

# Godwin Primary School

Finnymore Road, Dagenham, Essex, RM9 6JH

**Inspection dates** 24–25 October 2013

<b>Overall effectiveness</b>	Previous inspection:	Good	2
	This inspection:	<b>Requires improvement</b>	<b>3</b>
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Require improvement	3
Leadership and management		Require improvement	3

## Summary of key findings for parents and pupils

### This is a school that requires improvement. It is not good because

- Pupils in most year groups do not make good progress in English and mathematics.
- Some teachers do not effectively use pupils' assessment information to plan lessons that match their abilities.
- On occasions, teachers do not check pupils' understanding regularly and adjust plans accordingly. Consequently, a few pupils become restless in lessons.
- In some lessons, pupils are not aware of how well they are performing and some teachers provide insufficient guidance to help them improve their work.
- Occasionally, teachers' comments in books do not always provide appropriate advice to help pupils improve their work.
- In some classes, pupils are given insufficient opportunities to read and respond to teachers' comments in their books. Consequently, they do not often improve their work.
- Leaders do not rigorously check that assessment information is used effectively to plan tasks that extend pupils' knowledge and skills.
- Although leaders hold teachers to account for pupils making adequate progress, their expectations are too low.
- Leaders do not often ensure that appropriate timings are given for subjects, and there is infrequent monitoring of the impact of short subject talks on accelerating pupils' progress.

### The school has the following strengths

- Pupils' attainment in Key Stage 1 has improved yearly, and their progress at the end of Year 6 has also moved forward significantly. While they still require improvement, the most recent results in national assessments are the best the school has had in the last five years.
- The newly restructured leadership team is now regularly monitoring pupils' progress and there are more robust systems in place to track their progress.
- The quality of teaching is consistently good in the Early Years Foundation Stage and mostly good in some of the older year groups.
- There is good-quality feedback from some teachers in Years 3 and 5.
- Pupils behave well around the school and they show great consideration for their peers.
- Pupils enjoy school and their attendance is improving.

## Information about this inspection

- The inspection team observed 28 lessons, of which nine were joint observations with the headteacher and deputy headteacher. There were also short lesson visits to Reception classes.
- The team observed behaviour around the school, especially at break and lunchtimes.
- Inspectors held meetings with the deputy headteacher to discuss the progress that groups of pupils make throughout the school. They analysed the school’s information on attainment and progress data.
- Meetings were held with other senior leaders and staff, with the local authority’s senior advisor and with three governors.
- Inspectors considered parents’ and carers’ views of the school through informal discussions at the start of the inspection and the 36 responses to the online questionnaire (Parent View). There were also discussions with pupils and staff. The team listened to pupils read and interviewed pupils.
- Questionnaire responses from 29 members of staff were analysed. The team examined a number of documents, including the local authority’s involvement with the school, minutes of governors’ meetings and information on pupils with special educational needs. They looked at attendance figures and pupils’ work.

## Inspection team

Janice Williams, Lead inspector

Additional Inspector

Abigail Misselbrook-Lovejoy

Additional Inspector

Michael Buist

Additional Inspector

## Full report

### Information about this school

- The school is larger than the average-sized primary school.
- The percentage of girls on roll is below the national average.
- Around 41% of pupils are known to be eligible for additional support through the pupil premium, which provides additional funding for looked-after children, those eligible for free school meals and the children of service families. This figure is above the national average. There are a few pupils looked after by the local authority, and no pupils from service families at the school.
- Most of the pupils are from White British backgrounds. Around 47% of the other pupils are from other backgrounds. Most are from Black African and White Other heritage.
- Around a third of the pupils speak English as an additional language; this proportion is well above the national average.
- The proportion of pupils with special educational needs supported at school action is above the national average, but the proportion supported at school action plus or with a statement of special educational needs is below the national average.
- In 2012, the school did not meet the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- A new deputy headteacher joined the school in 2010 and 17 new teachers have joined the school within the last three years.
- Nursery includes 16 places for children with high levels of additional needs. The provision is called Nursery with Additionally Resourced Provision, or the NARP.
- Since the last inspection, a number of planned improvements have been made to the school. These include a Reception garden, improvements to the corridor storage and displays and staff toilets, and redecoration of the hall, dining room and Nursery. Two outdoor classrooms have also been built and the school is now three-form entry in Reception and Key Stage 1.

