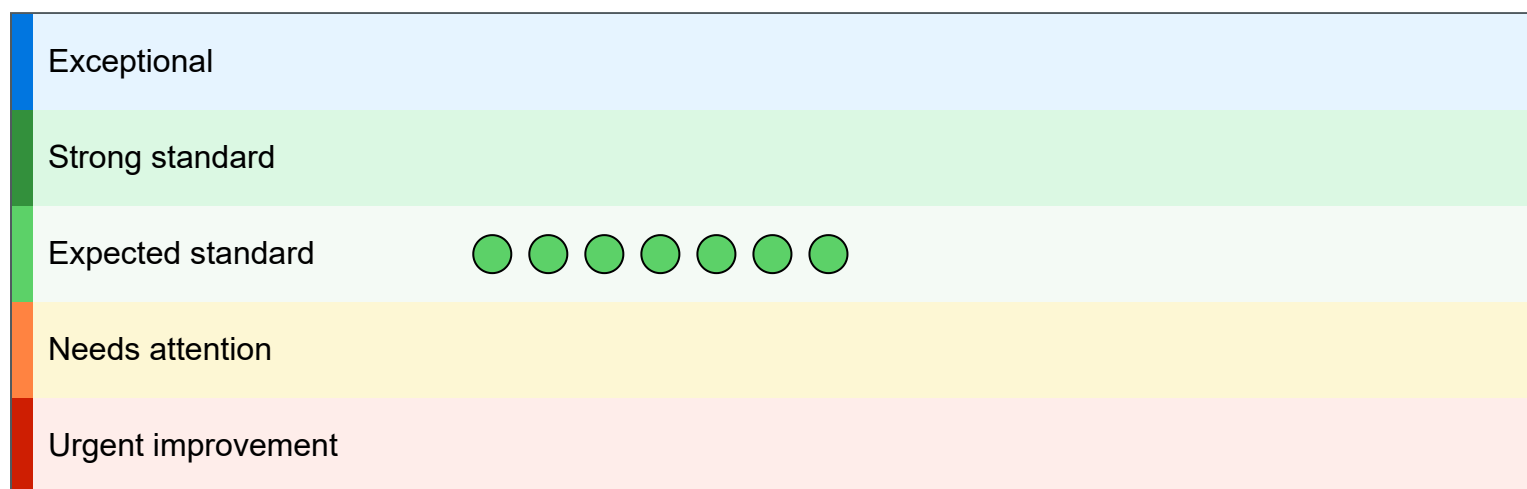


Godfrey Ermen Memorial CofE Primary School

Address: School Road, Eccles, Manchester, M30 7BJ

Unique reference number (URN): 105946

Inspection report: 21 April 2026



✔ **Safeguarding standards met**

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, pupils are made safer and feel safe.

How we evaluate safeguarding

When we inspect schools for safeguarding, they can have the following outcomes:

- **Met:** The school has an open and positive culture of safeguarding. All legal requirements are met.
- **Not met:** The school has not created an open and positive culture of safeguarding. Not all legal requirements are met.

Expected standard

Achievement

Expected standard 

Pupils' achievement is improving over time. They generally progress well through the curriculum. The high-quality work pupils produce shows that they build knowledge securely in a range of subjects. Pupils talk confidently about what they know and apply their knowledge and skills well in different subjects. For example, in art and design, pupils demonstrate an understanding of colour pigmentation when creating cave paintings. Pupils are increasingly well prepared for the next stage of their education.

Pupils, including disadvantaged pupils and pupils with special educational needs and/or disabilities, learn to read, write and use number facts quickly and confidently. This gives them a secure foundation for future success.

The 2025 published data shows that, by the end of Year 6, pupils' attainment in reading, writing and mathematics is below the national average. However, this data does not fully reflect the achievement of current pupils within the school. Some of these pupils have entered the school at different times of the school year.

Attendance and behaviour

Expected standard 

Leaders' approach to ensuring that pupils behave well and attend school regularly is effective. Pupils' attendance is improving because leaders have made it a priority. They identify concerns early and work closely with families to reduce absences. They seek to understand why pupils are absent and put in extra support to remove the barriers that may stop pupils coming to school as often as they should. Persistent absence has reduced for most groups, including disadvantaged pupils and those with special educational needs and/or disabilities. Although overall attendance figures are still below the national average, leaders' actions are having a positive impact.

