



# Godfrey Ermen Memorial CofE Primary School

Inspection Report

**Unique Reference Number** 105946  
**LEA** Salford  
**Inspection number** 277449  
**Inspection dates** 10 October 2005 to 11 October 2005  
**Reporting inspector** Mr John Heap CfBT Lead Inspector

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

---

<b>Type of school</b>	Primary	<b>School address</b>	School Road
<b>School category</b>	Voluntary aided		Eccles
<b>Age range of pupils</b>	3 to 11		Manchester, Lancashire M30 7BJ
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	0161 789 4382
<b>Number on roll</b>	289	<b>Fax number</b>	0161 921 1818
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	Father Lamb
<b>Date of previous inspection</b>	7 February 2000	<b>Headteacher</b>	Mrs Fiona Glover

---

<b>Age group</b> 3 to 11	<b>Inspection dates</b> 10 October 2005 - 11 October 2005	<b>Inspection number</b> 277449
-----------------------------	---	------------------------------------

---

---

© Crown copyright 2006

Website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

## **Introduction**

The inspection was carried out by three additional inspectors.

## **Description of the school**

The school serves a mixed community with some signs of deprivation. On entering the full-time nursery, children have skills below those expected for their age. The number of pupils eligible for free school meals is above average. A small number of pupils are from minority ethnic heritages. Although the number of pupils who have learning disabilities and/or difficulties is average, the number with statements of special educational need is low. The school is part of the Eccles action zone.

## **Key for inspection grades**

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## Overall effectiveness of the school

### Grade: 3

Although the school views itself as good, inspectors judge it to be satisfactory with some good features. The school provides satisfactory value for money. Overall, standards are average. Achievement is satisfactory, but it varies from good in the Foundation Stage (nursery and Reception) to satisfactory in years 1 and 2 and good for higher attaining children in year 6. Results in national tests for seven year olds have been steadily rising, but remain below average. The main shortcoming is in the low proportion of children who get better than typical results for their age. Standards in writing are not as high as they should be. Teaching and learning are satisfactory overall. The quality is inconsistent because the gathering of data from the assessment and tracking of children's achievements is at an early stage of development and there are varied marking practices that, in the main, do not focus on targets for children's progress.

Provision is good for children in the Foundation Stage and as a result they make good progress from their below average starting point. The curriculum is sound but there are not enough opportunities to write pieces in the full range of subjects. Children with learning disabilities and/or difficulties and those from minority ethnic groups make good progress. All children benefit equally from all the school has to offer. Children's personal development is good. They respond well to the school's effective care. Leadership and management are satisfactory and the school has a good understanding of what needs improving. Early indications are that they are making strides in the right direction.

### What the school should do to improve further

Continue to raise standards by the end of year 2, particularly for the higher attaining children by:

- improving the monitoring and recording of children's individual achievements
- using data to set them challenging individual targets
- rigorously monitoring children's work and lessons.

Continue to raise standards in writing across the school by:

- increasing the amount of writing that is done in all subjects
- improving marking so that it relates directly to a child's own challenging targets.

## Achievement and standards

### Grade: 3

Overall progress through the school is satisfactory. Children enter the nursery with below average standards, particularly in communication, language and literacy, and personal, social and emotional development. They have two full years in the Foundation Stage and make good progress. This is due to the effective provision and care they are given. By the time they enter year 1 standards are broadly average.

Children make steady progress in years 1 and 2. Results at the end of year 2 have been rising steadily, but in 2005 they were below average. Over time the main shortcoming has been the proportion of children reaching above average standards, particularly in writing. Standards are best in reading and mathematics, but even in these subjects the proportion of higher attaining children is below average.

By year 6, standards are broadly average. In 2005, the results of national tests show that achievement of higher attaining children was good. Writing results, in particular, were better than previously. However, across the school, there are weaknesses in basic writing skills because there is insufficient writing done across the range of subjects and teachers' comments do not relate sufficiently to any targets set for individual children.

Children with learning disabilities and/or difficulties and those in minority groups achieve well because of the good support they receive.

## **Personal development and well-being**

### **Grade: 2**

Inspectors agree with the school's judgement that children's personal development and well-being are good. The great majority of children enjoy school, feel safe and have confidence. As a result attendance is improving, pupils are attentive in lessons and do their best.

Children make good progress in most of the basic skills that will serve them well as they move to secondary school and the world of work. Children contribute well to the local and wider community and prepare for their future through, for example, events organised by the church and by raising substantial funds to help victims of the Asian tsunami. There are good links with local businesses.

There is a strong feeling of community in the school which extends to many parents and families who support the school strongly.

Children's spiritual, moral, social and cultural development is good. Throughout the school children have some understanding that choices are part of living in society. For example, through participation in the School Council, where they feel their voices are heard either directly as councillors or through weekly consultations in class. The good moral and social development is seen in the good relationships between children and adults and the good behaviour children display. Policies, such as the 'golden rules' and giving rewards, have proven to be effective.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 3**

The school judges teaching and learning to be good, however in the inspectors' view they are satisfactory. In the Foundation Stage, language skills and personal development are taught well and the result is good progress. In years 1 to 6, the best teaching is

based on good teacher knowledge and challenging tasks that proceed at a good pace. However, higher attaining children are sometimes asked to do work that is too easy.

Teachers have some understanding where their pupils are up to and what they need to do next. However, in their marking, they do not always give children accurate guidance on what they could do to improve. The school correctly sees the need to improve the arrangements for tracking children's achievements and setting challenging individual targets in English, mathematics and science. The senior management team is right to see these changes as an effective way to help learners progress more quickly. Early indications are that these changes are making a difference, particularly for year 6 children.

