

Godshill Primary School

School Road, Godshill, Ventnor, Isle of Wight PO38 3HJ

Inspection dates

21–22 June 2017

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

Summary of key findings for parents and pupils

This is a school that requires improvement

- Leadership capacity has been weakened during a period of turbulence. Consequently, leaders have not maintained previously good standards of teaching, learning and assessment across the school. Governors did not act quickly enough to secure the support needed during this time.
- Leaders know what needs to be improved but they have not created clear plans that are linked to measurable outcomes for pupils.
- Leaders have not routinely monitored the delivery of subjects other than English, mathematics and science. Consequently, they do not know how well these subjects are taught or how well pupils are doing in them.
- Governors have been slow to start work with external support in order to improve their own practice.
- Parents are frustrated at what they see as poor communication about recent changes at the school.
- Teaching is inconsistent and pupils' achievement in core subjects is too variable across the school.
- Teachers and teaching assistants do not have consistently high expectations of what pupils can achieve. Some activities are not challenging enough, especially for the most able. Teachers and teaching assistants' questions sometimes hinder pupils' learning.
- Pupils' misconceptions are sometimes left unchecked and so pupils do not realise that they have made mistakes.
- The complicated organisation of the management of staff means that lines of accountability have not been clear.

The school has the following strengths

- Pupils' behaviour in lessons and around the school is good. Pupils demonstrate positive attitudes to learning and feel safe in school.
- Leadership of the early years is strong. Children in the early years make good progress and are well prepared for Year 1.
- Pupils' spiritual, moral, social and cultural development is good. Pupils' pastoral needs are well met.
- Additional funding is used well. Leaders ensure that pupils who are disadvantaged or who have special educational needs and/or disabilities are supported well and make good progress.

Full report

What does the school need to do to improve further?

- Improve the effectiveness of leadership and management, by:
 - establishing a sustainable management structure throughout the school in order to increase leadership capacity to make necessary improvements quickly
 - monitoring and tracking pupils' learning and progress in foundation subjects
 - using the information gathered about pupils' progress across the curriculum to plan clear actions that are linked to measurable outcomes for pupils
 - developing clear lines of communication and building a strong working partnership with parents.
- Improve the quality of teaching, learning and assessment across the school so that it is consistently good, by ensuring that:
 - all teachers plan learning that takes account of pupils' starting points so that it is at the right level of challenge, especially for the most able
 - teachers and teaching assistants routinely pick up pupils' misconceptions and make sure that pupils understand how to improve their work
 - expectations for the quality of pupils' work are consistently high across the curriculum
 - teachers and teaching assistants use questions to support and challenge pupils at the right level to support pupils' progress.

Inspection judgements

Effectiveness of leadership and management

Requires improvement

- During a period of turbulence, leaders have been distracted by financial and staffing worries. As a result, they have not ensured that the quality of teaching is securely good across the school. The new leadership structure, put in place at the beginning of the academic year, was not securely enough embedded for one executive headteacher to cope with the needs of the federation when the intended structure changed unexpectedly. Leaders had too many conflicting demands on their time and attention. Governors did not act quickly enough to provide additional support during this period.
- A significant proportion of parents who spoke to the inspector and responded to the online questionnaire, Parent View, expressed a sense of frustration at what they see as poor communication from school leaders. There is much support for the work of the school, and many comments that highlight its caring ethos. However, leaders have not successfully engaged with parents during this time of change.
- The executive headteacher has an accurate view of the school's performance and understands what needs to be done in order to provide a consistently high quality of support and learning for pupils. However, the diminished leadership capacity across the federation has prevented many activities from having the impact intended in the school. For example, the executive headteacher collects detailed information about pupils' progress, attainment and well-being, but has not had the time to fully evaluate or act on this information.
- Other school leaders have tried to support the executive headteacher with varying degrees of effectiveness. The work of the special educational needs coordinator (SENCo) has focused successfully on improving provision for pupils who have special educational needs and/or disabilities. The work with external agencies has been effective and additional funding has been used well. However, the organisation of the management of staff means that the SENCo has not been able to hold to account those teaching assistants who are not as effective.
- The local authority has provided a range of support to the school. However, there is a difference in perception from the school and the local authority regarding the extent to which this has been helpful. More positively, all parties now agree on what is needed and are working to put this in place, quickly.
- Leaders have a good understanding of how different groups of pupils are performing in the core subjects of English, mathematics and science. However, leaders have not yet established a consistent way of monitoring pupils' achievement in foundation subjects. Teachers approach the delivery of these subjects in different ways, for example either as part of the weekly curriculum, or as special stand-alone days. Leaders do not have a clear understanding of what pupils have and have not studied, and how well they are doing in these subjects. Consequently, leaders' plans for improvement in these areas are not robust.
- Leaders' tracking of the quality of teaching and learning in core subjects is accurate. They have provided suitable training and support, as required. This has helped to improve the consistency of teaching and learning across the school, although leaders,

