

# Goddard Park Primary School

## Inspection report

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<b>Unique Reference Number</b>	126282
<b>Local Authority</b>	Borough of Swindon
<b>Inspection number</b>	340950
<b>Inspection dates</b>	27–28 January 2010
<b>Reporting inspector</b>	Joanne Harvey

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

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

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	0–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	401
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Patrick Williams
<b>Headteacher</b>	Mike Welsh
<b>Date of previous school inspection</b>	2 June 2007
<b>School address</b>	Welcombe Avenue Park North Swindon SN3 2QN
<b>Telephone number</b>	01793 342342
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<b>Email address</b>	head@goddardpark-pri.swindon.sch.uk

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**Number of children on roll in the registered  
childcare provision****Date of last inspection of registered  
childcare provision**

Not previously inspected

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## Introduction

This inspection was carried out by four additional inspectors. Inspectors spent three quarters of their time looking at learning, visited 25 lessons, observed 18 teachers and held meetings with groups of pupils, governors and staff. A small number of parents bringing their children to school were also spoken to. Inspectors observed the school's work, looked at documents, including self-evaluation and development plans, governing body minutes, policies, external monitoring reports, security checks, risk assessments and pupils' work, assessment and analysis of pupils' progress monitoring, safeguarding and welfare arrangements. They also analysed 51 responses to parents' questionnaires, as well as questionnaire responses from staff and pupils.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- whether the progress of all groups of pupils is quick enough
- whether teachers' expectations are consistently high and if they use assessments rigorously to plan work to challenge and enthuse all pupils in all subjects
- whether leaders and managers at all levels are doing all that they can to raise standards for all pupils in all subjects
- how successfully the school promotes community cohesion.

## Information about the school

Goddard Park is a larger than average sized primary school. The school was part of the Early Excellence Centre programme from 2003 and has been a Children's Centre since 2005, offering extended services for children aged 0'3, all included in this inspection and report. The site accommodates other extended services, including health and family support.

The proportion of pupils with special educational needs and/or disabilities, including those with a statement, is above the national average, as is the proportion entitled to free school meals. A higher number of pupils than would be expected join or leave the school other than at the usual times. The percentages of pupils from minority ethnic backgrounds and those who speak English as an additional language are below national averages.

The school has achieved Basic Skills Quality Marks, an International Schools Award, Eco-Schools Award, Artsmark, Employer Training Awards, a Sing Up Award, and has Healthy Schools and Investors in People status.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**1**

**The school's capacity for sustained improvement**

**1**

### Main findings

Pupils, staff and parents are very proud of this outstanding school. One parent summed up the view of many when writing: 'Throughout her school years, my daughter has thrived through the encouragement of the teachers. As she walks through the school gates, I know she will be safe and enjoy all aspects of her school experience.' A typical comment from pupils was: 'My school is a place where the teachers are nice, they care for us, they put us up for a challenge and we feel safe.' One member of staff wrote: 'I feel proud to be in the Goddard Park Team.'

They are right to be proud of, and pleased with, their school because it is helping pupils to make outstanding progress. It is improving their life chances and putting them in a position to be able to attain at least equally with their peers nationally. It truly achieves its stated vision to be a place where 'Everybody Learns, Everybody Cares'.

Children get an excellent start in the Children's Centre and throughout the Early Years Foundation Stage. The excellent provision in Key Stage 1 and 2 ensures that pupils build on these strong foundations exceptionally well. Teaching is mostly good, and sometimes better. The difference between the good and outstanding teaching is the effectiveness with which teachers use assessment information to precisely match the challenge of work to pupils' capabilities and the extent to which they embrace the innovative curriculum. Overall, however, teachers plan effectively to meet the needs of pupils whatever their circumstances. As a result, the most able receive challenging tasks that encourage them to think and work hard while those who need extra help get well-targeted support. This focus on each individual pupil and treating them all as unique individuals lies at the heart of the school's outstanding care guidance and support. It comes from the school ethos, which ensures pupils are surrounded by spirituality, inspiring in them a sense of 'awe and wonder' and leading to exceptionally good behaviour and attitudes from pupils. The outstanding curriculum places an appropriate emphasis on literacy, numeracy and information and communication technology skills. It complements these with an excellent range of enrichment opportunities and after-school clubs, which pupils thoroughly enjoy.