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

- Improve the quality of teaching so that it is consistently good or better by:
  - ensuring that pupils' assessment information is used effectively to plan lessons that accelerate the progress of all groups of learners
  - checking pupils' understanding regularly in lessons and adjust plans accordingly to ensure that pupils make accelerated progress
  - ensuring that pupils are aware of how they are performing and sufficient guidance is given to help them improve their work
  - ensuring that teachers' comments in books provide more appropriate advice to accelerate pupils' progress and create more opportunities for them to read and respond to comments.
- Accelerate pupils' progress in reading by planning tasks and activities in all subjects that consistently develop their reading skills.
- Accelerate pupils' progress in writing by:
  - ensuring that more frequent guidance is given to pupils to improve their sentence structures and use a range of punctuation marks to make their writing more interesting
  - creating more opportunities for pupils to peer and self-assess their work and independently evaluate how to improve their written pieces.
- Accelerate pupils' progress in mathematics by ensuring that tasks are more challenging and extend all pupils' abilities.

- Improve pupils' behaviour by ensuring that lessons are planned with more engaging and challenging tasks for pupils of all abilities.
  - Strengthen leadership and management, at all levels, by:
    - ensuring leaders rigorously check that pupils' assessment information is used effectively to match tasks to pupils' abilities and extend their knowledge and skills
    - ensuring that teachers' expectations are consistently high of what pupils can achieve and thoroughly check on pupils' progress more regularly in lessons
    - ensuring that teachers are held to account for pupils making good progress
    - ensuring that the timings given for subjects are of the appropriate length and regularly monitor the impact of short talks and their impact on accelerating pupils' progress.
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## Inspection judgements

### The achievement of pupils

### requires improvement

- Achievement requires improvement because most pupils in Key Stages 1 and 2 do not make good progress in reading, writing and mathematics. However, pupils' progress at the end of each key stage is improving. The most recent test results are the best the school has had in the last five years, especially at Key Stage 2, and now meet the government floor standards of the minimum expectations for pupils' attainment and progress.
- Children enter Nursery with skill levels that are well below those expected for their age in all areas of learning. They make good progress because adults ask probing questions that promote thinking. Children in the Nursery, including those in the additionally resourced provision for those with high levels of additional needs, also make similar progress because of the good support and guidance that they receive.
- Currently, most of the children continue into Reception. They make consistently good progress because the resources appeal to all groups of learners and children are often challenged to use a range of words to describe what they are learning.
- Most of the pupils continue into Year 1 with similar attainment to other pupils nationally. Over the last three years, pupils' attainment in reading and mathematics has been broadly in line with the national average. Their attainment in writing is weaker, but is improving. Pupils' attainment in the Year 1 linking of letters and sounds check was below the national average in 2012 but has significantly increased in the most recent results. Although pupils' progress is a bit slow in Key Stage 1, their progress is better in Year 2 because teaching is mostly good.
- Although pupils' attainment in mathematics at Key Stage 2 is often better than in English, their attainment in both subjects is often below the national levels. The most recent national assessment results showed pupils' attainment to be broadly in line with the national average.
- In the recent national tests, pupils' progress increased significantly and they made good progress in English and mathematics. Their progress continues to show improvements in the current Years 5 and 6 classes. However, in most year groups, pupils with special educational needs, White British pupils and the less able make slow progress in both subjects.
- Most pupils make only expected progress in reading because the teaching in reading lessons is not good. Most teachers do not plan tasks and activities that appropriately match and develop all pupils' reading skills. However, most pupils eligible for free school meals make better progress than their peers in reading because of the additional support that some receive.
- Throughout the school, pupils' progress in writing is weaker than in reading and mathematics because they are not given sufficient guidance to help them improve their sentence structures and their use of a range of punctuation is often limited. In some writing lessons, pupils are not given enough opportunities to independently assess their learning and they often do not get enough time to edit and improve their work and so make better progress.
- Although pupils' progress in mathematics is slightly better, they do not make good progress because most of the tasks lack challenge and do not extend their knowledge and skills.
- Throughout the school, most able pupils, middle attainers and those who speak English as an additional language make better progress than their peers in English and mathematics.
- In 2012, the attainment of Year 6 pupils known to be eligible for free school meals was approximately a term behind that of their peers in English, and two terms behind their peers' in mathematics.