rightly, recognise that there is still much work to be done.

- The curriculum is supported by exciting and successful focus days, including technology challenges where pupils have to direct their parents to solve tasks. These, along with the work addressed in assemblies, extra-curricular activities, and the inclusive culture embedded throughout the school, successfully promote pupils' spiritual, moral, social and cultural development. Pupils have a secure understanding of fundamental British values, including the rule of law and how democracy works.
- Leaders use additional funding for disadvantaged pupils and the sports premium effectively. Disadvantaged pupils benefit from a range of resources and activities and are making good progress across the school. Pupils benefit from a raft of sporting and extra-curricular activities, including balance bikes and rock climbing. Staff develop their teaching skills from the specialist coaches who visit as part of this strategy.

Governance of the school

- Governors have focused closely on providing strong financial oversight rather than supporting the executive headteacher during the period of staffing turbulence. They have now realised the need to develop leadership capacity and have secured support from the local authority in order to address this effectively.
- Governors are aware of the need to review their own structures and practices. They have taken external advice and, as a consequence, have changed their structure so that they have a greater focus on pupils' outcomes and progress. They are now working closely with the local authority to review other aspects of their work.
- Governors understand the priorities for school improvement. The minutes of their meetings show that they are asking challenging questions of school leaders. They have taken on board the lessons from the recent audit of safeguarding and they regularly check that the school's safeguarding processes are in line with expectations. They monitor the use of additional funding, including the pupil premium, effectively.

Safeguarding

- The arrangements for safeguarding are effective.
- Leaders have implemented the recommendations from a recent audit of safeguarding practices and, as a consequence, there is a strong culture of safeguarding running through the school.
- Staff are well trained and have a secure knowledge of the school's safeguarding processes. They are alert to any signs of concern and understand the need to report any worry quickly because it might be a missing part of the whole picture. Leaders keep clear and well-ordered records of all concerns, monitoring them closely to make sure that rapid action is taken, if required. They work well with external agencies to provide support for pupils and their families.
- Leaders have strengthened the security of the whole site, which is secure. Pupils feel safe and many spoke of how much they liked the new higher fences. Pupils are taught how to keep themselves safe. Leaders work with parents, for example through newsletters and social media, to make sure that all pupils are supported to keep safe.

Quality of teaching, learning and assessment

Requires improvement

- The quality of teaching, learning and assessment is variable. In some classes, work is not set at the correct level and can be either too hard or too easy for pupils. Consequently, pupils do not make the good or better progress required to achieve strong outcomes.
- Teachers' expectations are not consistently high enough, especially for the most able pupils. For example, teachers do not routinely insist that pupils transfer their writing skills to subjects other than English. Pupils who are able to spell and punctuate well in their specific writing lessons sometimes make errors with those same skills when writing in topic or religious education books.
- Pupils' misunderstandings and errors are not routinely picked up by teachers and teaching assistants. In some classes, these misconceptions are addressed speedily, and pupils are supported to learn from their errors. However, in others, pupils get answers wrong and do not realise that there is a problem as they are then moved on to a different activity. This means that pupils believe that they have learned a skill well when they have not. This was particularly evident in some pupils' mathematics work.
- Teachers' use of lesson time is inconsistent. Some teachers spend a long time explaining a task or idea to the whole class and do not leave much time for pupils to apply the ideas or to strengthen their learning. Similarly, some change overs between tasks are well managed and swift, while others are disorganised and lack purpose.
- Some teachers' questioning is effective, for example when prompting pupils to consider the rhythm of their work as well as rhyme when writing a poem. Some questioning by teaching assistants is also effective, but sometimes they provide answers too quickly for pupils or tell them what to write. Consequently, some pupils become dependent on the teaching assistant's support rather than being helped to strengthen their own skills and understanding.
- Teaching in foundation subjects is variable. Teachers decide on an individual basis whether to deliver these lessons as part of pupils' weekly timetable or as special curriculum days. Work in pupils' books is variable because much work is produced in the form of presentations and displays. Leaders do not have a clear understanding of how effectively the curriculum has been delivered.
- Leaders' work to improve the teaching of English and mathematics has been effective. Work is planned to carefully develop pupils' skills and understanding. Pupils' books demonstrate that this work has been successful. Following support from the local authority, the approach is being evaluated and strengthened further.
- Pupils enjoy reading and most read very well. For example, Year 5 pupils read their poems aloud with effective expression and punchy delivery. Pupils very much enjoy, and are motivated by, the various reward schemes in place to encourage reading.
- Learning in science is supported well by extra-curricular activities and events with external visitors. Pupils enjoy science and their books indicate a developing sense of scientific enquiry.
- Homework is set according the pupils' age and ability. It supports learning well and

