

Godfrey Ermen Memorial C of E Primary School

School Road, Eccles, Manchester, Lancashire, M30 7BJ

Inspection dates 11–12 March 2015

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Requires improvement	3
Leadership and management		Require improvement	3
Behaviour and safety of pupils		Require improvement	3
Quality of teaching		Requires improvement	3
Achievement of pupils		Requires improvement	3
Early years provision		Good	2

Summary of key findings for parents and pupils

This is a school that requires improvement.

- Achievement requires improvement because not enough pupils make fast enough progress as they move through the school, particularly in writing.
- The work for the most-able pupils is not always hard enough and, as a result, they do not achieve as well as they can.
- Lessons are not always as exciting or stimulating as they could be, so sometimes pupils lose concentration and their learning slows.
- Displays in classrooms and around the school do not always celebrate the work pupils have done, encourage further progress or reflect a wide and varied curriculum.
- Teachers' marking does not always indicate how pupils should improve their work.
- Behaviour and safety require improvement. Positive attitudes to learning are not sufficiently developed in all year groups. A small number of pupils do not get along with each other as well as they could.
- Targets set by the school in strategic plans are not sharp enough to ensure that improvements are brought about quickly.
- Leaders and managers at all levels, including middle leaders, do not have an accurate picture of how well the school is performing. As a result, achievement is not as strong as it was at the time of the last inspection.
- Governors have not held the school to account for its performance with enough rigour.

The school has the following strengths

- Teaching in the early years is good. Children get off to a good start and make good progress from their different starting points.
- The early years learning environment, both indoors and out, is highly stimulating and children achieve well.
- The rate of persistent absence has fallen significantly since the last inspection.
- Pupils have a good understanding of British values, which are promoted well across the school.
- School leaders have recently made improvements to the way some subjects are taught, for example in reading and mathematics.
- A range of sporting activities which enhances the wider physical education curriculum is offered to the pupils.

Information about this inspection

- Inspectors observed teaching, including two observations carried out jointly with the headteacher and deputy headteacher. The inspectors also observed assembly and listened to pupils reading. They looked at examples of pupils' work and observed pupils at lunchtime and break times.
- Inspectors held meetings with pupils, staff, members of the governing body and spoke to a representative from the local authority by telephone. They spoke to parents as they brought their children to school and during a community assembly.
- Inspectors took account of the responses to 23 inspection questionnaires returned by staff and of the 25 responses to the on-line questionnaire (Parent view).
- Inspectors looked at a range of documents, including data on pupils' current progress across the school, the school's own view of its effectiveness, and how school leaders check on the quality of teaching and learning.
- Inspectors checked on the arrangements for safeguarding pupils and reviewed records relating to behaviour and attendance.

Inspection team

Emma Jackson, Lead inspector

Additional Inspector

Prydwen Elfed-Owens

Additional Inspector

John Ellwood

Additional Inspector

Full report

Information about this school

- This is a larger than average-sized primary school.
- The large majority of pupils are of White British heritage. The proportion from minority ethnic backgrounds is below the national average.
- The proportion of disabled pupils and those who have special educational needs is below the national average.
- The proportion of disadvantaged pupils supported by the pupil premium funding is well above the national average. This is additional funding for pupils who are known to be eligible for free school meals and children who are looked after by the local authority.
- The school has experienced some staff changes since the last inspection, including some periods of absence within the senior leadership.
- The school meets the government's current floor standards, which are the minimum expectations for pupils' attainment and progress in reading, writing and mathematics by the end of Year 6.
- Early years provision in the school is full time.
- The school provides a daily breakfast- and after-school club.

What does the school need to do to improve further?

