

# Godmanchester Community Primary School Profile

Published 02 March 2008

---

---

## Godmanchester Community Primary School

Park Lane, Godmanchester

Huntingdon, Cambridgeshire, PE29 2AG

Telephone: 01480 375115

<http://www.Godmanchester.cambs.sch.uk>

Children's Service Authority:	Cambridgeshire
Age range:	5-11
Number of pupils:	382
Head teacher:	Mr Philip Ellington
Chair of governors:	Mrs Sarah Conboy

---

---

## What have been our successes this year?

Godmanchester School is dedicated to preparing your child for their future: developing able, motivated learners best placed to move successfully to the next stages of learning and beyond. This year we have:

- Exceeded our Key Stage 1 and 2 targets;
- Further strengthened maths skills with introduction of MathFacts in a Flash and Mathletics;
- Further improved reading by extending the "Accelerated Reader" scheme to Key Stage 1
- Achieved high standards in using technology, gaining the BECTA ICT Mark;
- Achieved the Health Promoting School Award, focusing on healthy lifestyles;
- Built on our musical excellence by increasing access to tuition and instruments;
- Helped pupils develop important life skills through the introduction of a Social and Emotional Aspects of Learning (SEAL) programme;
- Partnered a Sports Specialist school, giving our pupils access to its facilities and coaching;
- Given pupils a say with through the 23 United &ndash; Hunts Schools Pupil Voice forum and our School Council;
- Developed a wider global responsibility in our children with pupil-initiated fundraising;
- Offered parents a range of events to help them support their children's learning;
- Provided more resources for pupils and parents on our website.

---

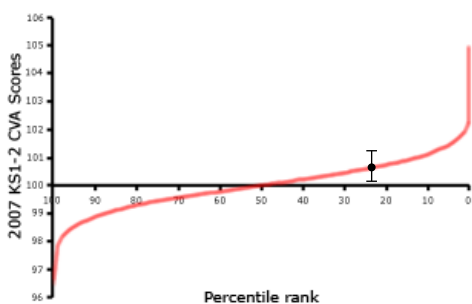
---

## What are we trying to improve?

We are:

- building on our use of pupil performance data to develop personal layered targets for all pupils in Literacy and Maths: this helps pupils and parents know what is to be achieved and to see success;
- Increasing our use of technology to reinforce pupil achievement in Literacy and Maths – Maths In A Flash, Accelerated Maths, Accelerate Reader and Mathletics, as well as extensive use of software and the interactive whiteboards provided in every classroom;
- Building stronger buddy systems with the introduction of year group partnerships, helping pupils build friendships;
- Giving our pupils opportunities to try new sporting activities with our partner Sports Specialist School: this gives pupils access to new equipment, skills and specialist coaching, fostering sporting excellence and wider interests;
- Extending pupil's understanding of social responsibility and their own well-being through innovative initiatives, e.g. delegation of responsibilities to year groups for teaching playtime games to other children and for the care of the playtime equipment;
- Building on our success in supporting children who are underachieving or who have special needs, we are focusing on developing the gifted and talented pupils at the school.

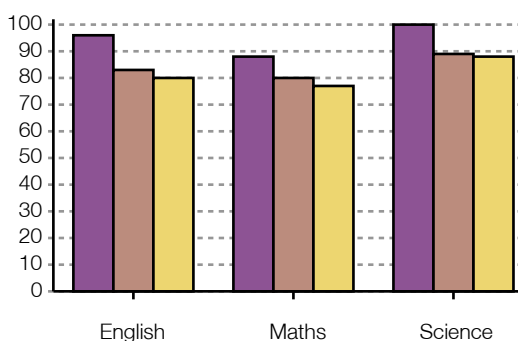
## How much progress do pupils make between age 7 and 11?



- Our school
- ┆ Confidence interval

The chart shows our school's contextual value added (CVA) score relative to that of other primary schools. CVA is a statistical means of assessing how effective a school is, by measuring pupils' progress using their test and examination results. The confidence interval shows the range within which we can be confident the score (calculated on the results of only one year group) represents the overall effectiveness of a school. The percentile rank shows the percentage of schools with a score equal to or higher than ours.

## How well do pupils achieve at age 11?



- Our school
- Local schools (Local Authority)
- All schools

This chart shows the Key Stage 2 results for 2007. It indicates the percentage of pupils eligible for KS2 tests (usually 11 year olds) who achieved or exceeded the expected level (level 4)

You will see that Godmanchester School out performs other schools. Our results in Key Stage 2 have exceeded the stretching targets we set. All our pupils do well and make good progress, including those pupils who have additional needs.

