

# Goodwyn School

Hammers Lane, Mill Hill, London NW7 4DB

## Inspection dates

24–26 April 2018

<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>Outstanding</b>
Overall effectiveness at previous inspection	<b>Good</b>

## Summary of key findings for parents and pupils

### This is a good school

- The proprietor and senior leaders work effectively as a team to bring about continuous improvements. They have ensured that all the independent school standards are met.
- There are positive relationships between staff and pupils which help pupils to achieve well. Staff are highly committed and motivated and their morale is high.
- The quality of teaching, learning and assessment is good and pupils make good progress across the curriculum and year groups. Pupils are prepared well for their next stage of education.
- Children in the early years make exceptional progress because of the excellent quality of teaching and support they receive. Children are prepared extremely well for Year 1.
- The curriculum is broad and balanced and engages pupils well so that they make good progress. The curriculum is enriched by a good range of additional clubs, activities and visits.
- Pupils enjoy their learning and love coming to school. Consequently, their attendance is high.
- Pupils are happy, feel safe and are well cared for. They are very polite and courteous and they conduct themselves extremely well around the school. Their exceptional behaviour and positive attitudes towards their learning are strong aspects of the school.
- The school is effective in promoting pupils' spiritual, moral, social and cultural development. British values are taught effectively and pupils are prepared well for life in modern Britain.
- Sometimes, work is not sufficiently challenging for the most able pupils to help them make the progress of which they are capable.
- There are sometimes insufficient opportunities for pupils to write at length in English and other subjects to improve their writing skills.
- The arrangements to hold senior leaders more accountable for the work they do are not sufficiently robust.
- The skills of some subject leaders are not sufficiently developed in checking and improving the quality of teaching.

### Compliance with regulatory requirements

- The school meets the requirements of the schedule to the Education (Independent School Standards) Regulations 2014 ('the independent school standards') and associated requirements.

## Full report

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

- Improve the quality of teaching and learning by ensuring that:
  - the most able pupils are consistently challenged so that they make the progress of which they are capable
  - there are more opportunities for pupils to write at length in order to improve their writing skills in English.
- Improve the quality of leadership and management by ensuring that:
  - there are robust arrangements in place to challenge and hold senior leaders, including the principal, more accountable for the work they do
  - the skills of some subject leaders, particularly in subjects other than English and mathematics, are strengthened so that they have a positive impact on improving the quality of teaching further.

## Inspection judgements

### Effectiveness of leadership and management

**Good**

- The principal, who is also the proprietor, and senior leaders have created a culture of high expectations in which pupils are able to make good progress across the curriculum.
- Leaders work effectively as a team and have successfully addressed the main weaknesses from the previous inspection. They ensure that all of the independent school standards are met and the school continues to improve.
- Leaders have improved the arrangements for the performance management of staff. Staff are provided with good support and training to help them improve their classroom practice. Staff readily share effective practice with each other. Consequently, the quality of teaching is good and improving.
- Staff are highly supportive of the school's leadership. Staff are positive and motivated and their morale is high.
- The system for assessing pupils' progress has improved since the previous inspection. Leaders work closely with staff to check pupils' progress. They identify pupils who are falling behind, including those who have special educational needs (SEN) and/or disabilities, and provide them with timely and effective support. In this way they ensure that equality of opportunity is promoted so that all pupils, including different groups of pupils, make good progress.
- Leaders ensure that the school's self-evaluation of its strengths and weaknesses is accurate. Leaders have identified the correct and main priorities in the school improvement plan to ensure that the school continues to improve.
- The curriculum is broad, balanced and well designed to meet the needs of pupils. The curriculum is engaging and helps pupils to develop their skills, knowledge and understanding well across a range of subjects. Pupils benefit from specialist teaching in music, French and physical education. Older pupils learn Latin and German. The curriculum is enriched by extra-curricular activities, including drama, chess and gymnastics, and a range of educational visits and trips.
- British values are actively promoted. Pupils know about respect, democracy and the rule of law through, for example, learning about political parties and elections. Pupils visit the Houses of Parliament and learn about freedom of speech through debates.
- Pupils are taught about other cultures and religions. Pupils show respect and appreciation for diversity, including those people with the protected characteristics such as age, for example, religion, gender and disability. They are prepared well for life in modern Britain.
- The skills of some subject leaders, particularly in subjects other than mathematics and English, are not fully developed. Consequently, they are yet to have a sufficient impact on the quality of teaching and learning and school improvement.
- The arrangements for challenging senior leaders, including the principal, and holding them more accountable for the work they do are not sufficiently developed. This slows the process of bringing about rapid improvements in teaching and learning and pupils' outcomes.

