

Godwin Primary School

Finnymore Road, Dagenham RM9 6JH

Inspection dates 27–28 January 2016

Overall effectiveness **Good**

Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Good
Outcomes for pupils	Good
Early years provision	Good
Overall effectiveness at previous inspection	Requires improvement

Summary of key findings for parents and pupils

This is a good school

- The headteacher, staff and governors have worked hard and successfully to improve the school.
- Standards have risen since the last inspection and are now in line with national results.
- Pupils achieve well and make good progress because the teaching is good. Teachers give pupils clear guidance on how to improve their work.
- Children get a good start to their education in the Nursery and Reception classes. By the end of the Reception Year, they have the skills to ensure that they are ready for the next stage.
- Disadvantaged pupils, those with special educational needs and those with English as an additional language make good progress because they are given the right support.
- The Nursery provision for children with special educational needs meets their individual needs exceptionally well.
- Regular checks on the quality of teaching and learning identify where training is needed. This helps teachers to improve their skills.
- Pupils feel safe and behave well because they are well cared for and understand what is expected of them.
- The school’s values reflect British values. Pupils understand them and learn to take responsibility for themselves and respect each other. Relationships are good.
- The governors provide a very good balance of challenge and support.
- The school’s surveys of parents’ opinions show that they think the school is giving their children a good education.

It is not yet an outstanding school because

- Not enough teaching is outstanding to make sure that pupils make outstanding progress.
- Expectations for both written work and the use of mathematical skills across the curriculum are not consistently high.
- The outdoor areas in the Nursery and Reception classes are not used as well as they could be to help children make outstanding progress in the early stages of literacy and numeracy.

Full report

What does the school need to do to improve further?

Building on the expertise within the school, raise pupils' attainment and progress by:

- improving the overall quality of teaching from good to outstanding through ensuring consistently high expectations across the curriculum for the quality and quantity of writing and increasing the use of mathematical skills
- ensuring that the developments in the outdoor areas in the Nursery and Reception classes are securely embedded so that children make outstanding progress in all areas but particularly the early stages of reading, writing and mathematics.

Inspection judgements

Effectiveness of leadership and management **is good**

- The headteacher has high expectations and is determined to see that the school continues to improve. Her vision is strongly supported by a capable deputy headteacher, good teams of senior and middle leaders and a strong governing body. Together they check on pupils' progress and the quality of teaching. This gives them an accurate view of the school's performance and means development plans are based on a clear understanding of the main needs.
 - The leadership and management teams are relatively new, and what they are doing is good. However, they need more time to ensure that developments are secure and resulting in greater consistency and outstanding progress in key skills in literacy and numeracy from the early years classes onwards.
 - The main focus has been a successful drive to improve teaching so that it is now good. The monitoring of teaching is thorough and supportive. Teachers know that they are accountable for their pupils' progress but they also know that they will be given every opportunity to improve the quality of their teaching through coaching and well-targeted training. The programme of professional development is very carefully planned to ensure that it meets whole-school and individual needs.
 - Leaders track the progress of pupils regularly and carefully. As a result, pupils who are at risk of falling behind are quickly identified and interventions put in place to help them get back on track. The spending of the additional funding is closely evaluated to make sure that disadvantaged pupils achieve well. This has been successful in raising standards for this group of pupils. School assessment information shows that any gaps in attainment narrow as pupils move through the school.
 - The curriculum meets pupils' needs very well and helps to ensure that they are well prepared for secondary school. It also makes a strong contribution to pupils' spiritual, moral, social and cultural development. Pupils learn well about different faiths and cultures and displays around school show the high quality of this work. Visitors to school and visits to places of worship have contributed well to these activities. Art, music, drama and other activities also enrich the pupils' education.
 - The school has used the additional physical education (PE) and sports funding well to improve the sports facilities, give teachers better skills and increase pupils' participation in a range of sporting activities. The girls' football team has been particularly successful. The work in personal and social education encourages pupils to adopt a healthy lifestyle and the pupils thoroughly enjoy the cookery sessions which contribute to this programme.
 - The school works well with parents. Most parents who responded to Parent View and to the school's own surveys are pleased with how well their children are doing and like the caring ethos of education provided by the school. Almost all parents who spoke to inspectors were very positive about the school and thought that their children enjoyed school and were making good progress.
 - The specialist provision in the Nursery is very well managed to ensure that it meets the needs of these very young children who have very complex needs. The provision for pupils who attend off-site provision is also very well managed. Staff track their attendance and progress carefully and make sure that the provision is meeting their needs.
 - The local authority has provided a good level of support for the school. The standards committee has been instrumental in helping governors and senior staff to focus on the issues identified at the previous inspection and bring about improvement.
- **The governance of the school**
- The governing body responded very positively to the issues raised in the previous inspection report. It is now very effective in holding the school's leaders to account and ensuring that the school is providing a good education. They ensure that the school meets statutory requirements including those relating to special educational needs, finance and safeguarding.
 - Governors review and analyse very carefully the information they receive. For example, they understand how well different groups of pupils are doing and whether they are making enough progress. They check that attendance is continuing to improve. They know the strengths and weaknesses in teaching and, with the leadership team, have tackled weaker teaching effectively. They ensure that performance management is used to set appropriate targets linked to pay and promotion.
- The arrangements for safeguarding are effective. Leaders make sure that the arrangements meet statutory requirements. They make the safety of pupils a high priority, including ensuring that any pupils taught off-site are safe, and the safeguarding policy has recently been updated to take account of the latest guidance.