pupils take pride in the work they complete and present.

- Teaching is particularly strong in the early years. During this time, children enjoy their time in school and they make good progress. The teaching of phonics is also effective and pupils are well-prepared for their next steps in Year 1. Vulnerable pupils are supported well to catch up from what are sometimes lower starting points.

Personal development, behaviour and welfare

Good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- Leaders have embedded the school's 'CARE' values of 'challenge, achieve, respect and enjoy'. Pupils are proud of these values and are able to explain what each one means to them and why they are important. They demonstrate high levels of respect for each other, in and out of lessons, and work and play well together.
- Relationships between pupils and adults are positive and pupils feel that there is always someone to speak to if they are worried about their work or anything else. Pupils are exceptionally positive about the 'Chill and Chat' club held every lunchtime. In this club, they are able to play quiet games or enjoy craft activities as well as talk with an adult about anything that may be bothering them. They told inspectors that if bullying happens, adults at the school are good at sorting it out.
- Pupils feel safe in school and have a good knowledge of how to keep safe, including online and when out and about. For example, pupils confidently told the inspector what they would do if they got separated from their families when out shopping.
- Parents and staff agree that they feel pupils are safe and well looked after in school.

Behaviour

- The behaviour of pupils is good.
- Pupils are polite and self-assured. They are keen to talk about their school and their learning. They are proud of their school community, especially the way that each year group interacts so well with each other at play and lunchtimes.
- Overall, levels of attendance are similar to national averages. No groups of pupils are disadvantaged due to poor attendance.
- Attitudes to learning are very positive. Pupils conduct themselves well around the school and in lessons, and disruption is rare. Pupils are keen to learn and they follow directions quickly. However, while they do not disturb the learning of others, pupils who do not understand what to do in a lesson often sit there quietly, rather than asking for help.

Outcomes for pupils

Requires improvement

- Outcomes require improvement. Although pupils' attainment and progress in English, mathematics and science are improving, they are too variable across the school.

Achievement for some pupils is quite low.

- Leaders recognise the need to monitor more carefully pupils' progress in the foundation subjects. Pupils often complete their learning for these subjects as projects and displays following special curriculum focus days. Information from these days indicates that overall attainment can be strong. However, pupils' books exhibit variable progress in these subjects.
- Pupils' books show that some pupils do not transfer their improved writing skills across the curriculum. For example, some of the pupils who accurately punctuate their writing in their English books make punctuation errors in their topic books.
- The most able pupils, including the most able disadvantaged pupils, make stronger progress as they move through the school. Leaders understand the need to track this group of pupils more closely to ensure that all teachers have sufficiently high expectations of what they can achieve.
- Children get off to a good start in Reception Year. Levels of development have risen steadily and compare favourably with national averages. Detailed school information shows that children, including those who are from disadvantaged backgrounds, make good progress from their varied starting points. Evidence in children's learning records confirms this positive picture and shows that children are prepared well for their move into Year 1.
- Phonics is taught well and pupils use their phonics skills well to tackle unfamiliar words when reading and to work out how to spell words when writing. The results of the Year 1 phonics screening check indicate that the proportion meeting the expected standard is in line with the national figure.
- School information and evidence from pupils' books indicates that disadvantaged pupils, including the most able disadvantaged pupils, are making strong progress in English, mathematics and science. Support outside of lessons helps those pupils in this group who have lower starting points to catch up with other pupils.
- Leaders ensure that pupils who have special educational needs and/or disabilities are provided with additional support so that they make good progress from their starting points. Pupils who have education, health and care plans make very good progress and achieve their individual targets due to the carefully planned additional support that they receive.