- A very large majority of parents and carers who responded to Ofsted's online survey, Parent View, are supportive of the school's leadership.
- Parents are very positive about the school. Some of the many supportive comments that parents made to describe the school included, 'fantastic', 'amazing', 'excellent', 'unique' and 'nurturing and caring'.

## **Governance**

- The responsibilities for governance are fulfilled by the proprietor. The proprietor is highly ambitious for pupils and works closely with senior leaders on improving the school.
- The proprietor uses external consultants well to bring about improvements, for example in teaching, learning and assessment. The school also makes good use of training and support and school partnerships provided by the local authority. However, the proprietor knows that the appraisal system for him and senior leaders needs further strengthening.
- The proprietor ensures that the school buildings are safe, secure and fit for purpose.
- The proprietor works with senior leaders closely to ensure that safeguarding is effective and that children are always safe. He has strong links with parents and listens and responds well to any concerns they have.

## **Safeguarding**

- The arrangements for safeguarding are effective.
- The proprietor and senior leaders ensure that all the necessary checks are made on the suitability of staff to work with children.
- Record-keeping is precise and files are well maintained and fit for purpose.
- The school's safeguarding policy, which takes into account current government requirements, is available to parents on the school's website.
- All staff receive regular training and updates on safeguarding and child protection procedures. Consequently, staff know what to do if they are worried or have any concerns about a child's safety or well-being.
- Leaders have created a strong culture of vigilance so that safeguarding children is everyone's priority.
- The school works closely with a range of other professionals to help keep pupils safe.

## **Quality of teaching, learning and assessment**

**Good**

- Effective leadership has ensured that the good quality of teaching has been maintained since the previous inspection. Leaders, including the proprietor, have been effective in creating a positive learning culture across the school. Consequently, the quality of teaching, learning and assessment is good and continues to improve.
- Staff know individual pupils very well and there are strong working relationships and respect between staff and pupils. Staff's secure knowledge about each pupil helps them to organise additional support to help them meet their learning needs more effectively.

- The strengthening of the school's leadership of teaching has led to improvements in the assessment system. Teachers track the progress of individual pupils and groups of pupils closely to identify and support those falling behind. They use assessment information effectively in planning to help pupils learn well.
- Teachers' planning routinely takes into account and builds on pupils' prior knowledge and understanding. Any gaps in pupils' learning or misconceptions in their understanding are addressed effectively.
- Teachers use their strong subject knowledge well to engage and motivate pupils and extend their learning.
- The new marking policy is effectively implemented. Teachers provide feedback to pupils to help them improve their work, in line with the marking policy.
- Teachers and teaching assistants use questioning effectively to test pupils' understanding and reinforce their learning. Teachers ensure that all pupils have good opportunities for speaking and listening and to respond to their questioning.
- Teachers ensure that the key skills of reading, writing and oral communication are promoted well to help pupils learn across the curriculum.
- Teaching assistants are effective in supporting pupils' learning, including those who have SEN and/or disabilities, ensuring that they make good progress.
- The teaching of phonics is strong. Staff ensure that pupils use strategies to read unfamiliar or difficult words. Reading is a strength of the school. Pupils enjoy reading, read a wide range of books for pleasure, and know about the different authors.
- In mathematics, teachers encourage pupils to think and reason mathematically and help them to solve a range of mathematical problems. There is a good focus on everyday mathematical problems and dealing with money to increase pupils' economic awareness. For example, pupils work out the sale prices for items and learn about having a balanced bank account.
- Staff make good use of information and communication technology to support and extend pupils' learning. This was seen in a Year 4 lesson where pupils used a computer program to enhance their skills in entering information from surveys on spread sheets. Pupils in Year 1 were able to change the size and colour of the fonts in their written work and make a sentence look 'scary'!
- Pupils enjoy writing and can write confidently for different purposes. However, pupils in some year groups sometimes have insufficient opportunities to improve their skills in writing by writing at length in English and other subjects.
- Sometimes the most able pupils are not challenged sufficiently to deepen their learning. Occasionally, the most able pupils have to wait to be given more challenging work to extend their learning. This slows their progress.
- Pupils receive regular homework that is appropriate for their age, in line with the school's policy. This enables pupils to consolidate their learning.
- A large majority of parents who responded to the Parent View stated that their children are taught well and receive appropriate homework for their age.

