

Godwin Primary School

Inspection report

Unique Reference Number	130919
Local Authority	Barking and Dagenham
Inspection number	360157
Inspection dates	8–9 November 2010
Reporting inspector	Mary Summers

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

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	477
Appropriate authority	The governing body
Chair	Peter Malcolm
Headteacher	Julie Philips
Date of previous school inspection	29 January 2009
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Introduction

This inspection was carried out by four additional inspectors. Inspectors observed 23 lessons and 19 teachers. They met with a governor, members of staff and pupils, looked at a range of school policies and plans, records of pupils' progress, and analysed questionnaires returned by staff and pupils and the 113 questionnaires submitted by parents and carers.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- How well do White British boys achieve in literacy and numeracy?
- How effectively does the teaching take account of the needs of the more able pupils?
- How effective are senior leaders in improving the quality of teaching?

Information about the school

Godwin Primary is much larger than the average primary school. Pupils come from a wide area to attend. Although the majority are from White British backgrounds, a substantial proportion of pupils are from Black African families. More than a quarter of pupils come from homes where English is not the first language and just under a quarter of these are in the early stages of learning English. The main languages spoken, other than English, are French, Yoruba and Bengali. The proportion of pupils known to be eligible for free school meals is above average. More pupils than average are identified as having special educational needs and/or disabilities. Many of those identified have speech, language and communication difficulties. The school runs and manages a Nursery Additional Resource Provision (NARP) which caters for 16 children including several who are on the autistic spectrum. The school has won a number of awards in recent years, including the Activemark and Healthy School status.

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

This is a good school where there is a productive working ethos and a strong commitment towards making learning enjoyable for pupils. The headteacher and senior staff have been very focused in their plans to raise standards and are now seeing the impact of their work in pupils' improved attainment and progress.

Pupils' achievement is good. They progress well throughout the school. Pupils with special educational needs and/or disabilities progress as well as their peers because of the good levels of attention paid to tailoring the curriculum to their needs and the high quality of support offered through intervention programmes. Although the more able pupils make satisfactory progress overall, their learning is often hindered by the lack of activities to challenge them at suitably high levels. Consequently, fewer than average reach the high levels in the national tests and assessments.

Pupils' good behaviour has a positive impact on their learning. They listen attentively to teachers in lessons and respond enthusiastically to questions, keen to air their ideas and opinions.

Pupils really enjoy their learning because school leaders, in consultation with teachers, have introduced an innovative curriculum which is more relevant to pupils' needs and interests. Pastoral care is good. Pupils are well supervised around the school and say that they can speak to a range of different adults should they have a problem. The NARP unit provides good care and teaching for children. Staff have a clear knowledge of the children's needs and provide a good range of activities to support their good progress in all aspects of their development.

Senior leaders have had a considerable impact on improving the quality of teaching, which is effectively promoting pupils' learning and progress. Teachers' marking, an area identified for improvement by the school, is now good. Helpful comments enable pupils to understand what they need to do to improve their work.

Clear expectations and a rigorous monitoring programme by senior leaders have resulted in a concerted drive towards improving pupil outcomes. Leaders have a good understanding of school performance although are too modest about their achievements in some cases. Leaders are aware that community cohesion, while satisfactory, is a weaker element of their work; some actions have been taken but, as yet, the pupils' understanding of communities and cultures outside their own experience is limited.

Since the last inspection, the school has greatly increased the use of data to track pupils' progress and this has been a key feature in raising attainment. Attendance is also increasing because of the new curriculum and the good and improving links with parents. These improvements, together with the calm, effective leadership of the headteacher and

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strong support from the whole school community, mean that the school is well placed to continue to improve in the future.

What does the school need to do to improve further?

- Improve the proportions of pupils gaining Level 3 and Level 5 in the national tests and assessments in Years 2 and 6 by ensuring that lessons provide suitably challenging activities for the more able pupils.
- Improve community cohesion by developing meaningful links with schools and communities within the United Kingdom and globally.

Outcomes for individuals and groups of pupils

2

Children's skills vary considerably when they start in the Nursery but, overall, are well below those typical for their age. Overall they make good progress throughout the school. Girls and boys achieve well and thoroughly enjoy learning. Attainment is broadly average at both key stages. Pupils apply themselves well in lessons. They work well individually, in pairs and in small groups. In a literacy lesson in Year 6, for example, pupils worked together to develop their writing by using embedded clauses. They shared their ideas thoughtfully and, with the teacher's skilful and sometimes humorous questioning, they were able to produce some high-quality work. The school's focus on developing speaking, listening and thinking skills is helping White British pupils, who in the past have reached lower levels of attainment than other ethnic groups, to become more confident in class and take a more active role in their learning. Their progress is now good, matching that of their peers. Black African pupils have shown a good track record of attainment and progress over the last few years.

