

Goddard Park Primary School

Inspection report

Unique Reference Number	126282
Local Authority	Borough of Swindon
Inspection number	293507
Inspection dates	12 June 2007
Reporting inspector	David Curtis

This inspection of the school 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 on roll	425
School	
Appropriate authority	The governing body
Chair	Mr R Underwood
Headteacher	Mr M Welsh
Date of previous school inspection	May 2001
School address	Welcombe Avenue Park North Swindon SN3 2QN
Telephone number	01793 342342
Fax number	01793 342341

Age group	3–11
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Introduction

The inspection was carried out by one Additional Inspector. The inspector evaluated the overall effectiveness of the school and investigated the following issues: standards and achievement in the Foundation Stage, especially in communication, language and literacy and mathematical development; standards and achievement in Years 1 and 2; the provision for and progress of pupils with learning difficulties and/or disabilities. Evidence was gathered from lesson observations, discussions with the headteacher, the senior leadership team, members of the governing body and pupils. The views of parents were gathered from the school's very recent questionnaire, together with the returns of the Ofsted questionnaire. Other aspects of the school's work were not investigated in detail, but the inspector found no evidence to suggest that the school's own assessments, as given in its self-evaluation, were not justified, and these have been included where appropriate in this report.

Description of the school

This is a large primary school, with a local-authority-funded nursery. In addition, the school provides extended services for children aged 0-3, which were inspected by Ofsted last year. The school serves an area of social deprivation. The proportion of pupils with learning difficulties and/or disabilities is above the national average, as is the proportion of pupils entitled to free school meals. The number of pupils who join or leave the school at other than the normal times is high. The number of pupils from minority ethnic backgrounds is increasing year on year. Attainment on entry to the school is well below expectations, especially in early literacy development.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

This is a good school, with outstanding features. At the heart of the school's success is outstanding leadership and management. The drive and vision of the headteacher and his undoubted success as an inspirational leader underpin all that the school achieves. He receives excellent support from the senior leadership team and indeed all staff in the school. The governing body is outstanding and a real driving force behind the work of the school. It is totally committed to achieving the best for the pupils and, as the chair put it, 'We will not rest until standards in this school are better than the national average'. Governors challenge the headteacher and senior leadership team rigorously. The most telling example of this is the way in which they set the school the goal to reverse the decline in standards seen in the results of the 2006 assessments of pupils in Year 2. The school's response to this was immediate and successful. The result is that standards in the current Year 2 have improved significantly and continue the trend of improvement seen in 2004 and 2005.

The key to improving standards has been the introduction of a regular and detailed review of individual pupils' learning needs and the progress they make. Where a pupil is deemed to be falling behind, support programmes are immediately put in place. Their progress is then monitored rigorously and the impact of their personalised programme is measured carefully, with amendments made if necessary. As a result, the school now has an in-depth knowledge of each pupil's progress and this means that teaching contributes effectively to improving standards and achievement.

Currently, pupils' achievement is good and they reach broadly average standards by the time they leave the school. Whilst standards are improving, those in writing are still not high enough, especially at the higher levels within the National Curriculum at both Year 2 and Year 6. Evidence from displays of pupils' work shows that they reach good standards in art and design, and in design and technology. There are also good examples on display of pupils using their literacy, numeracy and information and communication technology skills in other subjects, especially science and history.

The provision for children in the Foundation Stage is outstanding. The introduction here of individual learning reviews and teachers' use of them have had a very positive impact on children's progress. Children are now making good progress in communication, language and literacy and in mathematical development. They are on course to reach the goals expected in these two key areas of learning, which was not previously the case. Progress in personal, social and emotional development is very good. Outstanding teaching and learning are key to children's good progress. Teaching assistants play a very successful role in supporting children's learning needs.

A striking feature of the school is the outstanding personal development and well-being of pupils. They really enjoy school and all that it has to offer, including the many after-school clubs. Behaviour is excellent, as are relationships. The way in which pupils in Year 2 negotiated roles with each other in order to carry out a

mathematics investigation was truly impressive. Pupils talk knowledgeably and confidently about the importance of healthy eating. The quality of school lunches certainly supports this. Pupils know why it is important to keep fit and to exercise regularly and are aware of the dangers of substance misuse. They report that there is no bullying in school, although some are worried about boisterous play at lunchtimes. The school council is currently deciding how to spend £30,000 on improving the playground areas because they recognise that play spaces need more variety and equipment. It is very effective in seeking the views of all pupils in the school before it makes any decisions.