Quality of teaching, learning and assessment **is good**

- There was some outstanding teaching in all year groups and it was consistently outstanding in Year 6.
- Teaching engages and motivates pupils very well and they develop very good attitudes to learning. Pupils know that they can learn from their mistakes and that they need to practise their skills regularly to improve the quality of their work.
- Where teaching is typically good or better, teachers check their pupils' understanding carefully and adjust their teaching effectively to take account of how well their pupils are doing. They use the information they gain from marking and the pupils' response to the guidance to make sure that the level of challenge is right for different pupils.
- Though teaching is good and improving, there is still some inconsistency between classes and year groups. In most classes expectations are high, written work is neatly presented and pupils develop skills in writing in depth. The focus on spelling has helped to improve written work. In a few classes, a lower standard of written work is accepted.
- From the early years onwards, reading skills and phonics (the sounds that letters make in words) are taught well. The use of these skills was as evident in the Key Stage 2 classes as it was in the early years and Key Stage 1 classes. For example, in a Year 6 guided reading session, pupils were using these skills very effectively to help them read and understand a new text and in Reception they knew that a 'digraph' is a sound which is made up of two letters and could use this to read a new word.
- The teaching of mathematics is focused on ensuring that pupils have fully understood the work. Teachers use questioning skilfully to check understanding and ensure that pupils have mastered a new process or concept before they move on. This is working well in mathematics lessons but is not being supported by giving pupils opportunities to practise their mathematics skills in other subjects.
- Support for those pupils who have been identified as needing extra help is well targeted, whether this is because they have special educational needs or are disabled or are learning English as an additional language. Class teachers and teaching assistants work very well together to ensure that all pupils are able to take part in lessons and make good progress.
- The specialist provision in the Nursery enables these children to make real progress because the support and activities are very closely matched to their needs. For example, this was very evident in the way in which the sensory room was used. The progress of pupils who attend off-site provision is checked carefully to ensure that the teaching they are receiving is meeting their needs.