- Improve the quality of teaching to accelerate progress in Key Stages 1 and 2 by:
 - as a matter of urgency, consistently motivating, challenging and engaging pupils so they sustain better concentration and attitudes in lessons and raise their achievement
 - ensuring that the work for the most able is hard enough so that they can progress at a faster rate, particularly in writing
 - making sure the environment in each classroom encourages progress by reflecting a broad curriculum, supporting pupils' learning and celebrating their success
 - ensuring that marking informs pupils how to improve their work, praises what they have achieved and gives them time to respond.
- Strengthen leadership and management at all levels, including governance by:
 - ensuring that leaders and managers at all levels, including middle leaders, monitor and evaluate the work of the school rigorously
 - providing sharp targets and short timescales in school plans to enable all leaders, including governors, to check if actions are having sufficient impact.

An external review of governance should be undertaken in order to assess how this aspect of leadership and management can be improved.

Inspection judgements

The leadership and management **require improvement**

- Leadership and management require improvement because the systems used to check on the quality of teaching are not robust enough and senior leaders are not held to account sufficiently well by the governing body. As a result, progress in reading, writing and mathematics is uneven across the school and standards are not as high as they could be, particularly for the most able. Too few pupils make better than expected progress, particularly in writing.
- Standards, particularly in Key Stage 1, have declined over the last three years. The headteacher has brought about some changes in recent months which are beginning to show some signs of improvement, for example in the early years, but there has not been enough time for these changes to impact extensively on the progress pupils are making. However, they demonstrate school leaders' capacity to improve the school further.
- The school's view of itself is often too generous. School plans do not always focus on the correct priorities; targets are too broad to enable leaders, including governors, to check that the actions taken are bringing about changes quickly enough.
- Middle leaders have a good understanding of their areas of responsibility; however, they have not fully developed skills which enable them to be held to account for the standards in their subjects.
- Work undertaken by the deputy headteacher to develop the curriculum is at an early stage, but shows signs of translating into broad, balanced and inspiring lessons. However, the work displayed around the school does not always reflect an exciting and varied diet of activities.
- The school provides well for the pupils' spiritual, moral, social and cultural development. There is a range of visits and visitors to school for pupils to enjoy. Leaders actively promote equality of opportunity and tolerance, which has a good impact on fostering good relations and tackling discrimination. The work the school does to promote British Values is a particular strength. This prepares pupils well for life in modern Britain.
- The pupil premium funding is being used more effectively to help disadvantaged pupils achieve well. As a result, the gap between these pupils and their peers is beginning to close in some year groups. Leaders are aware, however, that there is still much to do to close the gap fully.
- The primary physical education and sport funding is used well to ensure that pupils have access to a wide range of sports and activities beyond those traditionally offered. For example, pupils have been offered sessions of fencing and indoor curling. As a result, pupils have positive attitudes to healthy lifestyles and the number of pupils participating in sport has increased.
- There is appropriate provision for disabled pupils and those who have special educational needs. Nevertheless, leaders are aware of the need to raise the achievement of these pupils further.
- A small number of parents who responded to the on-line questionnaire, Parent View, had some negative views of the school. However, parents whom inspectors met during the school day were extremely positive about the school and fulsome in their praise. They feel welcome in school and encouraged to take an active role in their child's education.
- The local authority has an accurate view of the school's performance, but has been slow to provide support after a dip in performance in Key Stage 1 in 2014.
- The school's arrangements for safeguarding and child protection meet statutory requirements and are effective in keeping pupils safe in school.
- **The governance of the school:**
 - The governing body is not rigorous enough in the way it questions the school's performance. It does not always receive or request sufficiently detailed information on performance to allow it to do this.
 - There is better balance of experience and expertise on the governing body than at the time of the last inspection. Governors feel they understand their role better, but recognise that they require further improvement to hold leaders fully to account for the quality of teaching.
 - Governors are involved in the performance management of staff and are aware that teachers' pay is linked to their performance. However, they are not fully aware of what is being done to tackle underperformance or reward good teaching.
 - Governors know how additional funding is spent but have not challenged the school in enough depth about its impact.

