

Godfrey Ermen Memorial CE Primary School

Inspection report

Unique Reference Number	105946
Local authority	Salford
Inspection number	377331
Inspection dates	26–27 March 2012
Lead inspector	Kathryn Dodd

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

Type of school	Primary
School category	Voluntary aided
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	334
Appropriate authority	The governing body
Chair	Chris Southern
Headteacher	Jenny Clancy
Date of previous school inspection	11 December 2008
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Introduction

Inspection team

Kathryn Dodd
Chris Maloney
Clarice Nelson-Rowe

Additional inspector
Additional inspector
Additional inspector

This inspection was carried out with two days' notice. The inspectors observed 17 lessons led by 12 teachers. The inspectors held discussions with staff, groups of pupils, the Chair of the Governing Body and parents and carers. The inspectors observed the school's work and reviewed documentation, including improvement plans, the systems for tracking pupils' progress, the arrangements for safeguarding pupils and a sample of pupils' work. The inspection team took account of the online questionnaire (Parent View) in planning the inspection. They analysed questionnaires completed by pupils and staff and analysed 56 questionnaires returned by parents and carers.

Information about the school

Most of the pupils at this larger than average-sized school are White British. The proportion of pupils known to be eligible for free school meals is well above average. The proportion of disabled pupils and those who have special educational needs is below average. Children in the Early Years Foundation Stage are taught in the Nursery and Reception classes. The school meets the government's current floor standard which sets out the minimum expectations for attainment and progress. The school has been accredited with the Quality Mark for Basic Skills, Bullying Intervention Group award, and it has achieved Healthy School status. The headteacher is currently on maternity leave and is due to return at the start of the summer term 2012. An acting headteacher, seconded from a nearby school, has been in post since September 2011. There is a separate before- and after-school and holiday club on site, which is privately managed and was not inspected as part of this inspection.

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	2
Achievement of pupils	2
Quality of teaching	2
Behaviour and safety of pupils	2
Leadership and management	2

Key Findings

- This is a good school. It has improved at a good rate since the previous inspection, when its overall effectiveness was satisfactory. Good leadership and management reflect the school’s accurate self-evaluation, good leadership of teaching and rigorous management of performance. These have been instrumental in bringing about good quality teaching and an effective curriculum. The school is not outstanding because of shortcomings in the Early Years Foundation Stage and pupils’ inconsistent progress in mathematics.
- Achievement is good. From starting points that are below those expected, attainment by the end of Year 6 is broadly average. This represents good progress. However, progress in the Early Years Foundation Stage is satisfactory. Recent improvement initiatives in English are paying dividends and attainment is rising. Pupils’ progress in mathematics, although good for some, is inconsistent.
- The quality of teaching is good. In English, teachers make good use of outcomes from assessments to provide tasks that meet pupils’ needs. Pupils have good opportunities to use and apply their reading and writing skills and know how to improve their work. These good practices are not consistently evident in mathematics and opportunities to challenge more-able pupils remain overlooked. In the Early Years Foundation Stage, teaching is satisfactory. Children’s achievements are not assessed with enough regularity or precision to ensure that the activities provided are consistently well matched to children’s needs.
- Behaviour is good. Pupils respond well to the strategies to manage behaviour, which are consistently well applied by staff. A calm and orderly learning environment is the result of pupils’ considerate, polite and respectful behaviour.
- Leaders ensure pupils’ progress is assessed regularly and accurately, using this information skilfully to pinpoint improvement priorities. Although they monitor the quality of teaching regularly, their efforts to do so in the Early Years Foundation Stage lack rigour.

What does the school need to do to improve further?

- Improve the quality of teaching in the Early Years Foundation Stage in order to accelerate children's progress to a good rate by:
 - ensuring staff regularly assess and record precisely children's small steps in achievement
 - ensuring planned activities always have a clear learning purpose and are matched closely to children's varying needs
 - providing more opportunities for children to influence what, where and how they play and learn
 - improving the rigour with which leaders and the governing body monitor the quality of provision.

- Ensure pupils' progress in mathematics is consistently good by:
 - making sure assessment information is used consistently well to provide activities that challenge pupils of all abilities, especially the more-able
 - improve the quality of feedback to pupils so that they are clear about how to improve
 - providing more opportunities for pupils to develop their mathematical skills across a range of subjects and to apply them through solving problems.