Schools do not become this successful by chance. The outstanding leadership has been the key to its continuous improvement, taking the school from 'good with outstanding features' at the time of the last inspection to being 'outstanding' in less than three years. Previous weaknesses have been successfully addressed and other improvements made besides. The headteacher, staff and governors have a very accurate view of how well the school is doing and what it needs to do to continue to improve. They have very high expectations for the future of the school and for every pupil so they set challenging targets and work tirelessly to achieve them, including ensuring that the majority of

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teaching moves from good to outstanding. The school is therefore excellently placed to continue to improve.

## What does the school need to do to improve further?

- Raise teaching quality further to make much of it outstanding by:
  - building on the best practice used in assessment to ensure that all pupils are challenged
  - ensure that all lessons include the exciting and challenging learning experiences that the outstanding curriculum provides.

## Outcomes for individuals and groups of pupils

**1**

From exceptionally low starting points, pupils catch up with their peers nationally by the time they leave the school. Attainment across the school has shown a rising trend over recent years, and the rate at which pupils make progress has also been quickening across the school. Some groups, including pupils entitled to free school meals, those pupils from a minority ethnic background and pupils with special educational needs and/or disabilities are particularly successful and outperform many of their peers nationally. Though girls outperform boys, this gap is rapidly closing as a result of the effective measures put in place to modify the curriculum. Attainment at the end of Year 2 is steadily rising, particularly in reading and writing, and an increasing number of pupils are set to achieve the highest levels. The school has therefore successfully tackled the issue raised regarding the achievements in writing and of higher attainers at the last inspection.

Pupils concentrate exceptionally well on collaborative and individual tasks. For example, a Year 6 class worked really hard on producing a stop frame animation whilst some wrote dialogue and others produced a comic strip on laptops. All work was of high quality. Pupils' excellent behaviour and attitudes across school play a large part in helping them to learn so well.

Pupils have an outstanding commitment to healthy living, as shown in their excellent knowledge of healthy diets and their enthusiasm for physical activity. They say they feel exceptionally well cared for and that they are taught how to keep themselves and each other safe. They say bullying is rare and they are confident staff will deal with any concerns on the rare occasions that they are not able to sort out problems for themselves. They take great delight in celebrating their own and others' success. Even the youngest can often be seen giving each other a silent 'marshmallow clap'. They are rightly proud of the contribution that they make to the school, the local community and beyond. Everyone gets a chance to hold a responsibility for various aspects of the smooth running of the school and pupils are heavily involved in projects such as running the senior citizens' lunch club or raising money for a range of charities. The combination of their sound basic skills, highly developed citizenship skills and their remarkable social, moral, spiritual and cultural development ensures that they are well prepared for the

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next stage of their lives. Though attendance is currently average, the school leaves no stone unturned not only keep to it that way but to demonstrate a rising trend.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account: Pupils' attainment <sup>1</sup>	3
The quality of pupils' learning and their progress	1
The quality of learning for pupils with special educational needs and/or disabilities and their progress	1
<b>The extent to which pupils feel safe</b>	<b>1</b>
<b>Pupils' behaviour</b>	<b>1</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>1</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>1</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>2</b>
Taking into account: Pupils' attendance <sup>1</sup>	3
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>1</b>

