

# Goring Church of England Primary School

## Inspection report

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<b>Unique Reference Number</b>	123201
<b>Local Authority</b>	Oxfordshire
<b>Inspection number</b>	340305
<b>Inspection dates</b>	24–25 November 2009
<b>Reporting inspector</b>	Tony Shield

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

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<b>Type of school</b>	Primary
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	177
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Victoria Swan
<b>Headteacher</b>	Angela Wheatcroft
<b>Date of previous school inspection</b>	7 November 2006
<b>School address</b>	Wallingford Road Goring-on-Thames Reading RG8 0BG
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## Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 11 lessons and held meetings with governors, members of staff and pupils. They observed the school's work and looked at a range of documentation, including the self-evaluation form, safeguarding and other policy documents, the school improvement plan and records of pupils' progress. They also took into account the views of pupils, staff and of 98 parents expressed in questionnaires.

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

- evidence that all pupils, including boys in mathematics and science, are making at least good progress
- how consistently teaching challenges all pupils to make at least good progress
- the extent to which all staff are contributing to self-evaluation and school improvement.

## Information about the school

Goring Church of England Primary School is a little smaller than average. Most pupils are of White British origin, although there are small numbers from a range of other ethnic heritages. The proportion of pupils who have special educational needs and/or disabilities is below average. Most of these have moderate learning difficulties. The school provides for children in the Early Years Foundation Stage in its Reception class. There is a privately run pre-school class on site. The school has achieved Healthy School status. The headteacher joined the school in September 2009.

**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

Goring Primary is a good school. The new headteacher is building on its many strengths while creating fresh impetus for change. The school has a caring and welcoming atmosphere which encourages all pupils to thrive and achieve well. This is appreciated by pupils and parents alike. Pupils said they were proud to belong, and one parent, typical of many, commented, 'All my children have attended the school. It has provided them all with a good primary education which they have enjoyed, whilst retaining the comfortable atmosphere of a village school.'

Children get off to a good start in the Early Years Foundation Stage. They love the opportunities for play and exploration both outdoors and indoors. As they move through the school, pupils do well because learning is well managed and teachers inspire and motivate pupils to do their best. Indeed, pupils' positive attitudes and behaviour are key factors in the good progress they make. However, progress is less rapid in Key Stage 2, particularly for boys in mathematics and science. This is because teaching is not always finely tuned to their specific needs and opportunities for all pupils to practise and apply their numeracy and information and communication (ICT) skills across different subjects are limited. On the other hand, pupils demonstrate some high quality and imaginative writing, showing that the school's focus on writing has paid off.

The curriculum is imaginatively planned and offers pupils many opportunities to develop their talents and interests. Music has a high priority and the Big Band involves a good number of pupils and makes a big impression in many ways! The school also makes very good use of its own grounds and the local environment to enhance pupils' learning. Consequently, pupils are proud to contribute through the eco-schools group and have a good understanding of environmental issues. All of these activities considerably enhance pupils' enjoyment of school and their personal development. Most are enthusiastic about school and this is reflected in above-average levels of attendance.

Pupils feel safe and have trust in the adults in the school, because they know that their care and welfare are given a high priority. They know that adults will look out for them. Pupils say that bullying is not tolerated. This leads to a strong sense of community in which everyone looks after each other. In this respect, the school's Christian values permeate. Pupils themselves readily contribute to this sense of community in a number of ways, as members of the Healthy School group or as peer mediators.

The recently appointed headteacher has already made her mark, and the school is poised to move forward strongly. Her inclusive approach has been welcomed by all staff, who are relishing the opportunity to contribute to further improvement. However, as yet not everyone has the skills and confidence to make a telling contribution in their areas

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of responsibility. The use of data, for example to identify trends and patterns in school performance, is not yet rooted in practice, including in the Early Years Foundation Stage. Nevertheless, the school's self-evaluation is accurate and provides a solid benchmark for improvement. Challenging targets are set to raise expectations and provide a spur for further improvement. The school's recent track record, most notably in improving science, suggests that the school's capacity to improve further is good.

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

- Ensure more consistently good progress, especially of boys in mathematics and science through Key Stage 2, by:
  - setting work more closely attuned to the individual needs of pupils
  - providing more opportunities for using and applying numeracy and ICT skills in different subjects to enhance learning.
- Develop the capacity of all staff to make a strong contribution to school improvement by:
  - providing training and support to subject coordinators
  - making more effective use of performance data at school level to identify trends and patterns in the performance of different groups
  - using data to inform self-evaluation and improvement planning in the Early Years Foundation Stage.