Pupils' behaviour across school is impeccable. Staff are positive role models and show high levels of care. Pupils love to receive praise. Collecting points for reflecting the school's values and receiving the headteacher's awards for their best work supports pupils to meet leaders' high expectations. Classrooms are calm and orderly places where pupils love to learn. Children in the early years are taught positive learning behaviours. Pupils in older year groups build on this strong start to become independent and self-disciplined learners. Bullying is uncommon. Pupils understand what it is. Staff deal with any forms of harassment quickly and effectively.

Curriculum and teaching

Expected standard 

Leaders know what is working well with the curriculum and which aspects need further refinement. They have skilfully mapped out what pupils should learn in each year group and in each subject. The curriculum is well considered and exciting for pupils. There is a clear focus on developing pupils' language so that they gain and use ambitious vocabulary across the curriculum. This helps pupils to speak accurately about what they have learned. The

curriculum also ensures that the basic skills for reading, writing and mathematics are emphasised so that pupils gain this key knowledge early and securely.

Leaders check the quality of teaching regularly. They use this information to guide the training and support that they provide for teachers. As a result, teachers have the expertise that they need to deliver the curriculum well. They explain new ideas clearly and help pupils remember important knowledge. Teachers identify gaps in pupils' knowledge and make changes to how they deliver the curriculum so that pupils can catch up. Staff adapt their teaching so that pupils with special educational needs and/or disabilities can access the curriculum. However, at times, some of the activities that staff design are not matched well enough to pupils' needs. This hinders a few pupils from building new learning onto what they already know.

Early years

Expected standard 

Leaders ensure that children in the early years get off to a positive start. They arrive happily and settle quickly because routines are clear and staff know them well. The curriculum is thoughtfully structured and focuses on early language, communication and social development. Staff use a range of approaches to build children's vocabulary and confidence. They interact skilfully with children, modelling language and asking questions to extend learning.

Children love to learn. They show curiosity and independence. They access an environment that is purposeful and well organised. Through well-designed activities children develop their knowledge and skills well across the curriculum. Staff teach phonics daily, and children begin to read with increasing accuracy. Handwriting is taught step-by-step, and children practise forming letters with growing confidence. In mathematics, regular practice helps children develop early number fluency. Leaders and staff regularly check what children know and can do. They ensure that increasing numbers of children are well prepared for Year 1.

Through positive and trusting relationships with families, staff get to know children quickly and recognise when extra support is needed. They provide highly effective targeted support so that children with barriers to learning succeed.

Inclusion

Expected standard 

Leaders have strengthened their systems around inclusion. The impact of this work is positive. Leaders identify pupils' needs accurately. They act early when pupils' needs change. Leaders have clear systems to check that the support that pupils receive is making a difference. As a result, pupils with barriers to learning, including those known to social care, are included fully in all aspects of school life.

Staff know their pupils well. They receive regular training from specialists, which helps them adapt their teaching and provide appropriate support for pupils with special educational needs and/or disabilities (SEND). This means that pupils with SEND can access learning and progress well through the curriculum. Leaders work closely with outside agencies to secure extra help for pupils and families when it is needed.

Leaders use additional funding, such as the pupil premium grant for disadvantaged pupils, with care. They track its impact and adjust support when needed. This ensures that disadvantaged pupils achieve and thrive as well as other pupils in the school.

Leadership and governance

Expected standard 

Leaders, including those responsible for governance, are knowledgeable about the school and the community that it serves. Leaders have an accurate understanding of the school's strengths and its areas for development. They act in pupils' best interests and take the right action to bring about positive change. As a result, pupils' achievement is improving and absence rates are declining.

Governors fulfil their statutory duties and provide leaders with appropriate challenge and support. Governors have strengthened their work since the previous inspection through regular training and further developing their skillset. They carefully monitor the impact of leaders' work, including the use of additional funding, so that all pupils, including disadvantaged pupils, can achieve and thrive.

Staff feel valued and supported. They appreciate how leaders reduce unnecessary workload and protect their wellbeing. Professional development is well considered and draws on external expertise. Staff benefit from training that develops their skills and gives them the knowledge they need to fulfil their roles. Leaders work closely with external partners, including the local authority and specialist services, to continue to strengthen teaching and inclusive practices.

Leaders and staff build positive relationships with parents, carers and the wider community. They have created a positive, open culture, where everyone feels well cared for and welcome. Parents speak highly of the school and value the support their children receive. Many praise the dedicated staff team and the school's nurturing approach.

Personal development and wellbeing

Expected standard 

There is a carefully structured programme to promote pupils' personal development. Leaders ensure that pupils learn about relevant issues, such as peer pressure and the risks associated with false information on the internet, in an age-appropriate way. Visitors into school help pupils to secure this knowledge. Pupils pose mature questions to further develop their understanding of how to keep themselves safe in the community.