**Personal development and welfare**

- The school's work to promote pupils' personal development and welfare is outstanding.
- Pupils are confident learners and have excellent attitudes to their work. This, and their appetite for learning, has a very positive impact on the progress they make.
- Leaders and staff know individual pupils and their families well. They work closely with parents and other agencies to ensure the welfare and well-being of pupils.
- Pupils said that they always feel safe at school. They said that if they have any concerns about their safety they would talk to a member of staff who will 'sort things out'. Pupils can also visit the library for calming and relaxation activities and to talk to a senior leader if they have any worries.
- Pupils willingly take on a wide range of responsibilities, including house captains, head boy and head girl, sport captains and charity officers. Through these roles, pupils develop enhanced skills and confidence which prepare them well for the next stages of their education.
- Risk assessments are carried out effectively and appropriate action is taken to reduce any potential risks. This helps to keep pupils safe, both in school and when on school visits.
- Pupils know how to keep themselves safe. They are taught about online safety and road and fire safety. Pupils know about healthy eating, how to lead healthy lives and understand the importance of physical fitness.
- Pupils have a good awareness of different cultures and religions and show respect for diversity.
- Almost all parents who responded to Parent View, including all those who spoke to inspectors, said that their children are happy, safe and well looked after at school.

**Behaviour**

- The behaviour of pupils is outstanding.
- Pupils are very friendly, courteous and polite and conduct themselves extremely well around the school. They show much respect to adults and visitors and are very proud of their school and their achievements.
- Pupils get on extremely well with each other and pupils from all backgrounds mix purposely during breaktime and lunchtime.
- Pupils know the behaviour policy well, including the reward and sanction system. They know what good or better behaviour looks like. Pupils said that behaviour is typically 'very good' and incidents of bullying, racism, homophobia or discrimination are very rare. This is reflected in the school's behaviour log, which shows very few incidents of poor behaviour. Low-level disruption in lessons is very rare.
- Pupils enjoy their learning and love coming to school. Consequently, their punctuality is good and their attendance is high. There are no exclusions and the rates of persistent absence are very low.

- Almost all parents who responded to Parent View and all those who spoke to inspectors stated that the school makes sure that pupils are well behaved. All staff responding to the staff survey agreed that behaviour is good or better.

## Outcomes for pupils

## Good

- Good teaching ensures that pupils make good progress in a wide range of subjects, including in reading, writing and mathematics, across the year groups. Pupils' attainment is typically high across the curriculum. Pupils are prepared well for their next stage of education when they leave at the end of Year 6.
- The school's own assessment records and work in pupils' books show that pupils make good progress. Pupils' progress is particularly strong in reading, writing and mathematics in key stage 1 compared to key stage 2, where progress is slightly lower.
- The school prepares for pupils for seven-plus and 11-plus examinations. In 2016/17, a large majority of pupils who were entered for seven-plus examinations passed their exams. A majority of these pupils left to go to selective schools.
- In 2016/17, about three quarters of pupils in the cohort sat the 11-plus examinations at the end of Year 6. About three quarters of these pupils passed their 11-plus examinations and went on to the secondary schools of their choice.
- Music is strong in the school. All pupils from Year 1 play the recorder, participate in school concerts and enter external musical festivals and competitions. In 2016/17, 63 pupils took examinations in the recorder; all passed, with 30% gaining merits and 67% achieving distinctions.
- Pupils who have SEN and/or disabilities are supported effectively. This group of pupils receive high-quality care and support both from teachers and teaching assistants. Consequently, this group of pupils makes good progress across the curriculum.
- The small number of pupils who speak English as an additional language are supported well by staff. They are provided with rich opportunities for speaking and listening to help them make good progress.
- The most able pupils make good progress across the curriculum. However, they are not routinely challenged to help them make the progress of which they are capable.
- Reading is strong in the school. Records show that pupils read a range of books and that they read widely and often. Older pupils are very confident readers and enjoy reading to younger pupils to help them improve their reading.
- Pupils' writing is improving. Pupils make good progress in their written work, writing for different purposes and using a wide range of vocabulary.
- Pupils said that they enjoy mathematics and their progress in this subject is strong. Pupils are able to solve a range of mathematical problems through applying their mathematical knowledge, understanding and skills.

## Early years provision

## Outstanding

- The majority of children enter the early years with skills and abilities that are typical for their age. By the time they leave early years at the end of the Reception class ('lower kindergarten'), they make exceptional progress from their starting points. The proportion of children achieving a good level of development is well above average. Children are extremely well prepared for Year 1.
- The leadership of the early years is excellent. The early years leader knows the strengths and weaknesses of the provision. She has improved the assessment system to ensure it is fit for purpose. Leaders work closely with other schools to moderate their judgements of the children's outcomes. Children's progress is tracked in all areas of learning and timely action is taken to ensure that children make rapid progress. For example, children's attainment in numeracy in 2016/17, although higher than the national average, was below that in literacy. This has been addressed through a greater focus on number work, including counting and sequencing of large numbers. Consequently, children are making excellent progress in numeracy.
- Effective leadership ensures that the quality of teaching is exceptional and children make outstanding progress. Staff identify the next steps in a children's learning and the activities to address any gaps in their knowledge and understanding. This ensures that that they make rapid progress.
- The outdoor area is used effectively and is well equipped to support the different areas of learning. For example, on the theme of 'pirates', children were seen using the outdoor area well to support their learning, using their binoculars to look for 'treasure islands'. One child said to the inspector that he had to 'walk the plank because [he] was not very nice to [his] friend'!
- There is strong interaction between staff and children. Staff routinely use questioning well to extend children's vocabulary and language skills.
- The teaching of phonics is strong. In the Reception class, children used their knowledge and understanding of the sounds that letters make to write sentences. Writing is strong, with many children using finger spaces between words and full stops and capital letters. Some children, particularly the higher attainers, write extensive and legible pieces of writing of an advanced standard for their age.
- Children behave extremely well and have exceptional attitudes to their learning. They are proud of their work and eager to share and talk about their achievements with adults and visitors.
- Children show independence, follow routines well and display a real 'have-a-go' approach to their learning. They interact and collaborate very well with each other and readily share resources.
- The most able children are challenged well with tasks that extend their thinking. For example, in the Reception class the most able children wrote their own sums that add up to 100. A few higher-attaining children leave the school either at the end of Nursery or Reception to attend other selective schools.