Pupils whose home language is not English benefit from effective modelling of tasks and language by teachers and assistants, and make good progress. Pupils with speech, language and communication difficulties also make good progress because they have many opportunities to discuss their work with partners and teaching assistants and learn from the effective models provided by teachers. Children in the NARP unit benefit greatly from the high levels of support from staff and develop their learning well. They enjoy playing in the 'grocery shop' for example, which facilitates children's imaginative use of language.

The school's work to gain the Activemark award has helped pupils understand the importance of healthy lifestyles, which most adopt. Regular physical education lessons and the good range of sports clubs help to increase their fitness levels. Girls and boys keenly participate in soccer, with girls winning several local tournaments last year. Pupils make a good contribution to their own school community, through their work as class councillors and monitors. They play an active role in the local community, presenting concerts for parents and carers and supporting environmental projects, for example helping to clean up a nearby stream. Pupils have a keen sense of right and wrong and a good understanding of different faiths. Their appreciation of cultures and communities outside their own experience is more limited.

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These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account:	
Pupils' attainment ¹	3
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account:	
Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	2

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

How effective is the provision?

A wide range of activities is organised to make learning fun for pupils. Visits and visitors to the school add real excitement to pupils' learning. There is a good focus on the creative arts, for example through links with the Royal Ballet, who visit weekly for part of the year to work with Year 3 pupils. Pupils have the opportunity to learn to play a musical instrument and many engage in the wide range of after-school clubs on offer. Subjects are linked to make learning more relevant and interesting for pupils. A Year 1 class, for example, practised weighing and measuring when they made jam tarts as part of the food technology programme. The school is careful to teach pupils how to use the internet safely. The new curriculum is embedding well, although it does not yet provide enough opportunities for the more able pupils to extend their knowledge and skills at higher levels.

Pupils with special educational needs and/or disabilities receive good teaching and high levels of care and attention. Their needs are carefully assessed and individual programmes are implemented to help them learn successfully. Very good links with external support agencies ensure that specialist advice can be gained to help school staff meet pupils' individual needs effectively. Staff working in the NARP unit have developed productive links with a range of external professionals, which ensure they have accurate information about how best to support the children. Parents and carers really appreciate the support

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and care given to their children, one writing, 'This is a fantastic school ♦ staff and children really care about each other!'

Teachers have extremely positive relationships with pupils and manage their behaviour very well. They use a variety of strategies to maintain pupils' attention successfully, such as questioning, paired discussion and group work. They mark pupils' books regularly and provide suitable guidance for pupils about how to improve. Teachers always make it clear to pupils what they are going to be learning and what they have to do to achieve success. They always return to the 'learning challenge' at the end of lessons to encourage pupils to assess what they have achieved. Teaching is often innovative and stimulating, such as when Year 5 pupils were encouraged to 'spy' on people around the school, later writing 'Spy reports' in the past continuous tense. Although pupils are always engaged in lessons, the activities provided to extend the more able pupils are not always pitched at high enough levels to enable them to make even faster progress.

These are the grades for the quality of provision

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

How effective are leadership and management?

The headteacher provides a firm steer to the school's work, embedding ambition successfully among staff and driving improvement well. Deputy headteachers provide good levels of support and have clearly delineated roles which ensure they have an effective impact on school improvement. Middle managers are knowledgeable and enthusiastic and have adapted well to the increased expectations of their roles. They play a significant part in the monitoring programme which is rigorous and has resulted in clear improvements in teaching and learning.

There are clear procedures to ensure that pupils are safe in school. Safeguarding policies and practices are appropriate, and senior leaders are currently reviewing some aspects of provision to make further improvements. Staff are properly trained in safeguarding and new staff are checked carefully to ensure their suitability. Staff promote equality of opportunity well. Racist incidents are rare, but procedures are in place to ensure that any which arise are tackled promptly.

Partnerships with parents and carers are good and continue to improve as a result of some outstanding work by support staff. Coffee mornings, salsa lessons, card and jewellery making and beading craft activities use the different talents and interests of parents and carers effectively. Home visits help to allay the fears and concerns of parents and carers and have been instrumental in improving attendance.

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Governors are supportive and have a satisfactory understanding of the school's strengths and weaknesses. They have recently completed an audit which revealed the need to improve their monitoring procedures and to use the skills and knowledge of governors more effectively. At present, monitoring systems are not rigorous enough to ensure that governors have a full picture of all of the school's work. School leaders and governors have completed a basic audit of provision for community cohesion, but plans to extend this beyond the immediate environment are in the early stages of development.