### How effective is the provision?

Teachers know their pupils well, set them clear targets and check carefully how well they are doing. Lesson plans show clearly what pupils need to learn and are based on what they have learned earlier. Teachers give pupils helpful feedback about their work so that they know what they have done well and how they can improve. Tasks are mostly planned at different levels of difficulty to meet the various needs of individuals and groups. The excellent support provided by dedicated and hardworking teaching assistants means that all pupils get the help and support they need. In the best lessons seen, teachers confidently and consistently embraced the rich and innovative curriculum to add extra excitement and challenge. This outstanding curriculum provides highly memorable experiences for pupils, often working closely in partnership with local businesses, clubs and other organisations. Year 6 pupils vividly recall themed days and weeks where, for example, topics such as the Romans and Victorians had been brought

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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alive through enactment and the use of extremely high quality resources. Pupils make excellent use of laptops, microphones and cameras to reinforce their learning in literacy, numeracy and other subjects through research and the opportunity to apply the skills they have learned, including their interpersonal skills. For example, work in Year 4 saw pupils using laptops to create a Powerpoint presentation through internet research based on healthy eating to enable them to write a menu in French.

Families feel highly valued. Family support workers play an invaluable part in this, and in ensuring that pupils' personal development is so strong. Pupils are given opportunities to make their views known and know that they are listened to. The school has excellent systems for identifying and caring for the vulnerable and those who need extra help. It responds to need swiftly and effectively, in partnership with other agencies, many of whom are accommodated on site. The school gives highly effective support to pupils who speak English as an additional language, with the result that they attain very well. Pupils who have particular gifts and talents are recognised and staff go the extra mile to meet their needs.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</b>
Taking into account: The use of assessment to support learning	2
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>1</b>
<b>The effectiveness of care, guidance and support</b>	<b>1</b>

**How effective are leadership and management?**

Highly effective systems are in place to check on the school's performance, based on a rigorous analysis of the outcomes for pupils and the quality of teaching and learning. Exceptionally well focused professional development of staff has ensured that the quality of teaching has continued to improve since the last inspection and gives confidence that it will continue to improve. The governing body makes an outstanding contribution to the school's success. Governors are confident to challenge staff and to ask searching questions about the school's performance. They visit school regularly to see the school in action and understand fully the information they receive about its performance in tests and assessments. The school has a very successful way of devolving leadership by getting staff to work closely in teams, offering support, spreading best practice and ensuring accountability. This results in highly effective leadership at all levels, and extremely high staff morale, with everyone sharing one vision. The longstanding headteacher, ably supported by the senior team, is highly valued by staff, pupils and parents and acts as a consistently excellent role model.

The excellent emphasis on knowing each individual's needs ensures outstanding equality of opportunity where all pupils get the support they need to achieve and are free from

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discrimination. Staff analyse assessment information regularly and rigorously to ensure that no individuals are disadvantaged. The school's systems for ensuring pupils' welfare and safety are exemplary. The successful promotion of community cohesion has been integral to the school's work for many years and central to its success. Its ethos embodies the principles of establishing strong and supportive safe communities. For example, visits out of school are carefully chosen to build understanding of life in a multicultural society. 'Saturdays' meet monthly in the school woodland for children to bring fathers and their children together for educational and fun activities. A global partnership with a school in a slum area of Nairobi has been established for over 11 years, with staff and pupils of both schools often having first-hand experiences of what each other's lives are like.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>1</b>
Taking into account: The leadership and management of teaching and learning	1
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>1</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>1</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>1</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>1</b>
<b>The effectiveness of safeguarding procedures</b>	<b>1</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>1</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>1</b>

**Early Years Foundation Stage**

From extremely low starting points to the end of the Early Years Foundation Stage, children make excellent progress in all areas of their learning. They are still below average by the time they enter Year 1 in their reading, writing and calculating skills, but in their personal, social and emotional development and creative and physical development, they are in line with the levels expected for their age. Their outstanding success is due to the exciting and stimulating indoor environments which are brimming with high quality displays and resources, all used to the full. Staff are excellent teachers and partners in play. They meet the needs of all children extremely well through an exciting and enticing range of activities either led by an adult or introduced by the children themselves. The structured play is of the highest quality, with children



