



# Godmanchester Primary School

## Inspection Report

**Unique Reference Number** 110677  
**LEA** CAMBRIDGESHIRE LEA  
**Inspection number** 278485  
**Inspection dates** 14 November 2005 to 15 November 2005  
**Reporting inspector** Mr. Geof Timms LI

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

<b>Type of school</b>	Primary	<b>School address</b>	Park Lane
<b>School category</b>	Community		PE29 2AG
<b>Age range of pupils</b>	4 to 11		
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01480 375115
<b>Number on roll</b>	371	<b>Fax number</b>	01480 375115
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	Mrs.Melanie Matthews
<b>Date of previous inspection</b>	Not applicable	<b>Headteacher</b>	Mr. Philip Ellington

<b>Age group</b> 4 to 11	<b>Inspection dates</b> 14 November 2005 - 15 November 2005	<b>Inspection number</b> 278485
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## Introduction

The inspection was carried out by three Additional Inspectors.

## Description of the school

Godmanchester Primary School serves part of the town and surrounding areas. The catchment area has changed since the last inspection and this has resulted in a fall in numbers on roll. Most children come from secure backgrounds socially and economically. The numbers who are eligible for free school meals are well below average. Almost all children come from white British backgrounds, but a small number come from minority ethnic groups. Two children have English as an additional language and are at an early stage of acquiring the language. The proportion of children with special educational needs is broadly average and has fallen since the last inspection. The attainment on entry to the school of most children is broadly typical given their ages.

## Key for inspection grades

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

## **Overall effectiveness of the school**

### **Grade: 2**

Godmanchester Primary School is an effective school with some outstanding features. It offers its pupils a good quality education. The school's evaluation of its performance is accurate and supported by the findings of the inspection. This provides a very good basis for further improvement. Since the last inspection, the improvements made have been good and have had an important impact on the provision. Within this picture, a number of aspects of the school's work are outstanding and it clearly strives very hard to improve provision further. This view is supported by the pupils and parents who are overwhelmingly supportive of the school. The school's main strengths include the leadership demonstrated by the headteacher and senior staff, the work of the governing body and the good standards and achievement made by pupils by the time they leave the school. The school offers a rich curriculum. Communication with the community is very well supported through the school's website. The pupils' personal development is good overall, but the school does not provide sufficient opportunities for them to take initiative and show responsibility. The quality of teaching is mostly good and a small amount is outstanding. However there are a few inconsistencies. These include, the quality of the feedback offered to pupils and the use of success criteria, and the effectiveness of the way teachers end lessons. The provision in the reception classes is very good and this results in good progress and a good start to children's formal education. The resources and facilities are very good and effectively used. Overall, the school offers good value for money.

### **What the school should do to improve further**

- provide more opportunities for pupils to take responsibility and show initiative
- ensure the ends of lessons are used effectively to consolidate learning and prepare for future learning
- ensure pupils receive effective and consistent feedback so they know what they have done well, and how they can improve their work in future

## **Achievement and standards**

### **Grade: 2**

The standards reached in the school are good and pupils achieve well. Children in the Foundation Stage enter the school with a wide range of skills. They have particular strengths in their personal and social development and this provides a sound foundation for their learning skills later in their education. They are less advanced with some basic reading and writing skills, and the current level of speaking skills are poor. However, the good progress they make in the reception classes ensures that they have achieved almost all of the expected learning goals by the end of the year. The results in the 2005 national tests at the end of Year 6 showed exceptionally high standards in science, and above average attainment in English and mathematics. However, standards in mathematics fell slightly from the 2004 figure and the school has good, clear plans in place to raise standards further. These standards build appropriately on the equally good achievement evident at the end of Year 2. This good achievement is due to the

good quality of much of the teaching, the enriched curriculum and the much improved leadership and management, as well as the positive attitudes demonstrated by most children. Children are set challenging targets in the national tests and, as most are helped to achieve them, this supports their learning very effectively. The presentation of pupils' work has improved since the last inspection and is now good. Standards in swimming are very high due to the very good access the school has to its own pool. There is good art work displayed around the school and some very good quality clay work done in an after school club. Music is also a strength in the school.

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

### **Grade: 2**

Provision for children's spiritual, moral, social and cultural development has improved since the last inspection and is now good in all respects. The school has established close links with several local churches and representatives regularly visit in order to help during lessons or assembly. From Year 3 onwards, all pupils have the opportunity to play a musical instrument and the development of pupils' musical skills also boosts their self-confidence. Parents are confident that their children thoroughly enjoy coming to school and pupils support this view. The school has a vibrant, positive atmosphere and pupils develop into polite, articulate young people. Their enthusiasm is reflected in their very good behaviour and good levels of attendance. Pupils know how to keep themselves safe. They have an excellent understanding of how to keep healthy. They know why they should brush their teeth regularly and look forward to eating fresh fruit and vegetables during the morning break. Pupils play an active role in raising money for local and national charities, but, apart from the school council work, have few opportunities within school to develop other responsibilities and show initiative. Their strong basic skills in reading, writing and mathematics equip them very well for adult life within the world of work.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