### The quality of teaching

### requires improvement

- The quality of teaching requires improvement because the daily teaching that pupils receive is not consistently good enough and some teachers do not use pupils' assessment information effectively to plan lessons that meet the needs of all learners or extend their knowledge.
- In some lessons teachers do not check pupils' understanding regularly and adjust their plans accordingly to accelerate pupils' progress, and as a result, they either do work that is too easy or

they do many similar repetitive problems which lack challenge.

- In some lessons, pupils are unsure of how they are performing and teachers provide insufficient guidance to help them improve the quality of their work.
- The quality of teaching in Reception is often good and the displays encourage continuous learning. Although the learning environment in Nursery is not as attractive, children make good progress overall because teachers and adults ask challenging questions that encourage deeper reflection.
- In the good lessons across the school, pupils are engaged, eager to work and focused. In a Year 4 English lesson, pupils made good progress working out the meaning of words, and additional adults offered good support to pupils with special educational needs. Consequently, they made similar progress to their peers.
- In an outstanding Year 5 mathematics lesson, pupils made excellent progress because the teacher had high expectations and systematically checked pupils' understanding. They were continuously given high levels of challenging activities which brought about a thirst for learning and generated a vibrant working environment.
- Although pupils' books are marked regularly, the comments from teachers are variable. The feedback from teachers is more detailed and good guidance is provided by a few teachers from Year 3 and Year 5. In the other classes, the comments from teachers offer limited challenge and provide insufficient advice for pupils to improve the quality of their work.
- In some classes, pupils are not given enough time to read and respond to comments from teachers. As a result, they make only adequate progress because they do not get enough opportunities to edit, correct and improve their work.

### The behaviour and safety of pupils

### require improvement

- Although pupils are respectful and behave well around the school, their attitudes to learning are sometimes less than positive when lessons are not engaging and do not match their abilities.
- In most of the lessons that were less than good, pupils became restless because the tasks either lacked challenge or did not sustain their interest.
- At break and lunchtimes, pupils play happily in a secure, well-maintained environment. Staff ensure their safety and support them well through well-established procedures and routines.
- In the playground, pupils play well together in groups. A few pupils in Years 3 to 6 say, 'We love this school and we all work together.'
- A few younger pupils say that there are some incidences of bullying but they 'tell the teachers' and 'they tell them off'. The older pupils say there is very little bullying and if it happens it is dealt with quickly by adults.
- At lunchtimes, pupils are encouraged to take responsibilities for their utensils and they do this maturely without any prompting from adults. They interact well with each other and great consideration is shown towards their peers. Buddies are attached to new arrivals so that they feel welcomed.
- Pupils know how to keep themselves safe when using the internet and they also know how to resolve conflicts and ask adults for help when necessary.
- Most of the parents interviewed and those who responded to Parent View say that their children are safe and happy.
- During assemblies pupils are attentive; they willingly applaud their peers when they get rewards and praise for good effort and work completed in class. Pupils are proud of their contribution to their house rewards systems.
- In the harvest festival, there was a great deal of food donated by the pupils for the local community.

