

# Godley Community Primary School

## Inspection report

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<b>Unique Reference Number</b>	106199
<b>Local Authority</b>	Tameside
<b>Inspection number</b>	309049
<b>Inspection date</b>	24 January 2008
<b>Reporting inspector</b>	Marie Cordey

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

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4-11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	228
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Greg Edwards
<b>Headteacher</b>	Mrs Lynda Johnson
<b>Date of previous school inspection</b>	17 May 2004
<b>School address</b>	St John's Drive Godley Hyde Cheshire SK14 2QB
<b>Telephone number</b>	0161 3683162
<b>Fax number</b>	0161 3683162

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## Introduction

The school was inspected by one Additional Inspector. The following issues were investigated: the pupils' achievement and standards; the quality of teaching and learning; the pupils' personal development and well-being; and how well the school's leadership promotes care and high standards. Evidence was gathered from observation of lessons, the pupils' work, discussion with pupils, staff, the chair of governors and a parent governor, a scrutiny of school documents and parent questionnaires. 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, in its self-evaluation form, were not justified. These have been included where appropriate in the report.

## Description of the school

This is a small school, close to the town of Hyde. The vast majority of pupils are of White British heritage. The proportion of pupils who have learning difficulties and/or disabilities, and those who are eligible for free school meals, is below average. The school has gained the Activemark award for its sport provision.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 2

Godley is a good school with outstanding features. It lives up to its motto, 'Aiming Higher Together'. The welfare of pupils is at the heart of its character and pupils' personal development is outstanding. According to many parents, pupils 'can't wait to get to school', and 'school is a caring, nurturing environment where children's well-being is a priority'. It is clear that pupils are happy and pleased to learn. Their exemplary behaviour reflects delight and enjoyment and their attendance is well above average. Pupils' outstanding spiritual, social, moral and cultural development is seen in their readiness to observe that loving and caring for people are important things in life. Assemblies are outstanding and nurture pupils' spiritual development exceedingly well. The vast majority of parents are positive about school. Any parental concerns are taken seriously and addressed appropriately.

Standards at the end of Year 2 and Year 6 have increased incrementally since the last inspection. They are above average and pupils make good progress from their starting points. At Key Stage 1 this is because of good transitional arrangements from the Foundation Stage and an exciting and innovative curriculum. By the end of Key Stage 2 pupils are particularly skilled in mathematics and science where they enjoy the challenge of investigations and solving problems. Good proportions reach levels above those typically expected for their age in mathematics and science. Pupils present their work very well and enjoy story writing. Nevertheless, their writing is less assured than work in other subjects and higher attaining pupils, in particular, lack sufficient challenge. Pupils who have learning difficulties and/or disabilities make good progress because they are identified quickly and provided with good support by skilled support staff.

Teaching and learning are good and at times outstanding. Lessons are well planned. Pupils learn through use of the interactive whiteboards, class presentations and plentiful opportunities for them to work together. Good subject knowledge and a determination to push the pupils' boundaries results in pupils' outstanding attitudes to learning. Parent and grandparent helpers give good support in lessons. Pupils have ample opportunity to enjoy a wide range of sports and develop skills in physical education above those expected for their age. Although the needs of the higher attaining pupils in Year 6 are met well, some lack sufficient challenge in English because work is at times too easy. Pupils are generally aware of how they are doing in their work but as the school is running three different assessment systems their knowledge of how to make their work better is inconsistent. Classrooms are bright, displays are informative and celebrate pupils' work.

Leadership and management are good. Leadership of pupils' personal development by the headteacher is outstanding. The newly appointed deputy headteacher provides strong support. Together the most senior leaders are analysing the current systems for marking pupils' work and tracking their performance in order to simplify and strengthen its impact. The school has a clear vision for further improvement and understands its strengths and weaknesses because of accurate self-evaluation. A new governing body provides good support and guidance. Governors are becoming more knowledgeable and have begun to challenge the school's performance effectively. There has been good improvement since the previous inspection and there is good capacity to improve further.

## **Effectiveness of the Foundation Stage**

### **Grade: 2**

Provision for children in the Foundation Stage is good with outstanding features. Children and their parents are made to feel welcome and valued. A wide range of activities and much encouragement means that children are comfortable to move from role play to intensive learning in information and communication technology. Resources are plentiful on the whole. Limited opportunities to further develop children's physical skills are currently being addressed. This is through extra resources for outside play including a covered area. Children make rapid gains in independence and confidence because of the outstanding care and attention they receive from the staff. The good quality teaching matches tasks to the needs of the individual. As a result, children's learning is very effective and they achieve well. Children's attainment on entry varies year on year between below and broadly expected levels for their age. Currently, children are quickly moving forward from levels on entry mostly typically for their age to levels higher than usually expected.

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

- Accelerate progress at Key Stage 2, for higher attaining pupils, in English.
- Simplify arrangements for assessment in order to track and inform pupils' progress effectively.

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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
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	2
The effectiveness of the Foundation Stage	2
The capacity to make any necessary improvements	2

### Achievement and standards

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

### 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
The extent to which learners adopt healthy lifestyles	1
The extent to which learners adopt safe practices	2
How well learners enjoy their education	1
The attendance of learners	2
The behaviour of learners	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	2

### The quality of provision

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

<sup>1</sup> 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 A

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
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



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**Annex B****Text from letter to pupils explaining the findings of the inspection**

Thank you for the very warm welcome you gave me when I came to your school. You were very friendly and clearly wanted to tell me all about the things you do in school. I was pleased to learn a lot of your names and have the chance to talk to many of you. I judge your school is good and some parts are outstanding. The best things about it are how well you are looked after and cared for. You are exceptionally well-behaved and very pleased to be at school. Your headteacher is determined to make the school improve even more and staff are helping. You are a big part of this and I am convinced that you will be very involved in school improvement. The standards you reach are good and your writing is beginning to improve. Children in the Nursery and Reception classes make a good start to their school life.

Your school will be even better if by Year 6 pupils do as well in English as they do in mathematics and science. The school is going to help you. It is also going to simplify the way teachers mark your work and check your progress, so that everyone understands it.