognises that there is still work to do to improve them even further.
- Mathematics is taught well. This is the result of the school's 'bespoke' mathematics curriculum. It is used most effectively to provide opportunities for pupils to develop

their investigative and reasoning skills to greater depth. This work has also enabled teachers to improve their mathematical subject knowledge, thus ensuring that standards are rising.

## Personal development, behaviour and welfare

## Outstanding

### Personal development and welfare

- The school's work to promote pupils' personal development and welfare is outstanding.
- Pupils enjoy school a great deal, particularly their lessons and teachers. They say that the school is 'like one big family'. Pupils commented that one of the things they value is the way teachers help them with their problems or when something in class is difficult. They singled out the 'sunshine corner' for praise.
- Pupils are very keen to make the most of the many opportunities the school provides to take on roles of responsibility. Play leaders, buddies and being a member of the school council are seen as important jobs and pupils take them seriously. These activities are supported effectively by the learning mentors, who have drawn up a range of games and activities for play leaders and buddies to use with other pupils. As a result, pupils are not only involved in the everyday life of the school but also in supporting others.
- Relationships between pupils and with adults are excellent. Teachers show great care for pupils and know them extremely well. This enables teachers to deal with pupils' concerns sensitively and with care. Although pupils say that there are some instances of bullying, they note that it is rare. If it does happen, teachers deal with it quickly and effectively.
- Pupils have a well-developed knowledge of the British values of democracy, the rule of law, tolerance and respect. They understand how these values apply to the way they treat and look after others. Pupils are very respectful of others and understand that being tolerant means helping those who may be experiencing difficulties.

### Behaviour

- The behaviour of pupils is outstanding. They behave impeccably in classrooms and their conduct around the school is calm and sensible. Pupils are very polite and well mannered. Teachers' high expectations mean that pupils know how to behave well. There is little disruption to learning in lessons and pupils concentrate without being constantly chivvied by teachers. Pupils take great care to present their work neatly and are ready to share ideas with others.
- Pupils have excellent attitudes to school and their work. This is the result of having work that is stimulating and interesting, as well as their strong commitment to learning. They understand how to behave as learners and persevere when work becomes difficult.
- The great majority of pupils attend school regularly. Attendance has improved over the past year and is now above the national figures. The number of pupils excluded from school for a fixed period has decreased significantly, especially for those eligible for free school meals.

## Outcomes for pupils

**Good**

- Pupils make good progress from their different starting points to achieve at least average standards. Some pupils, especially the most able, do well and reach above-average standards but a small number do less well.
- In the Year 6 tests in 2016, pupils did not achieve as highly in reading as in writing and mathematics. There were also variations between different groups of pupils. The most able pupils did well in all three subjects, achieving above the national average. On the other hand, the lower-attaining pupils made slower progress than others in reading and mathematics. There has been a noticeable improvement in the achievements of the lower-attaining pupils currently in the school, especially in Year 6. While some differences remain, the focus on reading and mathematics, and well-targeted interventions, are having a positive impact. Standards across the school are improving on those achieved last year.
- The achievements of disadvantaged pupils were a similarly mixed picture. Some of the most able disadvantaged pupils made swift progress in writing and expected progress in mathematics. However, the achievements of some other disadvantaged pupils, like those of their peers, were below expectations in reading and mathematics. Again, there is evidence from pupils' books that disadvantaged pupils are catching up with others well as a result of the effective use of additional funding. However, the attainment of disadvantaged pupils remains below others in the school and nationally.
- Pupils who have special educational needs and/or disabilities make less progress than others in the school. However, there are clear signs that the school is tackling this effectively and that current pupils are making better progress than in the past. This is the result of the school's robust procedures for identifying pupils' learning needs and providing targeted support.
- Achievement in the key stage 1 tests in 2016 shows a similar pattern to key stage 2, with disadvantaged pupils doing less well than others in the school and nationally. Writing was the strongest subject. In reading, writing and mathematics, the most able pupils did well while the less able underachieved. Pupils' achievements are improving in this key stage but at a slower rate than for those in key stage 2.
- Pupils who speak English as an additional language make increasingly good progress as they move up the school. This is because of the effective way reading is taught, which helps pupils to develop their language skills well. However, this is an ongoing challenge for the school when new pupils arrive midway through the year with little or no English.