Personal development, behaviour and welfare **is good**

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- Pupils have positive attitudes to learning. There is a purposeful working atmosphere in lessons because pupils want to do well. From the early years onwards, they respond well to praise and encouragement and show good levels of perseverance. Staff work hard to raise pupils' aspirations for what they can achieve.
- Pupils say they feel safe in school and are taught how to stay safe. Older pupils described the training they had during their time in school in a variety of areas, for example cycling safety and fire safety. Pupils could explain how to stay safe when using the internet.
- The school gives pupils many opportunities to contribute. The school council takes its responsibilities very seriously and other pupils confirmed that the councillors ask their opinions and report back on discussions. Playground leaders conscientiously carry out their roles at lunchtime. Pupils help each other in lessons. They are proud of their school and are polite and courteous to visitors.
- The specialist Nursery provides very well for the children as they are effectively supported in a safe, secure and very stimulating environment. The school staff also make sure that any pupils who attend off-site provision have their personal development and welfare needs fully met in these settings.
- The staff monitor attendance closely and work hard with pupils and their parents to improve it. Attendance has improved and is now broadly in line with the national average. The proportion of persistent absentees has declined as pupils and parents are realising why good attendance is important.

Behaviour

- The behaviour of pupils is good and the behaviour seen during the inspection was clearly typical. Pupils commented that they can get on with their own work because children behave well in class and do not distract others.
- The school's records confirm that any incidents of poor behaviour are quickly dealt with.

- The relatively new system for managing behaviour known as 'Stay on Green' has clearly had a major impact. Pupils are very positive about it and particularly like the way in which they can move quickly back to the top levels if they make an effort. Bronze, silver and gold awards recognise those pupils whose behaviour is consistently good.
- Pupils treat each other with respect. They understand what bullying is and they say that it does not happen very often. They trust adults to deal effectively with any incidents.

Outcomes for pupils

are good

- From starting points which are below those typical for their age, pupils make good and improving progress and they are well prepared for their next stage of their education.
- Standards are rising and in 2015 the results of the tests and teacher assessment in Year 6 showed that pupils had made good progress. Most pupils had achieved results at least in line with national expectations in reading, writing and mathematics. Over half achieved the higher level in mathematics, which was well above the national results.
- From the Nursery and Reception classes onwards current pupils typically make good progress. Though there are some variations from year to year and between groups, staff are aware of these and are working effectively to eliminate them.
- The children who attend the specialist Nursery provision make excellent progress because the activities are planned and delivered very effectively to meet individual needs.
- Disadvantaged pupils make good, and sometimes better, progress compared with their classmates. By Year 6, the gap between their achievement and that of other pupils has narrowed significantly.
- The most-able pupils usually make good progress. Teachers are conscious of their needs and plan carefully to provide the right level of challenge. Work is generally pitched at the right level to challenge and extend them.
- Disabled pupils, those who have special educational needs and those learning English as an additional language also make good progress relative to their starting points. These pupils are supported well in classrooms and when working in small groups. Staff check carefully to make sure that the additional support is effective and make changes if necessary. Where pupils attend off-site provision, school staff work closely with the other staff to make sure that these pupils make at least similar progress to their peer group.
- Pupils enjoy reading and make good progress because they are well taught from the early years onwards. In the Year 1 phonics screening checks, most pupils achieve the expected standard which gives them a good foundation for developing their reading skills.
- In mathematics, pupils make good progress and, when given the opportunity, learn to apply their knowledge in other subjects. In most classes, though, they have more opportunities to use and practise their writing skills than their mathematical skills.
- The work on improving writing, particularly spelling, is resulting in all groups of pupils making better progress than previously. In most classes pupils are able to write accurately and for different purposes. This is not consistent enough across classes to ensure that all pupils make equally good progress.

Early years provision

is good

- Children's attainment is rising and the proportion reaching a good level of development for their age is above the national figures. This means that they are making good progress and are prepared well for the next stage of their education in Year 1.
- The relatively new leadership team in this stage is working well to improve the quality of education provided. They are, for example, keen to see that the outdoor areas are used to maximum effect but the plans for this are not yet securely reflected in the day-to-day activities.
- Teaching is good in both the Nursery and Reception classes. Teachers plan children's learning based on their observations and assessments of what children can do and where they need particular support. They have, for example, identified that girls tend to make better progress than boys. As a result they have ensured that they provide activities which will appeal to both boys and girls.
- Leaders use the information from observations to make sure that the needs of children with special educational needs or disabled children or those who speak English as an additional language are met well. Leaders ensure that disadvantaged children receive early support to help them begin to catch up with their peers both in school and nationally.
- The use of the 'Red Room' for creative play is particularly effective and children were keen to explain what

they were doing, for example describing their construction activities on the building site and in the hairdressing salon where they were making appointments.