The overall quality of teaching and learning is good. In the best lessons, the pace of teaching is lively; teachers use a range of interesting teaching methods and resources to capture pupils' interests. Pupils respond very positively to teachers' skilful questioning and they thoroughly enjoy these lessons. Where there is outstanding teaching they make excellent progress because they are interested and keen to learn. Work is often appropriately matched to the different learning needs of the pupils. Some teachers make very effective use of discussion between pupils to extend and consolidate their learning. Teachers have high expectations and manage their classes well. Pupils are enthusiastic and have excellent relationships with all staff and one another. As a result, the school is a happy and caring place in which pupils make good progress. Where the teaching is less successful, lessons lack excitement and challenge, and teachers do not use the time at the end of lessons to review pupils' work and to

move them on to the next steps in their learning. Teachers use good assessment procedures to check on pupils' learning in English, mathematics and science and to guide their planning and teaching. As a result, work is closely matched to pupils' needs and this leads to all pupils making good progress. In a small number of cases the marking of work and provision of constructive feedback is not consistent. Individual targets are not used in all classes and pupils do not always know what they need to do to improve their learning.

## **Curriculum and other activities**

### **Grade: 2**

The curriculum is good. It fully meets legal requirements and addresses all pupils' needs well. Weaknesses identified by the previous inspection have been fully addressed. The school's grounds are very spacious and sporting provision is particularly strong. The provision of an on-site pool allows pupils of all ages to swim once a week and this helps to keep them fit and healthy. The curriculum in the reception class is good and provides many opportunities for children to choose activities for themselves or be guided by the staff. The range of additional activities is exceptional and enables pupils to develop particular interests such as music, art and gardening. Sports teams, including swimming, football and tag rugby regularly and successfully compete in inter-school matches and tournaments. These opportunities also help pupils to maintain high levels of motivation and develop their self-confidence. A comprehensive programme of personal, social and health education provides clear information about staying healthy and keeping safe. It also helps pupils to build life skills that help them to become responsible citizens.

## **Care, guidance and support**

### **Grade: 2**

Teachers and support staff know the pupils well and work hard to provide a very good level of care, guidance and support. Child protection arrangements are very well established and any pupils at risk are quickly identified and supported effectively. Parents feel that the school cares for and supports their children very well. The school has strong links with the local authority support services. As a result, pupils with learning difficulties and disabilities receive the support that they need to help them learn. Younger children are helped to settle in quickly when they join school, and older pupils are well prepared for their move up to secondary school. The feedback pupils receive on their written work does not always help them know what they need to do to improve. Some pupils have individual targets to work towards and are aware of what they need to do to improve, but this does not happen in all classes.

## **Leadership and management**

### **Grade: 2**

The quality of the leadership and management is good overall, with some outstanding features. The improvements made to the senior management structure have been very

effective and these are having a very positive impact on standards and achievement and the quality of the provision throughout the school. The headteacher and senior staff offer the school outstanding leadership, and provide a very clear way forward for the school and a continual desire to improve provision further. This work has been supported through a leadership training programme but has yet to be fully reflected in all aspects of teaching and learning, or in the standards reached in all subjects. The inspection has shown that the school's self-evaluation is accurate and staff are aware of the priorities needed to raise standards further. Parents and pupils, as well as governors and staff, are involved in the process. The headteacher is currently seeking further ways to make the self-evaluation process even more rigorous and effective. The work of subject coordinators has improved since the last inspection and, particularly in English and mathematics. They offer colleagues a very good level of support, and very good analyses of results to enable areas of underachievement to be addressed. All pupils are fully included and equality of opportunity is exceptionally well promoted; this helps the vast majority of pupils helped to achieve as well as they can. The role of the governing body has developed significantly since the last inspection and their work is now outstanding. Governors are very involved in supporting the school but also in providing effective challenge. There is a very effective committee structure for ensuring the business is managed efficiently and effectively. Finances are very well managed. The improvements made since the last inspection clearly show that the school has a very good capacity to improve further.

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## 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>
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### 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>	2	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	2	NA
The effectiveness of the school's self-evaluation	1	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>	2	NA
The standards <sup>1</sup> reached by learners	2	NA
How well learners make progress, taking account of any significant variations between groups of learners	2	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	2	NA
How well learners enjoy their education	1	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	1	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	2	NA

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	2	NA
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	2	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>	2	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	2	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1	NA
How effectively and efficiently resources are deployed to achieve value for money	2	NA
The extent to which governors and other supervisory boards discharge their responsibilities	1	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**

Thank you for welcoming us to your school when we visited. It was a pleasure to talk to you and to watch you working and playing. We particularly enjoyed meeting some of the school council who told us a lot about the things you like doing at school. This letter is to tell you about some of the important things we saw. Your parents are very happy with your school, and you told us you are very happy there as well. You are lucky at your school because Mr Ellington, the teachers and other adults all look after and care for you very well. They encourage you to be healthy and to stay safe, and are working very hard to ensure you learn new things and to make the school even better in the future. You behave very well in lessons and in the playground and this helps the teachers teach you so well. Most of the time you work hard in lessons. You are especially lucky to have the swimming pool! Your teachers are keen to make the school even better for you. We think that to do this they need to give you more chances to take responsibility by, for example, doing jobs, being monitors or helping each other. The teachers need to use the end of lessons better to recap what you have learned and to prepare for the next lessons. We also think the teachers need to be clearer about what you have done well and how you can improve your work in the future. Even so, you have a very good school. Keep working hard and enjoy your time at Godmanchester!