

Godley Community Primary

St John's Drive, Godley, Hyde, SK14 2QB

Inspection dates 11-12 September 2012

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- The headteacher is a very effective leader who has developed a good quality team of leaders, managers and governors who adopt a successful collaborative approach to continuously improving teaching and pupils' achievement.
- The quality of teaching is monitored effectively. Performance is robustly managed and consequently teaching is improving.
- Behaviour is consistently good and pupils feel safe. Pupils treat each other and adults with respect and consideration. Attendance is consistently above the average for primary schools.
- Pupils make good progress through all key stages, reaching above average attainment at the end of Year 6. This shows a trend of improvement since the previous inspection.
- Teaching is good overall. There are examples of outstanding teaching. Most lessons are well organised, have good pace and activities motivate and engage the pupils well.
- The recent changes to the teaching of reading have already resulted in improvements in the outcomes for pupils at both key stages.

It is not yet an outstanding school because

- Progress in mathematics in Key Stage 2 is not as consistently good as in English because there are inconsistencies in the teaching of mathematics and not enough is yet outstanding.
- Activities in mathematics lessons are not always planned to ensure that the needs of all pupils are met, particularly those of the higher-attaining pupils.

Information about this inspection

- Inspectors observed 14 lessons or part lessons taught by nine different teachers, of which two were joint observations with the headteacher.
- The inspectors listened to pupils from two different year groups reading, and talked with them and other groups of pupils about their lessons and school life.
- Meetings were held with the headteacher, senior and middle leaders, representatives of the governing body and a representative of the local authority.
- The inspectors observed the school's work and scrutinised documentation relating to pupils' progress and to school management, including the arrangements to ensure safeguarding.
- Inspectors took account of the 40 responses on Parent View and other information received from parents and questionnaires completed by staff.

Inspection team

Vanessa MacDonald, Lead inspector

Additional Inspector

Sheila O'Keeffe

Additional Inspector

Full report

Information about this school

- Godley Community primary is an average-sized primary school. The majority of pupils are of White British heritage and there is a very small number who speak English as an additional language.
- The proportion of disabled pupils and those with special educational needs, including those with statements of special educational needs and those at the school action plus stage, is below average.
- The proportion of pupils known to be eligible for the pupil premium, including those known to be eligible for free school meals, is below the national average.
- The school meets the current floor standards which set the government's minimum expectations for attainment and progress.
- The school provides a breakfast and after-school club for pupils.
- The school has received a number of awards including Healthy Schools status, Green Flag Eco award and Sports Activemark.

What does the school need to do to improve further?

- Increase the rate of progress in mathematics in Key Stage 2 to match that in English by:
 - increasing the proportion of teaching of mathematics that is outstanding
 - ensuring that activities in lessons are always planned to take account of all pupils' needs and abilities, especially those of higher-attaining pupils
 - ensuring marking is consistently effective in showing pupils clearly what they need to do to improve.

Inspection judgements

The achievement of pupils

is good

- Children enter the Early Years Foundation Stage with skill levels which are generally in line with those expected for their age and they make good progress. They settle very quickly in a warm and welcoming environment.
- By the end of Year 2 attainment is above national averages and has improved over time. The slight decline in reading attainment in 2011 has been addressed through focused actions and current attainment is above the national average.
- Attainment by the end of Year 6 is well above the national average in English and above in mathematics and has improved over time.
- Robust tracking information implemented since the previous inspection showed that there were some inconsistencies in the progress made across different cohorts, which have been addressed through concerted and successful actions to improve the quality of teaching. Pupils' progress has consequently been accelerated.
- From their average starting points pupils make good progress overall, with evidence of outstanding progress, particularly in reading. Progress in mathematics, particularly at Key Stage 2, is not yet as strong as in English, particularly for higher-attaining pupils. This is because of some inconsistencies in the activities which different groups of pupils are given to ensure they are appropriately challenged.
- Across the school, pupils who have special educational needs and those who are disabled make good progress. Any gaps between their attainment and that of other pupils is closing because of the effective and well planned support they receive.
- The teaching of sounds and letters is good and children in the Early Years Foundation Stage get off to an excellent start. This approach is applied consistently by all staff, initially implemented across all year groups. This has had a positive impact on reading attainment at all key stages.
- Pupils read well, showing an enjoyment of reading. They become fluent readers as they progress through school and the older ones have a good knowledge of books and authors.
- Pupils who receive additional support through pupil premium funding make good progress both in confidence and through additional mathematics sessions.

The quality of teaching

is good

- Teaching is good with some that is outstanding. Teachers establish very positive relationships with their pupils and communicate high expectations.
- Pupils show positive attitudes to learning and are typically engaged and enthused by their lessons.
- In most lessons, activities are interesting and promote pupils' application of literacy and numeracy skills well, with good examples of cross-curricular links and real-life problem solving.
- In the Early Years Foundation Stage children were actively engaged, having settled very well into both Nursery and Reception classes. They responded enthusiastically to a range of activities and were encouraged and challenged to work independently, developing their communication and literacy skills with excellent outcomes.
- Teachers consistently share learning objectives and lessons progress at a good pace. Teachers and teaching assistants make good use of questioning to help pupils develop and explain their thinking and assess their understanding.
- Pupils are able to work well both independently and collaboratively which supports their good spiritual, moral, social and cultural development.
- Interactive whiteboards are used effectively in each class to support teaching. Pupils' learning is enhanced by their use of computers. They develop not only their information and

communication technology skills but also literacy and numeracy skills.