Main Report

Achievement of pupils

Achievement is good. Attainment by the end of Year 6 is broadly average. Between Year 1 and Year 6, pupils, including disabled pupils and those who have special educational needs, make good progress. This view is endorsed by all parents and carers in questionnaires. In lessons, pupils behave well, are keen to learn and most respond enthusiastically to teachers' questions. Pupils enjoy their work, especially when activities are exciting, challenge their thinking and fire their imaginations. In an outstanding English lesson, for example, pupils' excitement and engagement was clearly evident as pupils took on roles as 'secret agents' when drafting and editing their writing. Pupils' concentration occasionally drifts when activities provided are insufficiently challenging or when teachers' expectations of their participation are not high enough. Disabled pupils and those who have special educational needs are well supported in lessons because activities are tailored closely to their needs and they receive effective guidance from teachers and support staff.

Achievement in the Early Years Foundation Stage is satisfactory. Children enjoy learning, particularly practical activities linked to a topic, such as 'the three little pigs'. Children's achievement remains hampered because, for too much of the time, the staff decide when, what and how they are to learn, which limits their opportunities to become independent learners. Although children make satisfactory progress overall, the proportion reaching or exceeding the levels of development expected as they start Year 1 is below average in most areas of learning.

By the end of Year 2, attainment in reading, writing and mathematics is broadly average. This represents good progress from pupils below average starting points and a significant improvement in attainment since the previous inspection. A well established, systematic

programme to teach pupils to read enables them to make good progress. Attainment in English by the end of Year 6 is also rising. Pupils make good progress to reach broadly average attainment. Older pupils demonstrate a real enjoyment for reading books. This, along with regular opportunities for pupils to practise their reading comprehension skills contributes to their good achievement and broadly average attainment in reading when they leave the school. Initiatives aimed at boosting achievement in writing are already paying dividends. A higher proportion of pupils currently in Year 6, particularly boys, are on track to reach the higher Level 5 in 2012, and, as a result, the gap in attainment between reading and writing is closing successfully. In mathematics, pupils' progress is not consistently good and as a result the proportion of pupils reaching the higher levels of attainment is lower than in English.

Quality of teaching

The quality of teaching is good and almost all parents and carers agree. However, a very small minority expressed that 'bright children find work too easy and are not challenged or stimulated enough'. Inspectors followed up this concern by observing lessons, reviewing pupils' books and talking to pupils and agree, especially in mathematics. Teachers' enthusiasm and positive relationships, coupled with effective management of pupils' behaviour and good use of interactive whiteboards all make a strong contribution to pupils' good progress. The use of support staff, along with the effective implementation of the planned curriculum, contributes well to pupils' good progress, including that of disabled pupils and those who have special educational needs. Teachers assess pupils' progress regularly and accurately. In English, they use this information effectively to plan activities and to tailor their questions so that pupils of all abilities are challenged. In writing, teachers ensure that the curriculum is providing more stimulating and creative activities that motivate pupils, especially the boys. Consistently good quality marking in pupils' literacy books and discussions with pupils ensure they are clear about how to improve. This approach, along with the warm relationships, enjoyable, creative and challenging activities and ongoing opportunities for pupils to talk about learning together, makes a strong contribution to pupils' good spiritual, moral, social and cultural development. However, in mathematics, opportunities for moving learning forward at a good rate are sometimes overlooked because activities do not always challenge the more-able pupils and the quality of feedback to pupils about their progress and next steps is inconsistent.

Outstanding teaching is characterised by fast-paced, skilful, challenging and well-targeted individualised questioning that keeps pupils continually on their toes and deepens their understanding. In the Early Years Foundation Stage, teaching is satisfactory. Relationships between staff and children are warm and caring. Daily opportunities for children to read with an adult, along with an early introduction to phonics (linking letters with the sounds they make) and the effective partnerships fostered with parents and carers ensure children's reading gets off to a successful start. Teachers and support staff miss opportunities to assess children's small steps in achievement. Their planning does not always make it clear what children of varying abilities are expected to learn from the activities offered, including those taking place outdoors.

Behaviour and safety of pupils

The very large majority of parents and carers and pupils, as indicated in returned questionnaires, agree that there is a good standard of behaviour. This was confirmed by inspection observations. Analysis of school behavioural records indicates that incidents of

poor behaviour are rare. Pupils say that lessons are only very occasionally disrupted by inappropriate behaviour and, if this happens, staff deal with it effectively and quickly. Pupils are clear about the high expectations of their good behaviour and are keen to rise to this. This shows in their delight when they, or their classmates, receive a 'Pride' award in assembly. This, along with the good provision for developing pupils' understanding of 'respect', 'tolerance' and 'cooperation' contributes well to their moral development.