### The leadership and management

### require improvement

- Leadership and management require improvement because pupils' achievement and the quality of teaching in the school are not yet consistently good. Recent changes to the current leadership structure have resulted in pupils at the end of each key stage making better progress than in previous years.
- Since the last inspection, the headteacher has had to do several roles in the school because of high staff turnover. The illnesses of key senior leaders also reduced the effectiveness of the senior leadership team. There is now better capacity to improve with the current deputy headteacher and the recent restructuring of leadership roles.
- Leaders are supported by an outstanding local junior school and there are many training courses for staff to attend and get help to improve their practice as well as their understanding of their roles and responsibilities.
- Leaders have used national comparison data well to identify subjects that needed improvement, and within the last 18 months, effective strategies have been implemented that have resulted in more pupils making better progress at the end of each key stage.
- Pupils' attainment in Key Stage 1 has improved yearly to now be broadly in line with the national average in reading, writing and mathematics. Pupils' progress in English and mathematics at the end-of-the-Year 6 national tests is now similar to or better than that of other pupils nationally.
- Senior leaders' evaluation is a bit generous in its grading of the quality of teaching, behaviour and leadership and management because they have been too focused on recent improvements and the positive impact that the many new teachers have made since recently joining the school.
- Leaders have worked well with the local authority to monitor pupils' progress more regularly because of the earlier decline in pupils' progress. As a result of intensive support and monitoring, pupils' achievement, the quality of teaching and aspects of leadership have improved.
- Leaders have not ensured that all teachers' expectations are consistently high, and in some lessons there are insufficient checks on pupils' understanding during lessons.
- Leaders have ensured performance management systems are in place and teachers' performance is linked to their pay; however, they do not rigorously hold teachers to account for pupils making good progress.
- Pupils' physical well-being is catered for adequately. They enjoy physical education lessons because their motor skills and balance are developed with many activities. However, there are sometimes limited opportunities to further increase pupils' mental skills with cross-curricular links to literacy topics or numeracy concepts.
- Leaders, including governors, have ideas of how they would like to use the sports funding but because of recruitment issues, the funding has had very little impact in promoting pupils' physical well-being further. There are plans in place to work with another local school and it has also been allocated to staff training. The pupil premium funding is used effectively to employ additional staffing for classes and small-group support sessions.
- The curriculum has interesting topics that often engage pupils but some arrangements of the timing for subjects are too long or sometimes subject discussions are separate from lessons and not as effective in accelerating pupils' progress in English and mathematics.
- Pupils' spiritual, moral, social and cultural development is promoted adequately through assemblies that encourage pupils to be responsible for their behaviour, and they are aware of other cultures through religious education lessons, assemblies and displays.
- **The governance of the school:**
  - The governing body is dedicated to school and they effectively challenge and support leaders to ensure that pupils' progress continues to improve. They are more accurate in their evaluation of the school than leaders and have a clear awareness of how the school compares to other schools nationally. They know that the pupils made slow progress in 2012 and, with the assistance of the local authority, they have monitored pupils' progress more rigorously and regularly. The most recent results show that pupils made better progress than in previous years.
  - Governors have thoroughly monitored the use and impact of the pupil premium funding on accelerating pupils' progress. They have attended training courses and new governors attend

an induction training course.

- Governors are fully involved in the headteacher’s appraisal and are aware of the school’s internal systems for monitoring teaching, but they have not realised that leaders’ expectations for accelerating pupils’ progress are low.
- Governors have set up their own monitoring board to regularly check on pupils’ progress and to effectively monitor whether there are improvements to areas identified for further development.
- Governors are currently considering the best use for the sports funding. They ensure that safeguarding requirements are met and are effective.



## 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

<b>Unique reference number</b>	130919
<b>Local authority</b>	Barking and Dagenham
<b>Inspection number</b>	425645

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

<b>Type of school</b>	Primary
<b>School category</b>	Maintained
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	590
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Peter Malcolm
<b>Headteacher</b>	Julie Phillips
<b>Date of previous school inspection</b>	8–9 November 2010
<b>Telephone number</b>	020 8270 4150
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