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

Pupils enjoy school and have good attitudes to learning, applying themselves diligently to the tasks they are set. They respond enthusiastically and thoughtfully to teachers' questions and work well together in pairs and in groups. They engage energetically in all the school has to offer. This is one of the reasons why pupils do so well. Consequently, pupils from all groups are making good progress, although girls do consistently better than the boys, particularly in mathematics and science. Higher-attaining pupils are challenged effectively and do better than is the case in most schools. Over half of last year's Year 6 pupils reached the higher Level 5 in national tests in 2009. The few pupils from minority ethnic groups also do very well.

Assessments at the end of Year 1 indicate that all pupils do well and reach above-average standards in reading, writing and mathematics. The attainment of Year 6 pupils in national tests has been consistently and significantly above average in English, mathematics and science, with no discernible trend, although science has recovered strongly from a dip in 2007 and mathematics also rose in 2009. Inspectors' observations and scrutiny of pupils' work confirm the school's own evaluations and historical data. Progress is good through the school, but the rate is less consistent through the early years of Key Stage 2.

In classrooms, pupils' behaviour is often exemplary, and only rarely does their

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concentration lapse. Many examples of polite and thoughtful behaviour were seen during the inspection. Pupils' enthusiastic participation in a range of sporting activities and understanding of what constitutes a balanced diet contribute to their good understanding of the need to adopt a healthy lifestyle. The school's 'Pop Lacrosse' team is particularly successful and has reached the national schools' final for the last two years. Pupils' good cultural, moral and social development is supported by the wide range of opportunities and responsibilities they carry out in the school and wider community. Pupils respectfully take the opportunity to reflect on their own lives and the lives of others during assemblies.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	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
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>2</b>
Taking into account:	
Pupils' attendance <sup>1</sup>	2
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

## How effective is the provision?

Lessons are typically purposeful and pupils work excitedly at their tasks. Relationships between adults and pupils are a consistently good feature of all lessons, and learning is always well managed. At its best, expectations are high and teaching makes demands on the pupils to think for themselves and solve problems independently of the teacher. Marking is much improved since the last inspection and pupils are given clear targets to

<sup>1</sup> 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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aim for. Sometimes, not enough reference is made to these in the lesson to keep them in the forefront of their minds, and the use of information about how well pupils are doing is not always used well to ensure that all pupils have work geared to their individual needs. The headteacher has rightly focused on developing more consistency in the quality of pupils' experiences in the classroom. To this end she is working with the staff to develop a teaching and learning policy and to share the good practice that exists in the school more widely.

Many pupils commented on how much they appreciated the extensive range of clubs in the school. The curriculum is also enriched through the Forest Schools programme, visits and visitors, and the teaching of French throughout Key Stage 2. Alongside a curriculum which offers a good balance between teaching literacy and numeracy and other subjects, pupils are well served. Although there are good opportunities for pupils to develop their writing in different subjects, opportunities to develop numeracy and ICT skills, and to ensure that learning has greater relevance, are less well developed.

Good care and welfare is underpinned by very secure relations between adults and pupils. Parents are particularly appreciative of the care and concern shown to their children. The school's Christian values are widely shared and enshrined in the school's comprehensive policies and procedures for looking after individual children's needs, including the most vulnerable and those with special educational needs.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</b>
Taking into account: The use of assessment to support learning	3
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

**How effective are leadership and management?**

The headteacher has recently introduced more systematic management procedures which are enabling both staff and governors to have a better understanding of the school's strengths and weaknesses and to feel involved in school improvement. In particular, the analysis and use of whole-school performance data is being shared more widely. The academic performance of different groups of pupils is now being monitored and analysed carefully and underpins the school's good work to promote equality and tackle discrimination. A good start has been made and staff and governors have responded positively. Nevertheless, there is more to be done before all staff feel confident and good practice is firmly rooted. The school has, however, already demonstrated its capacity to sustain above-average academic performance and make improvements to its provision since the last inspection.

