

Godfrey Ermen Memorial CofE Primary School

Inspection report

Unique Reference Number	105946
Local Authority	Salford
Inspection number	324301
Inspection dates	11–12 December 2008
Reporting inspector	Steve Rigby

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

Type of school	Primary
School category	Voluntary aided
Age range of pupils	3–11
Gender of pupils	Mixed
Number on roll	
School (total)	299
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
Appropriate authority	The governing body
Chair	Mr Chris Ireland
Headteacher	Mrs Jenny Clancy
Date of previous school inspection	10 October 2005
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	School Road Eccles Manchester Lancashire M30 7BJ

Age group	3–11
Inspection dates	11–12 December 2008
Inspection number	324301

Telephone number
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Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

This is a larger than average sized school that serves an area of above average social disadvantage. The proportion of pupils entitled to receive a free school meal is above average. The proportion of pupils with learning difficulties and/or disabilities is below average. Most pupils are of White British heritage. The school achieved National Healthy Schools Status in 2007. The headteacher has been in post for almost two terms at the time of the inspection.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

The school provides a satisfactory quality of education. It is a happy and friendly place which provides pupils with a safe and caring environment. Parents say their children are happy at school. A typical parental comment is, 'It gives me great comfort to know my son is happy and well cared for.'

The school has introduced new systems for assessing and tracking pupils' progress. Data from these and inspection evidence indicate that pupils' achievement is satisfactory given their starting points. Standards by the end of Year 2 are similar to those expected for children of that age. By the end of Year 6, standards are broadly average, although standards in writing are below average. The quality of teaching and learning is satisfactory. In the majority of lessons, teachers enable pupils to progress at a steady rate and their assessment of pupils' work is accurate. However, teachers' use of assessment information to plan the next steps in pupils' learning is inconsistent and results in a lack of challenge in some lessons. Teaching assistants provide caring pastoral and academic support for pupils with learning difficulties and/or disabilities who also make satisfactory progress. The curriculum is satisfactory overall, although the good range of clubs and the many visits and visitors enhance pupils' experiences. Pupils have opportunities to play a musical instrument or to learn a modern foreign language. This makes a positive contribution to their good spiritual, moral, social and cultural development.

Pupils' good personal development is reflected in the way they work happily together, behave well and are considerate to others. This results in generally calm and friendly classrooms. Pupils enjoy coming to school and both punctuality and attendance are good. Pupils adopt a healthy lifestyle and understand the need to exercise and to eat healthily.

The headteacher has moved quickly to improve teaching and has introduced a rigorous assessment system. Her management and leadership skills are creating a shared understanding amongst staff of what needs to be done. The school has an accurate knowledge of its strengths and weaknesses. Expectations have been raised of what pupils can achieve and challenging targets have been set for their learning. Governance is satisfactory and the governors are supportive of the school.

Effectiveness of the Early Years Foundation Stage

Grade: 3

Provision in the Early Years Foundation Stage (EYFS) is satisfactory. The majority of children enter Nursery with skills which are below those expected for their age, especially in language and communication. By the end of Reception, children are working within the early learning goals in most areas of learning, although their communication and language skills remain below expectations. Children make good progress in their personal, social and emotional development. They settle quickly into classroom routines because of the warm welcome they receive. Children behave well and are confident about leaving their parents and carers at the start of the day. Overall, provision is managed satisfactorily, but key staff have been absent and this has delayed the full implementation of the new EYFS curriculum. For example, children have few opportunities to extend their language during outside play because there are not enough activities planned to promote this. Staff assess children's progress accurately during adult led activities, but their monitoring of progress during independent activity is less developed. As a result, adults do not have a complete picture of children's achievements from which to plan

the next steps in their learning. The school hosts parental workshops which are effective in easing children's start at school. Staff are vigilant with regard to children's safety and well-being and leaders are in the process of identifying key adults for parents to contact in the event of any difficulties occurring.

What the school should do to improve further

- Raise standards in writing throughout the school.
- Improve teaching and learning throughout the school by ensuring greater consistency in the use of assessment data to plan work to match the needs of all pupils and to ensure challenge in all lessons.
- Develop the EYFS curriculum to secure a closer match to children's learning and development needs.

A small proportion of schools whose overall effectiveness is judged satisfactory but which have areas of underperformance will receive a monitoring visit by an Ofsted inspector before their next Section 5 inspection.

Achievement and standards

Grade: 3

From starting points which are below those expected for their age on entry, pupils achieve satisfactorily throughout the school. Inspection evidence indicates that current standards in Year 2 are broadly average, although progress in writing is slower and higher attaining pupils are not always reaching the levels of which they are capable. In Key Stage 2, pupils' progress continues to be satisfactory, resulting in standards that are broadly in line with national averages. Pupils with learning difficulties and/or disabilities benefit from the good support they get in small groups, but the work planned for others in the classroom is not always well enough matched to their individual needs.

The recently introduced monitoring and improved assessments of pupils' progress show that standards are rising. At Key Stage 2, a larger proportion of pupils is on course to reach the higher levels in mathematics and science. However, writing remains a weakness throughout the school.