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experiencing real artefacts from the start. They prepare their own healthy snacks with real food and can be happily seen tucking in to the vegetable sandwiches they have made. Leadership is excellent throughout. Leadership and management set very high standards in the Early Years Foundation Stage with senior staff leading by example, demonstrating outstanding practice and ensuring that the excellent outcomes and provision are also evident in the Children's Centre and all extended provision. All childcare registration requirements are met. Staff plan exceptionally well for individuals and groups, based on accurate and detailed assessments. The excellent delivery of a structured approach to developing early reading and writing skills is showing a very positive impact and is rapidly closing the gaps identified in these areas of learning. Children excel in their personal, social and emotional development because they are constantly encouraged to talk and express their learning. Highly effective links with parents and excellent provision to meet welfare needs ensure that children settle quickly into routines, and family and school quickly become partners in the learning process.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>1</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	1
The quality of provision in the Early Years Foundation Stage	1
The effectiveness of leadership and management of the Early Years Foundation Stage	1

## Views of parents and carers

Parents have overwhelmingly positive views of the school. A very small number of parents raised issues, including concerns over bullying. However, others wrote effusive comments, praising the headteacher and staff and the safety of children in school. The inspectors found no evidence to suggest that bullying is a widespread concern in school and were assured by pupils that it was not.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Goddard Park Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 51 completed questionnaires by the end of the on-site inspection. In total, there are 401 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	21	41	29	57	0	0	1	2
The school keeps my child safe	25	49	22	43	2	4	1	2
The school informs me about my child's progress	14	27	29	57	8	16	0	0
My child is making enough progress at this school	19	37	29	57	3	6	0	0
The teaching is good at this school	22	43	23	45	4	8	0	0
The school helps me to support my child's learning	18	35	26	51	6	12	0	0
The school helps my child to have a healthy lifestyle	18	35	26	51	6	12	1	2
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	15	29	26	51	3	6	1	2
The school meets my child's particular needs	17	33	27	53	4	8	0	0
The school deals effectively with unacceptable behaviour	12	24	25	49	9	18	2	4
The school takes account of my suggestions and concerns	12	24	28	55	7	14	1	2
The school is led and managed effectively	13	25	30	59	2	4	1	2
Overall, I am happy with my child's experience at this school	20	49	24	59	5	12	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> <li>■ The school's capacity for sustained improvement.</li> <li>■ Outcomes for individuals and groups of pupils.</li> <li>■ The quality of teaching.</li> <li>■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.</li> <li>■ The effectiveness of care, guidance and support.</li> </ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



29 January 2010

Dear Pupils

Inspection of Goddard Park Primary School, Swindon SN3 2QN

Thank you for making us so welcome when we came to inspect your school recently. I am writing to tell you what we found out about your school.

We think your school is outstanding. The teachers work very hard to make lessons interesting and to plan exciting activities for you to do. As a result, you make excellent progress in your learning and reach standards similar to most pupils in your work. The youngest children settle very quickly into the Early Years Foundation Stage and make excellent progress too. Those of you who find some of the work difficult get really good support, with the teaching assistants giving particularly effective help so that you can do very well.

You told us that the school is a very happy place. You also said that the teachers look after you very well indeed so that there is always someone there for you if you have any worries or concerns. We were very impressed with how well you behave and get on with each other. You concentrate very well on your work and try hard to please your teachers.

The school is as good as it is because the headteacher, staff and governors are always checking how well it is doing. They want the best for all of you and set very challenging targets for improvement and are always looking for ways to make it even better. That is why we have asked them to make sure that in all the lessons, you are challenged to do as well as you can and that you are given tasks that are as exciting to do as the ones we saw in the best lessons when we visited.

We really enjoyed our time at your school. Thank you for taking the time to talk to us and letting us visit your lessons. You can help to make sure your school continues to be outstanding by continuing to work hard and by coming to school every day.

Yours sincerely

Joanne Harvey

Lead Inspector

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