These are the grades for leadership and management

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

Early Years Foundation Stage

Children settle in quickly to the Nursery and begin to develop their confidence and independence. The atmosphere is warm and inviting and this means that children come into school happily each morning, ready to engage in all the activities provided for them. They make good progress throughout Nursery and Reception and, over the past two years, the majority of children have reached nationally expected levels by the time they transfer to Year 1. This is a significant improvement on previous years and is due to developments in teaching, the use of assessment and the curriculum.

The development of literacy and mathematical skills begins as soon as children start school. Children in Nursery counted their pennies to 'pay' for fancy-dress costumes in the 'hire shop' for example, and learned about books, letters and sounds through daily activities based on different stories, for example the 'Monsters' Party'. Children build upon these skills in Reception, 'writing' books about their topic on Space, and playing games in which they describe the properties of different two-dimensional shapes.

There is a good balance between activities that are directed by adults and those that children choose for themselves. Adults model language well for the children, helping them

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to increase their vocabulary and communication skills. Effective intervention by an adult helped one child, for example, to develop a story about a kangaroo that he had drawn.

Leadership is good. There is a good overview of all aspects of the provision, including the NARP. There is a good focus on keeping children safe and secure. Resources are used well to support children's development, including the outdoor areas, which contain a range of stimulating equipment and are used in all weathers. Children's progress is tracked carefully but the information is not always used to plan activities to meet children's different needs, especially those who are more able.

These are the grades for the Early Years Foundation Stage

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

Views of parents and carers

Parents and carers who responded to the questionnaire are extremely positive about the school's work. They agree that their children enjoy school, that children are kept safe and that parents and carers receive good information about their children's progress. They are very happy about the teaching and that the school helps them to support their children effectively at home. A few commented that the work did not always challenge the more able pupils sufficiently and help them to attain higher levels in their work. Parents' and carers' views are similar to those held by inspectors, who observed lessons in every class.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Godwin 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 113 completed questionnaires by the end of the on-site inspection. In total, there are 477 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	68	60	35	31	0	0	0	0
The school keeps my child safe	53	47	46	41	2	2	1	1
My school informs me about my child's progress	49	43	54	48	0	0	0	0
My child is making enough progress at this school	45	40	50	44	7	6	1	1
The teaching is good at this school	49	43	50	44	2	2	0	0
The school helps me to support my child's learning	46	41	53	47	3	3	0	0
The school helps my child to have a healthy lifestyle	29	26	70	62	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)	39	35	57	50	2	2	0	0
The school meets my child's particular needs	38	34	56	50	8	7	1	1
The school deals effectively with unacceptable behaviour	33	29	64	57	2	2	0	0
The school takes account of my suggestions and concerns	32	28	57	50	6	5	0	0
The school is led and managed effectively	36	32	60	53	2	2	1	1
Overall, I am happy with my child's experience at this school	48	42	52	46	1	1	0	0

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

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all 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

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	58	36	4	2
Primary schools	8	43	40	9
Secondary schools	10	35	42	13
Sixth forms	13	39	45	3
Special schools	33	42	20	4
Pupil referral units	18	40	29	12
All schools	11	42	38	9

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 are for the period 1 September 2009 to 31 March 2010 and are the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn and spring terms 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

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

Common terminology used by inspectors

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

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



10 November 2010

Dear Pupils

Inspection of Godwin Primary School, Dagenham RM9 6JH

Thank you so much for welcoming us recently and telling us your opinions about your school. Your views, along with everything else that we saw, helped us to form a clear view about how well your school works. You go to a good school and these are some of the important things we found out about it.

- All the adults take really good care of you and help you if you have any problems.
- You understand what it means to be healthy, and many of you enjoy the nutritious school lunches and take part in after-school sport.
- You support and respect each other well.
- Your behaviour is good in lessons and around the school.
- You work hard in lessons and try to do your best.
- The children in Nursery and Reception settle into school quickly and enjoy all the activities organised for them.
- The teaching is good and helps you to make good progress.
- The people in charge are doing a good job in helping the school become even better.

Although things are working well, there are a couple of things that could be even better. We have asked your teachers to make sure that lessons are set at the right levels and provide enough challenge to ensure you all make even better progress. We have also asked your headteacher and governors to establish better links with schools and communities in different areas of the United Kingdom and overseas to help you learn more about cultures and communities other than your own.

You can all play your part in helping your school to become even better by making sure you continue to work hard, behave well and attend school every day.

Yours sincerely

Mary Summers

Lead inspector

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