The behaviour and safety of pupils **require improvement**

Behaviour

- The behaviour of pupils requires improvement. Not all pupils demonstrate positive attitudes to their work. Some pupils become distracted during lessons, particularly when the work is not hard enough or when lessons are not exciting or stimulating enough.
- The school's systems for recording and monitoring show that incidents of poor behaviour outside classrooms are reducing. However, there are still a number of reported incidents.
- Pupils are polite and courteous to each other and adults around school. Pupils show good manners in the dining hall, particularly in the smaller dining hall, where attitudes during lunchtime are excellent.
- Classrooms are generally calm; pupils dress smartly, keep things tidy and have a pride in their school.
- Attendance is improving because of strategies the school has put in place to encourage pupils to attend regularly. As a result, there are fewer persistent absentees and the number of fixed-term exclusions is reducing.

Safety

- The school's work to keep pupils safe requires improvement. A small number of pupils expressed concerns that not all pupils get along with each other or treat each other as well as they could when they are on the yard. The infant playground is small and therefore the play equipment can sometimes be crowded.
- Most pupils have a good understanding of how to keep themselves safe. They are aware that bullying can take different forms, including cyber-bullying, physical and name-calling. They say that if bullying happens, teachers deal with it.
- Pupils have a good understanding of how to keep themselves safe in a variety of ways, for example they understand fire, road and internet safety.
- The vast majority of parents who responded to the online questionnaire parent view felt that their children were safe in school.
- The breakfast club provides a safe and healthy start to the school day.
- The school meets all safeguarding requirements.

The quality of teaching **requires improvement**

- The quality of teaching requires improvement. Lessons are not always engaging or stimulating enough to ensure that pupils achieve as much as they can.
- Teachers do not always have high enough expectations and so the progress of the most-able pupils, particularly in writing, is not fast enough. There are insufficient opportunities to apply writing skills across the wider curriculum.
- Teachers mark pupils' work regularly. However, their comments do not always inform pupils how to improve their work further and pupils do not respond to teachers' advice. As a result, mistakes are sometimes repeated and pupils are not moved on quickly enough in their work.
- The work displayed around the classroom often supports the pupils with aspects of their learning. However, not enough celebrates their work or reflects the broad curriculum. Consequently, pupils are not always aware how good their work can be.
- The teaching of phonics (the sounds letters make) has recently improved and there is a much more consistent approach to teaching across the school. Pupils' achievement in this aspect of their work is improving.
- Teaching fosters pupils' enjoyment of reading. The recently refurbished library encourages a love of reading. Pupils in Year 6 demonstrated good levels of comprehension, fluency and confidence when reading with inspectors.
- Some teachers use questioning to probe pupils' understanding of their work and assess how well they are doing. However, this is inconsistent across the school and, as a result, teachers do not always know what stage pupils are at in their learning or move them on quickly enough.
- The teaching of mathematics has improved recently and there are more opportunities for pupils to engage in problem-solving and practical activities. This has resulted in better progress for most pupils. However, there is not always enough challenge for the most-able pupils.
- Teaching assistants make a valuable contribution to pupils' learning, particularly when they are supporting groups. However, they are not always used effectively throughout the whole of the lesson.

- In some year groups, good use is made of information and communication technology (ICT) to support learning. For example, hand-held computers were used to record pupils' adaptations of 'Somewhere Over the Rainbow'. This innovative use of computing ensured that pupils produced imaginative and creative writing.
- Teachers are helping pupils to improve the presentation of their work and take a pride in it. Pupils' handwriting is of a good standard throughout the school.
- Relationships between pupils and adults are warm and positive and this is evident in most classrooms.