The needs of pupils with learning disabilities and/or difficulties are well understood and supported. Teachers and teaching assistants together make an effective contribution to children's learning.

## **Curriculum and other activities**

### **Grade: 3**

The school judges the curriculum more favourably than inspectors, who view it as satisfactory. Although all legal requirements are met, there are shortcomings. The chief among these is that the curriculum provides too few opportunities for writing in the wider range of subjects, such as history, geography and religious education. Provision for children with learning difficulties and/or disabilities is good.

The curriculum is broad. The programme is enriched by a wide range of activities that enhance the work in the classroom and contribute to children's personal and academic development. For example there are two residential visits in years 3 to 6 and visitors are welcomed into school, such as performing arts groups and members of the local community.

The school has an award for promoting a healthy lifestyle. There is also a good range of activities outside lessons.

## **Care, guidance and support**

### **Grade: 2**

Inspectors judge care, guidance and support as good which is lower than the school's evaluation. Nevertheless, pupils are valued and cared for well. Staff are rightly trusted by the children as someone to turn to if they have a problem. Breakfast and after school clubs have been improved and now provide good quality care. Child protection procedures are good. Risk assessments are thorough. Children particularly value the 'golden time' system which they feel helps them to monitor and improve their own behaviour. Good links are forged with outside agencies and these improve provision. For example, the good monitoring of attendance has helped to reduce absence and children with learning disabilities and/or difficulties and those from minority groups have their needs met well. Effective learning mentors support pupils to make a successful transition to secondary school.

However, individual targets for learning and feedback to pupils about the quality of their work do not always give them clear guidance about how well they are doing.

## **Leadership and management**

### **Grade: 3**

Overall, leadership and management are satisfactory and this reflects the school's own judgement. Improvement since the last inspection has been satisfactory, particularly in the improved work of the governing body and in communications with parents. Senior staff and governors are aware that the school needs to move forward. This bodes well for the future development of the school. However, progress has been stalled because the school is going through a transitional period with a new headteacher (in post for just four terms), an acting deputy headteacher, and three temporary teachers.

The senior management team are committed to the school and provide the headteacher with effective support. Several areas for development have been identified, including assessment, monitoring of teaching and learning and making the curriculum more relevant for the pupils. Inspectors agree that these are issues for the school. Furthermore, the school has appointed new coordinators to manage the development of monitoring achievement, so that individual children's needs can be more properly met. Early indications from test results point to improvements in writing at year 6, which has long been a problem area.

Budget management is sound and resources in the school are adequate. The governing body plays a satisfactory role in administering the budget. Moreover, there are welcome signs of good developments in governors' monitoring of classrooms. The management of subjects is satisfactory, but subject coordinators' use of assessment data to monitor performance is still at an early stage of development. Furthermore, there has not been time for coordinators to have a regular, detailed look at children's work or recognise the unevenness in the quality of marking.

**Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).**



## Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	<b>School Overall</b>	<b>16-19</b>
--	-----------------------	--------------

### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	3	NA
How well does the school work in partnership with others to promote learners' well-being?	3	NA
The quality and standards in foundation stage	2	NA
The effectiveness of the school's self-evaluation	3	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

### Achievement and standards

<b>How well do learners achieve?</b>	3	NA
The standards <sup>1</sup> reached by learners	3	NA
How well learners make progress, taking account of any significant variations between groups of learners	3	NA
How well learners with learning difficulties and disabilities make progress	2	NA

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	2	NA
The attendance of learners	3	NA
How well learners enjoy their education	2	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	2	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	3	NA

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	3	NA
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	3	NA
<b>How well are learners cared for, guided and supported?</b>	2	NA

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	3	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	3	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3	NA
How effectively and efficiently resources are deployed to achieve value for money	3	NA
The extent to which governors and other supervisory boards discharge their responsibilities	3	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

<b>The extent to which schools enable learners to be healthy</b>	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
<b>The extent to which providers ensure that learners stay safe</b>	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
<b>The extent to which learners make a positive contribution</b>	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
<b>The extent to which schools enable learners to achieve economic well-being</b>	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

## **Text from letter to pupils explaining the findings of the inspection**

N/A

The inspectors thoroughly enjoyed being in your school. It has been a privilege and a pleasure for us to work with you and the staff of the school. We were delighted that many of you wished to discuss matters with us and we were impressed by the courtesy and help you provided.

During our time in the school we particularly liked the way:

- children in the nursery and Reception classes worked hard and well - they make good progress in their time there
- children who find learning a little difficult work well with their teachers and teaching assistants so that they can make good progress
- you behave well, concentrate in lessons and help each other
- you form good relationships with all others in the school, including visitors like ourselves
- the amount of absence is getting less
- the way the school makes it clear that it is important for you to have a healthy way of living
- I could see at lunchtime that you take this very seriously
- your headteacher and the other teachers are working hard to make this an even better school for you to come to.

There are two things we have asked the school to do to make it better.

- Continue improving the way that you do your work in years 1 and 2 by introducing ways to set challenging targets. These targets ought to be set with you and be noted in your books. This will help you to know how well you are doing and know what you need to do to improve.
- Help all the children to become even better writers than they are now. You need to be doing more writing in subjects like history, geography and religious education. You can also be very helpful and always do your best work and meet the challenging targets that your teachers will set.

We wish you well for the future and good luck to you all.