Pupils enjoy taking responsibility around the school, including manning the office at lunchtime and running the 'Senior Citizens Lunch Club'. Most feel safe and secure in school and say that they can turn to teachers if they have any worries or concerns. Pupils are prepared exceptionally well for transfer to secondary school and to play their future part in society.

Outstanding care, guidance and support are central to pupils' successful personal development and well-being. The school's procedures for safeguarding pupils are excellent and all statutory responsibilities are in place and adhered to rigorously. The quality of academic guidance and support is particularly strong. Pupils know their individual targets in English, mathematics and science. They really value that teachers tell them what they need to do in order to improve their work. The provision for pupils with learning difficulties and/or disabilities is outstanding. Many pupils have complex learning needs and evidence shows that they make good progress in their learning.

The outstanding curriculum and good teaching and learning complete the picture of this successful school. It is justifiably proud that it has just achieved 'Artsmark' status. The curriculum is stimulating and exciting and is enhanced by an impressive range of visits, visitors and after-school clubs. Classrooms are attractive and vibrant learning environments which motivate pupils to learn. Teachers' planning is of very high quality and successfully meets the differing learning needs of pupils. Teachers' subject knowledge is good and they use interactive whiteboards well in demonstrating and explaining new learning. Teaching assistants make a significant contribution to pupils' good achievement. In lessons, teachers share the learning intention with pupils, but they do not consistently tell pupils what they need to do in order to succeed in a lesson. As a result, there are times when pupils could achieve more.

The majority of parents who responded to the school's recent questionnaire and of those who completed the Ofsted questionnaire are supportive of the school. Minor concerns in relation to lunchtime, echoed by a few pupils, are being addressed through the work of the school council.

What the school should do to improve further

- Raise standards in writing, especially at the higher levels in the National Curriculum tests and assessments.
- Provide pupils with greater consistency in expectations as to what they should achieve in lessons.

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Annex A

Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate.	School Overall
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2
The quality and standards in the Foundation Stage	1
The capacity to make any necessary improvements	1

Achievement and standards

How well do learners achieve?	2
The standards ¹ reached by learners	3

Personal development and well-being

How good is the overall personal development and well-being of the learners?	1
The extent of learners' spiritual, moral, social and cultural development	1
How well learners enjoy their education	1
The extent to which learners adopt safe practices	2
The extent to which learners adopt healthy lifestyles	1
The extent to which learners make a positive contribution to the community	1
How well learners develop workplace and other skills that will contribute to their future economic well-being	1

The quality of provision

How effective are teaching and learning in meeting the full range of learners' needs?	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	1
How well are learners cared for, guided and supported?	1

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	1
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average, with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

Annex B



13 June 2007

Dear Pupils

Inspection of Goddard Park Primary School, Welcombe Avenue, Swindon
SN3 3QN

Thank you so much for the warm welcome you gave me when I visited your school. I would like to say a special thank you to the school council and the group from Year 6 who spent time talking with me. You were absolutely right when you told me that your school is good, but I found that it has some excellent features too. All of you in the school play a very important part in your school's success.

These are the things which I think are really good:

- The way you behave in school and your relationships with each other
- You really enjoy your lessons and work hard for your teachers
- You like having targets to help you learn and appreciate teachers telling you how you can improve your work
- The work of the school council and the way it seeks all of your views to support its work
- All of the people who lead and manage your school want to give you the very best education
- The way in which the school uses visits, visitors and after-school clubs to add enjoyment to your learning.

There are two things which I have asked your headteacher, teachers and governors to do in order to make your school even better than it already is. These are:

- To help you get even better with your writing
- To give you a clear idea as to how much work you should do in lessons in order to be successful.

I really enjoyed my day with you.

Yours sincerely

David Curtis
Lead inspector