The achievement of pupils

requires improvement

- Achievement in Key Stages 1 and 2 requires improvement. Although pupils generally achieve the standards expected nationally at the end of Year 6, given their starting points in Year 1 their standards should be higher. The progress made by pupils across the school is uneven and for the most able is not fast enough to ensure that they reach the higher levels of attainment.
- Children start school with skills that are below those typical for their age. As a result of good teaching and a caring environment, children make good progress in the early years.
- The number of pupils who pass the Year 1 phonics check is below average. Improvements in teaching in this area mean more pupils are on track to achieve the expected level this year.
- The proportion of pupils achieving the expected levels at the end of Key Stage 1 in 2014 was significantly below average in all subjects. Standards in Key Stage 1 have declined over the last three years. This is because leaders and managers have not monitored the achievement of pupils with enough rigour or held teachers sufficiently to account.
- The school's current data indicate that, in Key Stage 2, more pupils will achieve the higher levels in mathematics in 2015. This is because there are now greater opportunities for problem-solving and reasoning in mathematics.
- Although pupils in Key Stage 2 generally make expected progress, not enough are making better than expected progress, particularly in writing. This is a result of work that is not challenging or exciting enough. Achievement in reading is improving, because of a greater focus on the teaching of phonics and the development of reading skills in Years 5 and 6.
- Achievement in spelling, punctuation and grammar is not as good as other subjects. Teachers' marking does not always move pupils on with this aspect of their work and mistakes are repeated.
- Disabled pupils and those who have special educational needs do not make good enough progress by the end of Key Stage 2. However, because of more effective support and a review of interventions the school's own data indicate that these pupils are now making better progress than previously.
- In 2014, the standards reached by disadvantaged pupils in Year 6 were about two years behind those of their other classmates in mathematics and nearly one and a half years behind in writing. They were one year behind in reading. These pupils were a year and a half behind pupils nationally in writing and mathematics and one year behind in reading.
- Disadvantaged pupils make similar progress to that of their peers nationally in reading, but progress in writing and mathematics is not as good. Those making better than expected progress in reading is in line with national average, but lower in writing and mathematics. However, school current data show that disadvantaged pupils presently in Year 6 are making better progress and the gap is reducing significantly to about half a term in all subjects.

The early years provision

is good

- The provision for early years is good and has improved considerably since the time of the last inspection.
- The majority of children start school with skills that are below those typical for their age, particularly in reading, writing and mathematics. They make good progress throughout their time in early years. As a result, by the end of Reception Year, the majority of children have skills expected for their age and are ready for the start of Year 1.
- The recently refurbished learning environment is exceptionally modern, both indoors and out. It is attractive, warm and welcoming and there is a range of areas in which children can develop skills and play purposefully. The outdoor area is large and utilised well to allow a wide and varied choice of activities. Children in Nursery are particularly excited to learn. All actively engage in a range of learning opportunities. One child asked the inspector: 'Would you like me to make you a necklace? It is very

beautiful. It has 4 beads but they are really pasta.'

- Teaching is good. Activities are planned to stimulate the interests of the children and resources are used well to enhance the learning. Children are challenged effectively and expectations are high. For example, in Reception children were encouraged to use resources to help them double and halve numbers.
- All adults work very well with the pupils. They guide children in their learning and play skilfully and unobtrusively, so that children can make good progress in every activity.
- Good transition arrangements from nursery settings mean that children settle quickly into their new school. Staff work well as a team and, as a result, children enjoy their learning, make strong relationships and behave well.
- The leadership and management of the early years are good. The early years leader has a good understanding of what is done well and what needs to be done to make further improvements.
- There is a range of information about children, including information from parents. Leaders and managers use this well to assess the progress of pupils. In some aspects of learning in Nursery, for example personal and social development, pupils make outstanding progress.
- Staff in the early years have very good relationships with parents. Parents are welcomed every morning to help children settle in. Parents also say they feel that their children are well cared for and safe in school.

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	105946
Local authority	Salford
Inspection number	456155

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	369
Appropriate authority	The governing body
Chair	Chris Southern
Headteacher	Jennifer Clancy
Date of previous school inspection	26 March 2012
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