Pupils develop an understanding of the changes that happen during puberty as well as the importance of consent and personal space. Pupils learn how to manage their mental health and wellbeing. Leaders make sure that pastoral support is fully responsive to pupils' needs. Pupils know they will be listened to. They know where to turn if they need help. This helps pupils develop confidence, resilience and a secure sense of belonging.

Pupils show an understanding of different family structures and different religions. They take part in events that celebrate diversity. Pupils understand broad ideas linked to fundamental British values, such as tolerance and respect, although some pupils are less confident in recalling these in detail. A range of wider opportunities enriches pupils' experiences, for example clubs such as cooking, dodgeball, music and arts and crafts. Pupils enjoy

representing the school in sporting events and value the chance to develop new interests. Trips, including residential visits, broaden pupils' cultural and social horizons.

Through the personal, social, health and economic education curriculum pupils learn about careers and managing money. They know how the subjects that they learn can prepare them for the world of work, such as science leading to careers in medicine, or design and technology leading to construction or fashion employment. Older pupils participate in entrepreneurial activities that develop their financial awareness. These experiences help pupils understand the world beyond school and prepare them for life in modern Britain.

What it's like to be a pupil at this school

Pupils arrive at school happily each morning. They are greeted with a warm bagel by nurturing staff who know them well. Pupils with additional needs settle quickly because staff give them the right support at the right time. This helps all pupils feel safe and ready to learn. Pupils' attendance rates are increasing over time.

Pupils' attitudes to all aspects of school life are highly positive. They follow routines and show respect for each other and for staff. Pupils' behaviour is extremely positive. Breaktimes are a real celebration of their positive relationships with each other and staff. Pupils say that bullying is rare. They know what it looks like and are confident that staff will deal with it quickly if it happens. Pupils understand how to treat others fairly. They talk about the importance of kindness.

Classrooms are calm and free from disruption, which helps pupils focus. Pupils enjoy learning and try hard in lessons. From the early years, children learn to talk about their feelings and manage their emotions. Older pupils show high levels of self-control and set a good example to younger children. Pupils are proud of their work. They talk with enthusiasm about what they know and can do. Overall, they achieve well from their starting points and are becoming better prepared for the next stage of their education.

Pupils embrace cultural diversity. They demonstrate a sensitive understanding of difference and respect for others' beliefs through an environment that is inclusive for all. Pupils enjoy taking on responsibilities, such as being part of the school council. They understand that their voice matters. They are proud to raise money for charities and support positive changes in their community and beyond. Pupils learn about healthy relationships and how to keep themselves safe, including online. Pupils leave the school confident, thoughtful and ready for life in modern Britain.

Next steps

- Leaders should ensure that the activities teachers set are matched more closely to pupils' needs so that they are able to build on prior learning and extend their understanding.
- Leaders should further strengthen their work on preparing pupils for life in modern Britain so that pupils gain a deeper understanding of fundamental British values and how this

impacts on their life in modern society.

- Leaders should build on their successful strategies to reduce absence rates so that pupils attend school more regularly.
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About this inspection

The chair of the board of governors in this school is John Mullen.

Inspectors carried out this full inspection under section 5 of the Education Act 2005.

Following our renewed inspection framework, all inspections are now led by His Majesty's Inspectors (HMIs) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

Inspectors spoke with the headteacher and other school leaders. They met with members of the governing body, including the chair of governors. Inspectors also spoke with a representative of the local authority and the Diocese of Manchester.

The inspectors confirmed the following information about the school:

This school is registered as having a Church of England religious character. Its most recent section 48 inspection, for schools of a religious character, took place in October 2024.

The school does not currently use alternative provision.

Headteacher: Julia Kinch

Lead inspector:

Emily Morris, His Majesty's Inspector

Team inspectors:


Keith Pullen, Ofsted Inspector

Valmai Roberts, Ofsted Inspector

Kevin Simpson, Ofsted Inspector

Facts and figures used on inspection

The data was used by the inspector(s) during the inspection. More recent data may have been published since the inspection took place.

 This data is from 21 April 2026

School and pupil context

Total pupils

402

Above average

What does this mean?

The total number of pupils currently at this school and how this compares to other schools of this phase in England.

National average: 272

School capacity

420

Above average

What does this mean?

The total number of pupils who can attend the school and how this compares to other schools of this phase in England.

National average: 300

Pupils eligible for free school meals (FSM)

37.77%

Above average

What does this mean?

The proportion of pupils eligible for free school meals at any point in the last six years.

National average: 26.3%

Pupils with an education, health and care (EHC) plan

1.99%

Below average

What does this mean?

