

# Inspection of J H Godwin Primary School

Melbourne Road, Blacon, Chester, Cheshire CH1 5JG

---

Inspection dates: 24 and 25 May 2022

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Outstanding</b>
Personal development	<b>Outstanding</b>
Leadership and management	<b>Good</b>
Early years provision	<b>Good</b>
Previous inspection grade	Good

## **What is it like to attend this school?**

Pupils love the warm welcome that they receive from staff at the start of each school day. Classrooms quickly become hives of activity as pupils settle to complete the 'daily challenge' that teachers have prepared for them. Pupils also enjoy the breakfast snacks that are on offer if they are feeling hungry.

The high-quality care, guidance and support that staff provide is a feature of every school day. Pupils' behaviour is exemplary. They try hard in lessons and do their best to live up to leaders' high expectations of their work and their behaviour. Pupils feel safe in school. They told inspectors that disruptive behaviour is rare and that bullying hardly ever happens. They said that a member of staff would resolve any bullying issues quickly and effectively.

Leaders are ambitious for all pupils, including those with special educational needs and/or disabilities (SEND). They ensure that pupils study the full range of subjects. They provide opportunities for pupils to participate in a wide range of physical activities, through after-school clubs and residential visits. Leaders ensure that pupils learn how to look after their mental health. Pupils develop confidence and healthy attitudes to learning at this school. They are well prepared for the next stage of their education when they leave Year 6.

## **What does the school do well and what does it need to do better?**

Leaders have worked effectively since the previous inspection to build and maintain the school's strengths and improve areas that needed development. They have created an ambitious curriculum for pupils. In most subjects, leaders have identified the key knowledge that pupils need to know and understand. Leaders have also sequenced learning carefully so that pupils build their knowledge on what they have previously learned and achieve highly. However, in a small number of subjects, this important knowledge has not been identified. In these subjects, pupils do not consistently build on their previous learning.

Leaders have made reading the school's number one priority. Pupils learn to read fluently. This begins in the Reception class where children quickly start to learn phonics. Inspectors saw children using this knowledge to read and write accurately. Children practise their reading regularly at school and at home with books that match the sounds they have learned. Staff make regular assessments and are quick to intervene if somebody begins to struggle. Staff provide extra support so that children and pupils keep up with their peers. As they move through school, pupils develop positive attitudes to reading. Those who met with inspectors to discuss reading had a good knowledge of children's fiction and read regularly both in school and at home.

Children get off to a good start in the early years class. They settle in well to school routines and respond extremely well to the high expectations that staff have for

them. Leaders ensure that the early years lays the foundation for learning in key stage 1.

Pupils with SEND are fully included in all aspects of school life. Leaders have developed effective systems to identify and support these pupils. Staff work closely with parents of pupils with SEND and keep them informed about their progress. Carefully planned teaching helps to ensure that pupils with SEND are able to access the same curriculum as their classmates.

Pupils' excellent conduct and behaviour are testament to the focus that leaders place on personal development. This begins in the Reception class where children learn about the benefits of working collaboratively. As they move through school, pupils become increasingly thoughtful towards others. Older pupils talked confidently with inspectors about equality, tolerance and respect. They are taught how to debate matters such as Brexit in a mature and considered manner. They understand that others may hold different views for many reasons.

From an early age, pupils have the opportunity to take on additional responsibilities such as class leaders and reading buddies. Pupils can also learn to play musical instruments and are given the opportunity to participate in a wide variety of sports, such as golf and tennis. Pupils leave the school as well-rounded individuals who reflect the school's core values.

Governors bring a wide range of relevant knowledge and skills to their role. They provide both challenge and support to school leaders. Governors know the school well and have a good understanding of the impact that staff have on pupils' learning and development.

Staff are proud to work at the school. They feel well supported and have access to regular training and support. Staff say that leaders prioritise their well-being and are mindful of their workload.

Parents and carers are positive in their views of the school. They say that their children are happy and safe there. Parents also feel well informed about how well their children are learning.

## **Safeguarding**

The arrangements for safeguarding are effective.

The safeguarding team ensure that staff are well trained and constantly alert to the possibility that a child or pupil may be at risk. They provide regular training for staff and ensure that all adults who work at the school know how to respond if they have any safeguarding concerns. Leaders work closely with outside agencies to ensure that support is available to families when they need it. For example, they make extensive use of counselling services to support vulnerable pupils and their families. Staff also ensure that pupils learn how to keep themselves safe, particularly when working or playing online.

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

### (Information for the school and appropriate authority)

- In a small number of subjects, leaders have not ensured that teachers are clear about what pupils need to learn and when they should learn it. This prevents pupils from developing their knowledge in these subjects as well as they could. Leaders should provide clear guidance for teachers about the key knowledge that pupils need to develop in all subjects and the sequence in which this knowledge needs to be taught.

## How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

## Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

## School details

<b>Unique reference number</b>	110983
<b>Local authority</b>	Cheshire West and Chester
<b>Inspection number</b>	10199584
<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	181
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Carol Gahan
<b>Headteacher</b>	Nic Wetton
<b>Website</b>	<a href="http://www.jhgodwin.cheshire.sch.uk">www.jhgodwin.cheshire.sch.uk</a>
<b>Date of previous inspection</b>	19 January 2016, under section 8 of the Education Act 2005

## Information about this school

- Leaders do not make use of any alternative provision.
- Leaders provide a breakfast club.

## Information about this inspection

The inspectors carried out this inspection under section 5 of the Education Act 2005.

This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with school leaders and have taken that into account in their evaluation of the school.

- Inspectors met with the headteacher and other members of the leadership team.
- The lead inspector met with school leaders to discuss the school's self-evaluation and improvement plans.
- The lead inspector held a meeting with seven governors, including the chair of the governing body.

- Inspectors carried out deep dives in early reading, mathematics, history and art and design. As part of this process, they met with subject leaders, visited lessons, spoke with pupils, listened to pupils reading and looked their work in books. Inspectors also talked with leaders about other curriculum subjects and scrutinised pupils' work.
- The lead inspector examined safeguarding policies and records. He also looked at the checks that are made on adults who work at the school.
- Inspectors visited the early years classroom and spoke with staff and children.
- Inspectors spoke to pupils about their experience of school. They also observed pupils' behaviour in lessons and during break and dinner times.
- The lead inspector considered the responses to Ofsted Parent View. He also looked at the responses to the staff survey. There were no responses to the pupil survey.

### **Inspection team**

Paul Tomkow, lead inspector

Her Majesty's Inspector

Joan Grant

Ofsted Inspector

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at <http://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2022