- Phonics and early reading skills are taught well. Children quickly gain an understanding of the sounds that letters make and they are beginning to use these skills to attempt to spell words or write sentences.
- Teachers give children good opportunities to write and they make it purposeful by linking it to other topics when, for example, children were making lists and writing cards.
- Classrooms are cheerful and stimulating places which support children's learning through good resources and activities. Outdoor learning is less well established in both areas but particularly in the Nursery, where the space is more limited.
- Children's personal and social development is supported well. They settle very quickly into life in the Nursery and learn to follow the routines and become independent. In both the Nursery and Reception classes, children learn the importance of good behaviour and they learn to take turns and share happily.
- Arrangements for keeping children safe are effective. Adults know the children and families well and cater for their individual needs with great care and ensure that children are kept safe. Staff liaise closely with parents, other providers and external agencies as needed to help resolve any problems which might arise.
- The specialist Nursery provision for children with particular special educational needs is very well managed and organised to meet these children's complex needs. It provides a safe and suitably stimulating environment so that the children are able to make progress and move successfully on to the next stage.

School details

Unique reference number	130919
Local authority	Barking and Dagenham
Inspection number	10002024

This inspection 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	608
Appropriate authority	The governing body
Chair	Peter Malcolm
Headteacher	Julie Phillips
Telephone number	020 8270 4150
Website	www.godwinprimary.co.uk
Email address	office@godwin.bardaglea.org.uk
Date of previous inspection	24–25 October 2013

Information about this school

- The school is much larger than the average-sized primary school. It is part way through an eight-year expansion programme and there are now three classes in each year group from Reception to Year 4.
- The school has significantly more boys than girls in all year groups.
- Around 40% 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.
- Just under half the pupils are from White British backgrounds. Around a third of pupils are from Black African backgrounds. Around a third of the pupils speak English as an additional language; this proportion is well above the national average. The proportion who are at an early stage of learning English is relatively small but rising.
- The proportion of pupils with special educational needs is above the national average. The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress. From time to time the school uses alternative provision for children with particular needs.
- The Nursery includes 16 places for children with high levels of additional needs. The provision is called Nursery with Additionally Resourced Provision, or the NARP.
- A new teaching block has been built to accommodate the increase in size.
- The senior leadership team has been expanded to include four assistant headteachers with responsibility for different phases in the school and one for inclusion. A new middle leadership team has been created.

Information about this inspection

- The inspectors visited all classes at least once and most of them twice. Six of them were joint visits with the headteacher or deputy headteacher. The additional provision for pupils with special educational needs was also observed.
- Inspectors observed the breakfast club, morning and afternoon breaks and lunchtime.
- A meeting was held with members of the school council and with groups of pupils from each year. Many other pupils were spoken to during lessons and breaktimes.
- The inspection team met with governors and a representative of the local authority.
- Inspectors held meetings with school staff, including senior and middle leaders.
- The inspectors took account of 51 staff questionnaires.
- The inspectors also took account of 18 parents' responses to the online questionnaire (Parent View) and the school's own surveys of parents. Inspectors also spoke informally with a number of parents.
- The inspectors looked at a number of documents, including: the school's own data on pupils' progress; school improvement planning; leaders' checks on the quality of teaching; local authority checks of provision and pupils' progress; records relating to behaviour and attendance; and documents relating to safeguarding.

Inspection team

Grace Marriott, lead inspector	Ofsted Inspector
Sean Flood	Ofsted Inspector
Gary Rawlings	Ofsted Inspector
Meena Walia	Ofsted Inspector

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