The proportion of pupils with an education, health and care plan. This covers pupils with more support than is available through special educational needs support.

National average: 3.5%

Pupils with special educational needs (SEN) support

19.40%

Above average

What does this mean?

The proportion of pupils with reported special educational support needs at the school.

National average: 15%

Location deprivation

Well above average

What does this mean?

Based on the English Indices of Deprivation (2019) and the school's location, we have calculated whether the school is located in a more or less deprived area.

Resourced Provision or SEND Unit (if applicable)

No resourced provision

What does this mean?

Whether school has Resourced Provision or SEND unit (if applicable).

All pupils' performance

Pupils reaching the expected standard in reading, writing and mathematics

The percentage of pupils meeting the expected standards in a combined reading, writing and mathematics measure.

Year	This school	National average	Compared with national average
Latest 3 year average	38%	61%	Below
2024/25 (revised)	46%	62%	Below

Year	This school	National average	Compared with national average
2023/24 (final)	26%	61%	Below
2022/23 (final)	42%	60%	Below

Pupils reaching the expected standard in reading

The percentage of pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	59%	74%	Below
2024/25 (revised)	63%	75%	Below
2023/24 (final)	47%	74%	Below
2022/23 (final)	68%	73%	Close to average

Pupils reaching the expected standard in teacher-assessed writing

The percentage of pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	48%	72%	Below
2024/25 (revised)	54%	72%	Below
2023/24 (final)	38%	72%	Below
2022/23 (final)	51%	71%	Below

Pupils reaching the expected standard in mathematics

The percentage of pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	48%	73%	Below
2024/25 (revised)	60%	74%	Below
2023/24 (final)	38%	73%	Below
2022/23 (final)	47%	73%	Below

Disadvantaged pupils' performance

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	13%	46%	Below
2024/25 (revised)	24%	47%	Below
2023/24 (final)	4%	46%	Below
2022/23 (final)	13%	44%	Below

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	37%	62%	Below
2024/25 (revised)	43%	63%	Below

Year	This school	National average	Compared with national average
2023/24 (final)	26%	62%	Below
2022/23 (final)	47%	60%	Below

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	22%	59%	Below
2024/25 (revised)	29%	59%	Below
2023/24 (final)	11%	58%	Below
2022/23 (final)	33%	58%	Below

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	22%	60%	Below
2024/25 (revised)	43%	61%	Below
2023/24 (final)	11%	59%	Below
2022/23 (final)	13%	59%	Below

Disadvantaged pupils' performance gap

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after. The school disadvantage gap is the difference between the performance of the school's disadvantaged pupils compared to the performance of all non-disadvantaged pupils nationally.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics, including the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	13%	68%	-55 pp
2024/25 (revised)	24%	69%	-45 pp
2023/24 (final)	4%	67%	-64 pp
2022/23 (final)	13%	66%	-53 pp

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	37%	80%	-43 pp
2024/25 (revised)	43%	81%	-38 pp
2023/24 (final)	26%	80%	-54 pp
2022/23 (final)	47%	78%	-32 pp

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	22%	78%	-56 pp
2024/25 (revised)	29%	78%	-50 pp
2023/24 (final)	11%	78%	-67 pp
2022/23 (final)	33%	77%	-44 pp

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	22%	80%	-57 pp
2024/25 (revised)	43%	81%	-38 pp
2023/24 (final)	11%	79%	-68 pp
2022/23 (final)	13%	79%	-66 pp

Absence

Overall absence

The percentage of all possible mornings and afternoons missed due to absence from school (for whatever reason, whether authorised or unauthorised) across all pupils.

Year	This school	National average	Compared with national average
2024/25 (2 term)	6.5%	5.2%	Above
2023/24 (3 term)	8.8%	5.5%	Above
2022/23 (3 term)	8.2%	5.9%	Above

Persistent absence

The percentage of pupils missing 10% or more of their possible mornings and afternoons.

Year	This school	National average	Compared with national average
2024/25 (2 term)	16.9%	13.3%	Above
2023/24 (3 term)	27.1%	14.6%	Above
2022/23 (3 term)	25.4%	16.2%	Above

Our grades explained

Exceptional

Practice is exceptional: of the highest standard nationally. Other schools can learn from it.

Strong standard

The school reaches a strong standard. Leaders are working above the standard expected of them.

Expected standard

The school is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement

The school needs to make urgent improvements to provide the expected standard of education and/or care.

The Office for Standards in Education, Children's Services and Skills (Ofsted) inspects services providing education and skills for children and learners of all ages, and inspects and regulates services that care for children and young people.

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