- Teaching assistants provide effective support for those who have special educational needs and those who are disabled. They are purposefully deployed to support small groups, as identified by on-going assessments, and consequently these pupils make good progress.
- Activities and tasks are usually well planned for different groups. In the outstanding lessons the activities took close account of all pupils' needs and abilities, ensuring that they were all suitably challenged. For example, in a Year 6 class pupils were using and applying new knowledge of area and perimeter to more complex shapes, which was extended to problem solving within the school context. As a result all pupils made excellent progress.
- There are some inconsistencies in the teaching of mathematics, particularly for higher-attaining pupils at Key Stage 2 and which slows their progress. The school leadership and whole staff have rightly identified this as a key priority.
- Where teaching is stronger, particularly in English, pupils are challenged consistently at an appropriate level and teachers' use of assessment ensures they intervene appropriately to move all pupils' learning on.
- In English, marking consistently provides pupils with good indications of what they need to do to improve their work. However, in mathematics, activities are not always sufficiently well matched to pupils' needs because the use of assessment information, marking and the application of next steps in their learning are not applied as consistently. Occasionally this prevents some pupils from making good progress.

The behaviour and safety of pupils are good

- Pupils' good attitudes to learning were evident in lessons throughout the inspection, even when the pace of learning sometimes slowed. Pupils show good levels of collaboration and all groups socialise and work together well.
- School records show that behaviour over time has given little cause for concern. Behaviour in lessons and around the school is never less than good. Pupils are polite and courteous.
- The majority of parents who responded to the on-line questionnaire Parent View were strongly positive about behaviour. They also believe that their children are safe at school. Pupils have a similar view but a small number of pupils say that the behaviour of a minority is not always good.
- All forms of bullying are rare and the school has clear and effective procedures for tackling bullying, if it occurs. Pupils are aware that bullying can take different forms and they know how to keep themselves safe, though the breadth of their understanding could be extended further.
- Pupils have a range of responsibilities, including as play leaders and school councillors, and have been involved in making decisions leading to improvements in the school.
- All staff promote and manage behaviour effectively with clear and consistently applied systems which promote both individual and collective responsibility for good behaviour.
- The school has a core set of values which are integral and pupils know and respond to them willingly. Strong relationships between adults and pupils are evident in lessons and around the school. This is also evident in the breakfast club where pupils enjoy being with friends and accessing the different activities on offer.
- Pupils enjoy being at school and attendance is consistently above average.

The leadership and management are good

- The headteacher has a strong vision which is shared by all staff and is rightly focused on raising pupils' achievement and well-being. Since her appointment there have been improvements in the quality of teaching and the achievement of pupils, particularly in reading.

Achievement in mathematics is not yet as consistently good across all year groups. The school recognises this and has taken actions which are beginning to yield positive outcomes. But more needs to be done.

- Performance management is robust. Systems introduced by the current headteacher ensure that all staff have clear responsibilities and their training needs are clearly identified and closely linked to school priorities. The school is in a good position to continue to improve further.
 - Leaders at all levels use extensive data to accurately track pupils' attainment and to analyse their progress. The findings are used well to identify where action needs to be taken to ensure improvement. This means that any gaps in performance are quickly identified and learning opportunities and support provided that enable all groups of pupils to achieve well.
 - Self-evaluation is accurate, focused on clearly defined priorities which are identified through rigorous monitoring of teaching by staff at all levels. Plans to support school improvement are clearly focused with specific actions and shared with all staff and governors.
 - The curriculum is good. The recent changes to a skill-based thematic curriculum are promoting greater opportunities for cross-curricular links. This is further enhanced by visits, visitors and a wide range of extra-curricular activities.
 - Through partnerships with other schools and agencies pupils' learning opportunities have been extended. Most recently pupils have been beneficially involved in cross-school activities to improve their cultural awareness, contributing well to their good spiritual, social, moral and cultural development.
 - All statutory requirements relating to safeguarding are met.
 - The local authority provides light touch support for this good school.
 - **The governance of the school:**
 - The governing body has a good understanding of the school's strengths and areas for development. This healthy situation results through receiving accurate information from school self-evaluation and active monitoring of subjects and provision, with link governors reporting regularly at meetings.
 - Governors are both supportive and challenging of the school leaders in ensuring that school performance continues to improve through its effective and robust performance-management systems.
 - The governing body provides effective financial support, ensuring that money is allocated appropriately, including pupil premium funding.
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What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	106199
Local authority	Tameside
Inspection number	403002

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	236
Appropriate authority	The governing body
Chair	Alan Wright
Headteacher	Suzanne Clawley Welton
Date of previous school inspection	24 January 2008
Telephone number	0161 3683162
Fax number	0161 3683162
Email address	admin@godleyprimary.co.uk

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