Personal development and well-being

Grade: 2

Pupils enjoy school. They feel safe and express their trust in the adults with whom they work. Pupils' spiritual, moral, social and cultural development is good overall. They show caring attitudes towards others and develop strong and trusting friendships. Their understanding of different faiths and cultures is satisfactory and promoted by visiting cultural and arts groups and lessons. Pupils have a good knowledge of how to maintain a healthy lifestyle and they have worked hard to achieve their Healthy Schools award. They appreciate the need to eat sensibly and are very enthusiastic about the daily 'Freddie Fit' sessions and other good opportunities to enjoy sports. Pupils take their responsibilities in school very seriously and carry them out reliably. The school council provides all pupils with a voice in school affairs. This has led to a start on playground developments following a substantial grant from local businesses. Pupils work well together and know how to share and take turns. This contributes positively to their preparation for the world of work, but generally there are too few opportunities for pupils to develop their independent learning skills.

Quality of provision

Teaching and learning

Grade: 3

The quality of teaching and learning is satisfactory. Although there is some good teaching, this is not consistent. Findings from recent monitoring have been used to improve lesson planning. Teachers are beginning to take more account of pupils' varying abilities but do not yet make full use of assessments to set specific targets for pupils. This means that sometimes pupils are not challenged at the appropriate level. Some lessons progress at a lively pace and, as a result, pupils make good progress. Pupils are engaged in a range of enjoyable activities and achieve well in these lessons. Some lessons, however, lack pace because pupils spend too long listening to the teacher rather than working independently or practising their skills. Relationships in lessons are consistently good and pupils feel confident about 'having a go'. Teaching assistants make a satisfactory contribution. Although they are effective in securing the progress of small groups, they often have too passive a role during other parts of the lesson.

Curriculum and other activities

Grade: 3

The curriculum is broad and balanced. It provides a satisfactory focus on numeracy, literacy and information and communication technology skills, although there are too few opportunities for pupils to apply these skills in other subjects. There are satisfactory opportunities for pupils to participate in drama, 'premier sport' and for all Year 4 pupils to play a musical instrument. A wide range of well-attended after school clubs is provided. These include cooking, dance, drama, rugby, science and Spanish. Older pupils enjoy residential visits to Lledr Hall and Prestatyn Holiday Camp. These contribute well to their social, moral and physical development. The curriculum for personal, social, health and citizenship education is satisfactory. Outside agents, such as 'crucial crew' are used effectively to raise pupils' awareness of personal safety and well-being. Pupils are taught about sex and drugs and this contributes appropriately towards the school's promotion of healthy lifestyles. The school welcomes a number of visitors into school, including local theatre groups, the police and the fire service. These help to promote some aspects of community cohesion, although links with the wider community are less developed.

Care, guidance and support

Grade: 3

The school provides a good level of pastoral care and is committed to keeping pupils safe. Pupils receive guidance regarding acceptable behaviour within classrooms and in the playground. They are aware of who to turn to in the event of any form of bullying or antisocial behaviour. Staff have well-organised and accessible systems in place to ensure that all health and safety and safeguarding requirements are met.

The school has recently introduced an effective system for monitoring and tracking pupils' progress. Although new and yet to have full impact, it allows challenging but realistic targets to be set and regularly reviewed. Teachers mark pupils' work regularly, but not consistently well in all classes, and pupils have few opportunities to be involved in assessing their own work. Links with local schools are satisfactory and pupils are helped to transfer successfully to their next school.

Leadership and management

Grade: 3

The headteacher and senior management team have a secure understanding of the strengths and weaknesses of the school and are taking action to bring about improvement. For example, the school has recently experienced considerable staffing disruption, resulting in inconsistencies in practice. Leaders introduced closer monitoring of teaching and learning and a staff development programme is promoting a more common approach. The headteacher and senior leaders are determined to improve pupils' achievement. Governors share the drive to raise standards and are supportive of the developments taking place, but their role in monitoring the performance of the school is less well developed. The improvements made to date, along with the greater staffing stability, give the school a satisfactory capacity to improve.

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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?	3
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?	3
The capacity to make any necessary improvements	3

Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	3
How well do children in the EYFS achieve?	3
How good are the overall personal development and well-being of the children in the EYFS?	2
How effectively are children in the EYFS helped to learn and develop?	3
How effectively is the welfare of children in the EYFS promoted?	3
How effectively is provision in the EYFS led and managed?	3

Achievement and standards

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

¹Grade 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.

Personal development and well-being

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

The quality of provision

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

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3
How effectively leaders and managers use challenging targets to raise standards	3
The effectiveness of the school's self-evaluation	3
How well equality of opportunity is promoted and discrimination eliminated	3
How well does the school contribute to community cohesion?	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
The extent to which governors and other supervisory boards discharge their responsibilities	3
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

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

Thank you for the friendly welcome you gave to the inspection team when we visited your school. I enjoyed meeting you and would like to say a special thank you to the school council and the children who gave up their time to talk to me. Your school is a satisfactory school. It enables you to reach broadly average standards and your achievement is satisfactory. Standards in writing are below those of other subjects, however. Teaching is satisfactory overall, although it does vary across different classes. The curriculum is satisfactory and there is a good range of additional activities provided for you to help you enjoy school. However, some staff absence in the Early Years Foundation Stage has slowed some of the developments planned for the youngest children. Your behaviour is good and you show care and consideration for others. You know how to keep fit and stay healthy. Adults in your school look after you well. School leaders know what the school does well and what needs to be improved. I have asked them to focus on three things to make the school better for you.

- Raise standards in writing throughout the school.
- Make sure teachers use their assessments of your learning to plan lessons matched to your needs and to make sure everyone has the right amount of challenge.
- Improve the Early Years Foundation Stage curriculum to better meet the needs of the youngest children.

I know your teachers are eager to make these improvements. You can help them by continuing to do the best you can.