At break and lunchtimes, pupils get on noticeably well together. 'Friendship Advisors' help to ensure pupils feel safe. Pupils are very clear about the 'five finger strategy' that they use in case anyone is unkind. Pupils say that when bullying occurs, it is dealt with very quickly. Pupils have confidence in approaching staff with any problems or concerns and are confident that they feel safe in school. Similarly, they talk knowledgeably about how to keep safe beyond school. They are keenly aware of matters relating to internet safety and the dangers of drugs. Children in the Early Years Foundation Stage behave well. This shows in their ability to listen respectfully to adults and one another. They put on high visibility jackets when using the outdoor climbing equipment with little prompting from adults. This demonstrates their good understanding of how to keep safe. Pupils' attendance is average and in recent years has improved significantly.

Leadership and management

This caring, safe and supportive school reflects the commitment of everyone to improving pupils' achievement. Over time, the headteacher, along with the acting headteacher have provided a clear vision of where and how to improve achievement. An accurate evaluation of the school's effectiveness, in most respects, stems from a rigorous review of pupils' attainment and progress. Leaders and subject leaders monitor the quality of teaching and the curriculum rigorously, using outcomes astutely in order to improve them, for example, by providing staff training and development in teaching phonics and writing skills. This has resulted in the quality of teaching and the curriculum being strengthened, which between Years 1 and 6 are now good. Consequently, pupils' progress has accelerated from a satisfactory to a good rate. In the Early Years Foundation Stage, changes in leadership, coupled with a lack of rigour in monitoring the provision by leaders and members of the governing body have hampered the pace of improvement. Even so, a detailed action plan is already in place and the pace of change is now starting to accelerate.

The curriculum is good. Successful adaptations to the writing curriculum, such as providing more regular and exciting opportunities to write creatively and at length, including in topic work, are helping to raise attainment in writing. A concerted effort to promote equality of opportunity helps to bring about improvement in achievement and is why, for example, the gap between attainment in reading and writing, especially the boys, is closing effectively. These successes demonstrate a good capacity to continue to improve. In mathematics, opportunities for pupils to use and apply their skills by problem solving are inconsistent. Partnerships beyond school successfully extend and enrich the curriculum in key areas. Theatre groups during Viking Day, along with visits from authors, for example, contribute to a picture of pupils' good achievement in reading and writing. The focus on learning through creative and memorable learning experiences reflects in pupils' good progress in their spiritual, moral, social and cultural development, and in their good behaviour.

The governing body offers effective support and provides ongoing challenge, particularly to ensure that that quality of teaching improves. It has a good understanding of the school's performance and how, where and why the school has improved and of the next

improvements necessary. This is why, for example it recently agreed additional funding for purchasing new resources for the Early Years Foundation Stage. Safeguarding procedures meet requirements and pupils feel safe.

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	46	46	8	0
Primary schools	8	47	40	5
Secondary schools	14	38	40	8
Special schools	28	48	20	4
Pupil referral units	15	50	29	5
All schools	11	46	38	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 31 August 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add exactly to 100.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Behaviour	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and 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 governors and 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:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
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.
Safety	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

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.



28 March 2012

Dear Pupils

Inspection of Godfrey Ermen Memorial CE Primary School, Manchester, M30 7BJ

Thank you for the warm welcome you gave the team when we inspected your school. We thoroughly enjoyed our time with you and finding out your views. You were all extremely polite answering our questions. You go to a good school. By Year 6, your attainment is similar to that expected for your age and you make good progress. These are just a few of the things that impressed us:

- finding out that the quality of teaching in your school has improved and that it is now good
- finding out how much your attainment in writing has improved, particularly the boys, and that more of you are now reaching the higher levels of attainment
- seeing your good behaviour in lessons and around school
- seeing how well `Friendship Advisors` look after you and hearing how confident you are about using the `Five Finger Strategy` if needed
- seeing how delighted you are when you, or one of your classmates, receive a `Pride` award in assembly.

We have asked that some improvements be made. These are to make sure that:

- children in the Nursery and Reception classes make progress as quickly as in Years 1 to 6
- your teachers help you make consistently good progress in mathematics.

You can help by making sure that you carefully read the comments made in your mathematics books by your teachers and use these to try to improve your work. You told us that sometimes you find your work in mathematics too easy, so you should make sure that if it is you always tell your teacher. Of course, you should all continue to try your best in everything you do.

I wish you all the best for a very bright and successful future.

Yours sincerely

Kathryn Dodd
Lead inspector

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