## Early years provision

**Good**

- The early years provision is good. Leadership is effective in ensuring that children get a solid start to their education so that they are ready for the more formal education in key stage 1.
- The proportion of pupils reaching the expected standard in phonics has risen over the past three years and is now above the average. There was a big jump in the achievement of disadvantaged pupils in phonics in 2016 and although standards remain below average, the differences between them and other children have diminished significantly.

- The proportion of children reaching a good level of development has also risen steadily. Teachers have a reasonably secure understanding of children's starting points and use learning journals to record work completed. These are well presented and often used by children to reflect on their learning, although they could be more evaluative.
- Children in the Nursery classes make brisk progress with their learning. The Nursery environment, including the outdoor space, is very stimulating and excites children. The range of resources and activities available enables children to sustain their concentration and persevere in the face of difficulties. For example, pupils were engrossed when using the specially designed water fountain and could talk sensibly about what they were doing. Girls playing on the climbing frame were absorbed in their game and were developing their social skills well. Warm and caring relationships add significantly to children's learning and their behaviour. As a result, children feel safe and secure.
- Teaching and learning in the Reception classes is strong, although the outside environment is not as stimulating as that for the Nursery. This means that children do not develop some of their skills as much as they could. Nevertheless, there is much to celebrate in the Reception classes. For example, phonics, early writing and extended writing are taught effectively, enabling children to develop and explain their ideas. Another strength is the way teachers model language so that children's speaking skills develop well. This has a positive impact on children's progress.
- In both the Nursery and Reception classes, disadvantaged children make good progress. This is because leaders use additional funding effectively. The proportion of disadvantaged children reaching a good level of development is increasing. Girls generally do better than boys, although this difference diminishes over time.
- The school has fostered positive partnerships with parents successfully. Parents say that teachers are very approachable and that they get helpful information about their children's learning.

## School details

Unique reference number	100790
Local authority	Southwark
Inspection number	10008705

This inspection was carried out under section 8 of the Education Act 2005. The inspection was also deemed a section 5 inspection under the same Act.

Type of school	Primary
School category	Community
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	678
Appropriate authority	The governing body
Chair	Mr Richard Cottrell
Headteacher	Mr Craig Voller
Telephone number	020 8693 1050
Website	<a href="http://www.goodrich.org.uk/">www.goodrich.org.uk/</a>
Email address	<a href="mailto:office@goodrich.southwark.sch.uk">office@goodrich.southwark.sch.uk</a>
Date of previous inspection	22–23 March 2012

## Information about this school

- The school meets requirements on the publication of specified information on its website.
- The school is much larger than the average primary school.
- The proportion of pupils known to be eligible for free school meals is above average.
- The proportion of pupils who speak English as an additional language is well above average.
- The proportion of pupils who have special educational needs and/or disabilities is average.
- The school meets the current government floor standards, which set out the minimum expectations for attainment and progress of pupils by the end of Year 6.

## Information about this inspection

- Inspectors observed learning in each year group, including in the Nursery and Reception classes. Many of these observations were carried out jointly with school leaders.
- Pupils' work in books across the range of subjects was looked at.
- Inspectors listened to pupils from Years 2 and 6 reading.
- Inspectors looked at behaviour at break and lunchtime.
- Discussions were held with senior leaders, governors, subject leaders, pupils and parents.
- A range of documentation and policies was scrutinised, including the school's self-evaluation and improvement plan, records of pupils' behaviour and attendance, assessment information and the minutes of the governing body.
- Inspectors scrutinised records relating to the quality of teaching and the school's website, including information about extra-curricular activities, trips and visits.
- Records, policies and procedures relating to safeguarding were reviewed.
- Inspectors took account of 149 responses to Ofsted's online survey, Parent View.

## Inspection team

Brian Oppenheim, lead inspector	Her Majesty's Inspector
Jonathan Newby	Ofsted Inspector
Nick Flesher	Ofsted Inspector
Julian Grenier	Ofsted Inspector
Shaun Dodds	Ofsted Inspector

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