Our Key Stage One results (not shown here) are as strong. The school performed better than all schools, including local schools, for English, Maths and Science at level 2 and level 3. Again, all pupils make good progress including those pupils who have additional needs.

---

## **How have our results changed over time?**

The pupils, as learners, are a central part of a continuously improving picture, with standards rising over the last five years to be above the national average at both Key Stage 1 and 2.

In the last three years our school has consistently exceeded targets:

- KS2 results have been consistently high when compared to similar schools. KS2 level 4 (expected national average) targets have been met and Level 5 targets have been exceeded.
- There have been consistently high standards in KS1. For more than eight years, over 90% of our pupils have achieved Level 2C and above in maths and literacy. The number of children at KS1 Level 3 has steadily increased.
- Science results at both KS1 & 2 are consistently outstanding.
- Our Reception entry baseline assessment indicates pupils are in line with national expectations. However, at the end of the Reception year, the Foundation Stage Profile show above average achievement for most pupils.

Pupils at Godmanchester continue to be successful as individuals, and in teams, for sports, music, clubs and tournaments.

---

## **How are we making sure that every child gets teaching to meet their individual needs?**

We want every child to look forward to coming to school and feel valued as an individual. We provide stimulating and interesting activities to inform and challenge your child, tailored to meet their specific needs. We do this by:

- Offering a broad and balanced curriculum and an extensive range after school activities;
- Continuously reviewing pupil performance and matching teaching accordingly;
- Ensuring pupils from all backgrounds and nationalities play a full role in the school and receive support from staff and pupils;
- Using specialist software to analyse pupil performance using this to inform teaching and set targets for individuals, year groups and the school as a whole;
- Tailoring Special Educational Needs expertise: we have a specialist teacher and trained teaching support staff;
- Providing opportunities for gifted and talented pupils;
- Providing opportunities for all in music, art and sport, celebrating skills and encouraging participation;
- Organising trips, planned to gain maximum curriculum benefit and enjoyment;
- Working with the local community to support areas of the curriculum.

## How are we working with parents and the community?

We have fostered strong relationships with parents and our community. We do this by:

- Encouraging parents to help in school;
- Scheduling parental consultation events for parental convenience with an attendance rate of around 98%;
- Providing community services on site: the School Nurse and local Health hold surgeries and we facilitate a Family Room service for parents. We will be opening a children's centre on site in 2009;
- Offering a Kids Club on site for pupils at the school;
- Consulting parents & pupils regularly about aspects of the curriculum & homework;
- Providing regular newsletters to inform parents of key dates and announcements - on paper, by email and on our website;
- Writing Annual reports to parents which include the child's comments on their school year with a response sheet for parents;
- Welcoming all new parents to the school, e.g. new reception parents are welcomed at special meeting in September where they have an opportunity to talk with members of PTA and Governors;
- Establishing excellent links with local nurseries and playgroups to support transition into school.

We have a very active Parent Teacher Association and strong Governing Body supporting the school.

---

## What have pupils told us about the school, and what have we done as a result?

We believe in giving our pupils a voice.

- The school encourages ownership in its pupils: they routinely make suggestions and follow them through, e.g. identifying areas of the school which need improved and organising the remedial work;
  - The School Council actively make change happen; it identified the need for improved space to hang coats and now we have a lockers; the PTA released more money for play equipment; and the kitchen staff are listening to requests to improve the choice of foods available on the salad bar and replace cutlery;
  - The School Council also meet with School Governors, providing feedback and asking questions about how school runs;
  - Annual pupil questionnaires provide us with information;
  - Pupils have an opportunity to make suggestions about improving school life at any time: the Headteacher has an "open door policy" and a suggestions / feedback box for children to use – all feedback receives a positive timely response;
  - Pupils talk to subject co-ordinators, providing feedback on a range of aspects of the curriculum;
  - Governor visits routinely involve the opportunity for feedback from pupils e.g. how curricular targets are shared with pupils and parents.
-

## How do we make sure our pupils are healthy, safe and well-supported?

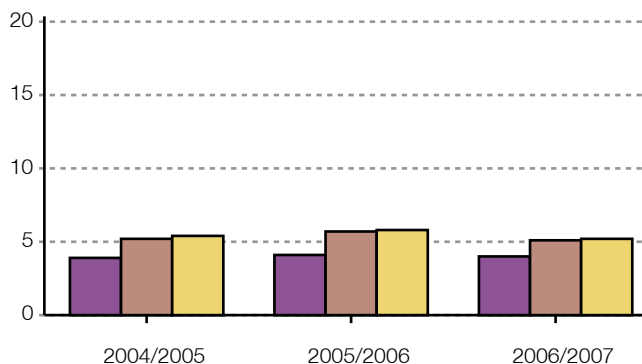
We are a Health Promoting School who is using the innovative SEAL Programme: both Initiatives focus on pupil health and well-being. We support pupils by providing:

- All classes with a gym/dance, games and swimming lesson every week;
- All pupils with the opportunity to do an additional sport / exercise activities provided by outside agencies including dance, tennis, football, multi skills training;
- On site professional swimming instruction ensures consistently high standards in swimming;
- Annual Safety Zone workshops run by the Emergency Services;
- Safer Cycling and Bike Sense programmes;
- P.S.H.E programmes promote personal safety for pupils;
- Drugs Awareness programme;
- Age-appropriate sex education available to all pupils;
- Extensive access to drinking water - water bottles are encouraged in class;
- Promotion of healthy eating with free fruit available every day for every child;
- A “no sweets” policy is supported by parents
- First Aid training for all staff;
- School Travel Plan to encourage green travel;
- Member of Safer Routes To School;
- School garden, providing organic vegetables to use in cookery lessons;
- A healthy lunchbox policy; and
- Healthy school meals provided on site.

---

---

## How do our absence rates compare with other schools?



This chart shows the percentage of half days missed through authorised and unauthorised absence by all pupils at the school. Information is given for the school, for schools within the local authority and for all schools.

■ Our school   ■ Local schools (Local Authority)   ■ All schools

Attendance is good although we did not reach our target: unauthorised absences have risen as we have made a decision not to authorise holidays in term time. This is in line with Local Authority Guidance and is, we believe, in the interest of pupil progress. The school actively promotes good attendance by rewarding 100% attendance termly and yearly with certificates.

---

## **What activities and options are available to pupils?**

Many activities and opportunities are available throughout the week at our school for all children at all levels to excel and enjoy. These include:

- Excellent Ofsted-rated After school Kids Club operating year-round;
  - Kwik Cricket, football coaching, tag rugby, skipping, tennis, netball school clubs;
  - Judo, dance lessons (Salsa and Jazz), professional football coaching, pottery, art, gardening, Brownies, Rainbows, Guides, Cubs and Scouts offered on school site;
  - Professional Swimming lessons on site and used for school lessons;
  - School time instrumental tuition in recorders (for all Year 2 and 3 pupils) ,drums, electric guitars, strings, woodwind and brass;
  - Participation in music festivals with local schools and other local performances;
  - Purpose built school drama space used for school productions, talent shows and musical events throughout the year;
  - Participation in a range of Parish Church and community events;
  - Optional trips and visiting drama groups;
  - Optional Year 5 school summer camp;
  - Optional Year 6 outdoor pursuits overnight stay.
- 

## **What do our pupils do after leaving this school?**

Pupils living within Godmanchester progress to Hinchingsbrooke School in Y7. Pupils living outside of the catchment area often apply successfully to stay with their peers. Transition arrangements are co-ordinated by our Yr 6 teacher and result in our children making a smooth move to their new school. Working in partnership with Hinchingsbrooke, our Yr 6 pupils get an opportunity to make links early: our children take part in sports festivals and have visiting tutors from Hinchingsbrooke to give taster lessons in Maths, English, ICT, Humanities and Modern Foreign Languages ahead of the move into Year 7. The Head of YR 7 at Hinchingsbrooke provides a Personal and Social Health Education programme for our pupils in the Summer Term to support a smooth transition.

Every year a few pupils enter private education; we have strong links in place with Kimbolton School and are developing closer working relationship to help these pupils.

With the range of support on offer, we are confident that our pupils are well equipped to face the challenge of secondary school: pupils, parents and receiving schools provide very positive feedback about the effectiveness of our transition arrangements.

---

## What have we done in response to Ofsted?

In the five years since Ofsted last visited us much has changed. They found us to be..  
..." an effective school with some outstanding features. This view is supported by the pupils and parents who are overwhelmingly supportive of the school."

They recommended we provide:

- more chances for pupils to take responsibility;
- enhanced ends of lessons;
- clearer feedback for pupils.

Since to 2005 we have put in place the following:

- "Monitors", "buddies" and "partners" and a school council. Pupils are encouraged to identify opportunities for improvements to school and organise themselves to do the work. They support each other through a range of buddy programmes, including playtime rotas, and regularly set up fund-raising activities.
- Improved lesson endings with a structured "plenary" session are routinely used to review learning and set out future objective for pupils'.
- An innovative marking policy is used where pupils and teachers mark to specific learning criteria in literacy and maths.

Godmanchester School remains an effective school where children thrive.

---

## More Information

If you would like more information about school policies, including our policies on special educational needs and disability, admissions, finance, school food and our complaints procedure, please contact us:

By telephone 01480 375115

Our website <http://www.Godmanchester.cambs.sch.uk>

---