The headteacher is well supported by the committed and knowledgeable governing

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body. Governors have a good understanding of the school's strengths and weaknesses and have effective systems for holding the school to account and for ensuring that they fulfil their statutory duties. The school is meticulous in its approach to safeguarding, including both safe recruitment and child protection. At the time of the inspection, all arrangements for the safeguarding of pupils were fully in place. Resources are deployed effectively to ensure that outcomes for pupils are good and that good value for money is achieved. The school has made a start on its duty to promote community cohesion. It has analysed the context in which the school works and devised an action plan to improve community cohesion. The impact of this work within the school and the local community is good, but there is not, as yet, a clear strategy for systematically engaging the community at all levels beyond the school.

*These are the grades for leadership and management*

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

## Early Years Foundation Stage

Children enter the Early Years Foundation Stage with knowledge and skills which are broadly in line with age-related expectations. They quickly settle into school routines and adults make them feel at home very quickly. Good partnerships with both parents and the on-site pre-school provision also help children feel confident and safe. The care and welfare of all children are given a high priority. They make good progress from the start, particularly within their personal and social development. Children are very well prepared for entry into Year 1 and most make good progress in all aspects of their development. Staff plan a mixture of activities, enabling children to choose for themselves or work in a more structured way with adults. The balance of adult-led and child-initiated activities is usually good, but this is not consistently the case. During



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much of the day, children are excited and highly motivated in what they are doing. This was seen in the regular trip out to the Forest School, when children were observed enjoying learning about the natural environment through creative play. Children are carefully assessed and activities adapted to meet the needs of individuals. The coordinator for the Early Years Foundation Stage has only recently taken on this responsibility. There is a clear sense of direction, a strong focus on helping all children to do well and outcomes and provision are both good. The analysis and use of data to inform improvement planning is underdeveloped.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
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**

Responses were received from 98 parents, representing over half of the families. Those responding were overwhelmingly positive about the school. Almost all believe that their children enjoy school and are safe. Few expressed concerns, although several commented on the level of communication, particularly about the progress of their child. This criticism was not borne out by inspection evidence, and other parents disagreed. One commented: 'This is a very happy, friendly school, where teachers are highly approachable to discuss my child's learning.'

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Goring C of E 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 98 completed questionnaires by the end of the on-site inspection. In total, there are 177 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	60	64	31	33	0	0	1	1
The school keeps my child safe	45	49	46	50	0	0	1	1
The school informs me about my child's progress	26	29	53	59	10	11	1	1
My child is making enough progress at this school	31	33	52	56	7	7	3	3
The teaching is good at this school	31	34	53	58	5	5	2	2
The school helps me to support my child's learning	28	31	49	54	11	12	3	3
The school helps my child to have a healthy lifestyle	28	31	60	66	3	3	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)	19	22	62	73	4	5	0	0
The school meets my child's particular needs	25	27	58	62	8	9	2	2
The school deals effectively with unacceptable behaviour	21	23	60	66	7	0	0	0
The school takes account of my suggestions and concerns	19	23	60	71	4	5	1	1
The school is led and managed effectively	22	26	60	71	3	3	0	0
Overall, I am happy with my child's experience at this school	43	46	46	49	3	3	1	1

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"> <li>■ The school's capacity for sustained improvement.</li> <li>■ Outcomes for individuals and groups of pupils.</li> <li>■ The quality of teaching.</li> <li>■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.</li> <li>■ The effectiveness of care, guidance and support.</li> </ul>
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 November 2009

Dear Pupils

Inspection of Goring Church of England Primary School, Goring-on-Thames RG8 0BG

Thank you so much for being so welcoming and helpful when we visited your school recently. I am writing to let you know the findings of our inspection. Yours is a good school, and you are rightly proud to attend. Here are some of the good things about it.

- You clearly enjoy coming to school, work hard in your lessons and are keen to do well. This makes a good contribution to the good progress most of you make.
- Everyone at school gets on well together and feels part of the school community.
- Teachers make learning interesting and your classrooms are lively and interesting places.
- You behave very well and are mostly polite and kind to one another.
- Children get off to a good start in the Reception class.
- The school takes good care of you, and ensures you feel safe.
- The headteacher and all the teachers are working hard to make your school even better.

We have asked the teachers to do the following in order to make things even better.

- Ensure you all make good progress all of the time, particularly boys in maths and science, by making sure that information about how well you are doing is used to set work which is geared to what you each need.
- Develop your numeracy and ICT work in lots of different subjects.
- Give training and support to all staff to ensure they can make the school even better.

You can help by continuing to work hard at all you do! Thank you once again for your help during our visit and good luck with your work in the future!

Yours sincerely

Tony Shield

Lead inspector

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