Early years provision

Good

- Early years provision is good because activities are closely matched to the starting points of each child. The early years leader works closely and effectively with pre-school providers, including the school's own Nursery provision, to make sure that staff know the children and their needs well. Information is used well to make sure that children have a smooth transition and make good progress. At the end of the year, they are very well prepared to start Year 1.
- Children settle well in this supportive and nurturing environment. Their positive behaviour and engagement shows that they feel safe and secure. Nursery and Reception Year children are taught how to keep themselves safe and to talk to an adult if they are ever worried. Children are confident that adults always listen to them. They

are keen to share their understanding of staying safe and healthy, and several told the inspector off for not wearing a hat outside when it was so hot and sunny.

- Children, including those who are from disadvantaged backgrounds and the most able, make good progress in the early years. Leaders' close monitoring of children's progress means that activities are carefully planned and matched to individual needs. Additional funding is used effectively and thoughtfully to support and improve children's learning. The numbers of children achieving a good level of development have risen steadily since 2015. The school's information for 2017 demonstrates that children have made good progress from varied starting points, with many making better than expected progress.
- Phonics is taught well and children enthusiastically use their skills to read and write. They are confident to apply their developing phonic knowledge in their writing and they tackle unfamiliar words successfully.
- Leaders communicate well with parents and external agencies. Work to support children who have special educational needs and/or disabilities is particularly effective. This is due to the careful communication and planning that draws together expertise from all adults supporting the child. This group of children make very good progress.
- Staff have made the most of the indoor and outdoor spaces. They have created vibrant and exciting areas, for example the 'lifeboat' and the areas shaded by 'sails'. Adults supervise the children carefully, especially where there are steps, and children play well together because they understand the clear rules in place. Adults' effective questions prompt the children to solve problems and investigate issues, for example how to attach a drainpipe to the 'survival tent'.

School details

Unique reference number	118159
Local authority	Isle of Wight
Inspection number	10034840

This inspection was carried out under section 8 of the Education Act 2005. The inspection was also deemed a section 5 inspection under the same Act.

Type of school	Primary
School category	Community
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	134
Appropriate authority	Local authority
Chair	Alison Child
Executive headteachers	Neal Bosworth and Maxine Gray
Telephone number	01983 840246
Website	www.godshillprimary.co.uk
Email address	admin@godshillpri.iow.sch.uk
Date of previous inspection	20–21 November 2012

Information about this school

- Godshill Primary School is smaller than the average-sized primary school. It is part of the Stenbury Federation which consists of three local primary schools. One governing body and two executive headteachers are shared over the three schools. At the time of inspection, one executive headteacher was leading all three schools, due to the absence of the partner executive headteacher. The local authority is providing additional support during this period.
- The Griffins Nursery, which shares the school site, provides for children between two and five years. It is run by the governing body of the federation and therefore was part of this inspection.
- Overall, the proportion of pupils who have special educational needs and/or disabilities is average. The proportion who are supported by an education, health and care plan is much higher than average.

- The proportion of pupils receiving support through the pupil premium is average.
- The school meets the current government floor standards, which are the minimum expectations for attainment and progress.
- The school meets requirements on the publication of specified information on its website.

Information about this inspection

- All classes in the school were observed, including observations undertaken jointly with the executive headteacher.
- The inspector met with parents and carers, a group of pupils, members of staff, school leaders and governors. A telephone call was held with the school's adviser from the local authority.
- The inspector also spoke with pupils during their lessons and their play and lunchtimes.
- The inspector listened to pupils read and checked a wide range of pupils' work across all year groups and subject areas.
- A wide range of school documentation was scrutinised, including information on pupils' progress, school plans for improvement, minutes of meetings of the governing body and information relating to safeguarding.
- The inspector took account of 37 responses to Parent View, including 23 free-text comments. The four responses to the pupil survey and 10 responses to the staff survey were also considered.

Inspection team

Lucy English, lead inspector

Her Majesty's Inspector

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Manchester
M1 2WD

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