- The few children who have SEN and/or disabilities and those who speak English as an additional language are provided with effective support from staff. Consequently, these groups of pupils make good progress.
- The partnership with parents is strong. There are regular meetings with parents on the progress of their children. Parents have access to an online programme where they can see for themselves how well their children are learning. They are also able to contribute to the assessment process. There are also workshops for parents on, for example, reading, writing and phonics to help parents support their children's learning more effectively.
- Leaders ensure that children are well supervised and kept safe and that safeguarding is effective.
- The school meets the independent school standards in relation to the early years provision.

## School details

Unique reference number	101378
DfE registration number	302/6064
Inspection number	10038152

This inspection was carried out under section 109(1) and (2) of the Education and Skills Act 2008, the purpose of which is to advise the Secretary of State for Education about the school's suitability for continued registration as an independent school.

Type of school	Other independent school
School category	Independent school
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	199
Number of part-time pupils	31
Proprietor	Struan Robertson
Principal	Struan Robertson
Annual fees (day pupils)	£9,645–£10,779
Telephone number	020 8959 3756
Website	<a href="http://www.goodwyn-school.co.uk">www.goodwyn-school.co.uk</a>
Email address	<a href="mailto:admin@goodwyn.barnet.sch.uk">admin@goodwyn.barnet.sch.uk</a>
Date of previous inspection	4–6 November 2014

## Information about this school

- Goodwyn School is a non-selective independent primary school for boys and girls aged from three to 11 years of age.
- The school is registered for 230 pupils. There are currently 199 pupils on roll, including 31 who attend part time. Most live in the Barnet area and represent a wide range of ethnic backgrounds.
- The school opened in 1938 and moved to its present premises in 1946.
- There are a very small number of pupils who have SEN and/or disabilities. No pupils have an education, health and care plan or a statement of special educational needs.

- A very small number of pupils speak English as an additional language. There are no disadvantaged pupils.
- Early years consists of two Nursery classes and two Reception classes. All children in the Reception attend full time. Parents have an option to either send their children part time or full time to the Nursery.
- The school uses an adjacent sports field and sports centre.
- Pupils transfer to a number of state or independent schools at the end of Years 2 or 6.
- There have been several changes in staffing since the previous inspection, including a new head of curriculum and standards and a new leader of early years. There are also new subject leaders, particularly in subjects other than English and mathematics.
- The principal of the school is also the proprietor. There is no governing body.
- The school aims to 'combine traditional values with quality learning experiences within a caring, supportive environment'.
- The school was previously inspected on November 2014.
- By the end of the inspection, the school met the statutory requirements for the publication of information on its website.

## Information about this inspection

- This full standard inspection took place with one day's notice.
- The inspectors observed teaching and learning in all year groups. Nearly all visits took place with either the principal or the head of academics and standards.
- The inspectors held meetings with pupils in key stages 1 and 2 to discuss their learning and views about the school. The inspectors also heard pupils in Years 1 and 6 read and discussed their reading with them.
- The inspectors checked pupils' books and considered the school's own information on pupils' progress. Inspectors scrutinised pre-employment checks on staff and looked at pupils' attendance and behaviour records. They also examined documents and policies in relation to the independent school standards, including safety and safeguarding policies and procedures.
- The inspectors met with the principal, the head of academics, the bursar/finance manager, subject leaders, staff and parents.
- There were 60 responses to Ofsted's online survey, Parent View. There were 54 comments included on Parent View that were also taken into account. In addition, inspectors spoke to some parents during the inspection about their views. Inspectors also considered 26 responses to the staff survey.

## Inspection team

Avtar Sherri, lead inspector

Ofsted Inspector

Kanwaljit Singh

Ofsted Inspector

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Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

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