

# Glazebury CofE (Aided) Primary School

Warrington Road, Glazebury, Warrington, Cheshire, WA3 5LZ

**Inspection dates** 13–14 June 2013

<b>Overall effectiveness</b>	Previous inspection:	Good	2
	This inspection:	<b>Requires improvement</b>	<b>3</b>
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Good	2
Leadership and management		Requires improvement	3

## Summary of key findings for parents and pupils

### This is a school that requires improvement. It is not good because

- Pupils do not achieve as well as they should. By the time they leave Year 6, few pupils have made better than expected progress in relation to their starting points.
- Teaching is inconsistent. Too much requires improvement in order to be good. Teachers do not always expect enough of pupils or give them work that gets the best out of them.
- Not all teachers let pupils know how well they are learning or give them useful advice about how to improve.
- Information gained from checks on the quality of teaching and assessments of pupils' learning is not used well enough to drive forward improvements.
- Not all staff with responsibility for improving teaching and learning are doing this effectively enough.
- Governors do not have a clear enough view of the school's effectiveness because they rely too much on information from school leaders.

### The school has the following strengths

- Children get a good start to their education in the Early Years Foundation Stage and Year 1. The exciting learning experiences here foster children's love of learning and good progress.
- Additional work programmes for pupils who have struggled with their reading have been successful in helping them to catch up.
- Pupils are keen to learn and behave very well. They have a good understanding of how to stay safe.
- The school gives a high priority to keeping pupils safe and making sure they are well cared for.
- The curriculum provides a good range of enrichment activities to promote pupils' learning and personal development.
- The Chair of the Governing Body is keen and astute. He provides a good role model for developing governors' skills to support school improvement.

## Information about this inspection

- The inspector observed nine lessons, five of which were conducted jointly with the headteacher.
- The inspector listened to pupils read, analysed their work and checked the school's data about their attainment and progress.
- The inspector held one formal discussion with pupils and spoke to others informally in lessons and at breaks and lunchtime.
- Meetings were held with the headteacher, governors, including the Chair of the Governing Body, and a representative from the local authority.
- The inspector looked at a range of evidence, including the school's own evaluation of its work and documents relating to teachers' performance, the school's safeguarding procedures, behaviour and pupils' attendance.
- The inspector took account of 21 responses to the online questionnaire (Parent View) and a survey of parents' views that had been conducted by the school in the last 12 months.

## Inspection team

Margot D'Arcy, Lead inspector

Additional Inspector

## Full report

### Information about this school

- The school is smaller than the average-sized primary school.
- The proportion of pupils who have special educational needs supported through school action is above average, as is the proportion supported at school action plus or with a statement of special educational needs.
- The proportion of pupils known to be eligible for the pupil premium, which provides additional funding for pupils known to be eligible for free school meals, children from service families and children that are looked after is below average.
- The proportion of pupils from minority ethnic groups is well below average. No pupils are at an early stage of learning to speak English.
- In 2012, the school did not meet the government's floor standards, which set the minimum expectations for pupils' attainment and progress in English and mathematics.
- Since the last inspection, the school has experienced some instability in staffing.

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

- Improve teaching so that it is consistently good or better in order to raise achievement and accelerate pupils' progress in English and mathematics by ensuring that teachers:
  - take better account of what pupils already know to set work at the right level to enable all pupils to make good progress
  - provide work that captures and maintains pupils' interest and give pupils more opportunity to be actively involved in their learning so that they can share and develop their ideas fully
  - make it clear to pupils what they are going to learn in lessons and regularly check their progress towards these objectives and in relation to pupils' individual learning targets
  - mark pupils work effectively, balancing praise with pointers for improvement.
- Improve the effectiveness of leadership and management in raising pupils' achievement, improving teaching and providing all pupils with equal opportunities to succeed by:
  - ensuring that checks on the quality of teaching take greater account of how well teachers are enabling all groups of pupils to make good progress
  - making better use of assessment data to check the extent of progress of individuals and groups of pupils, and the impact of the pupil premium spending
  - ensuring that teachers who receive additional pay for improving teaching and learning can demonstrate the impact of their work to this end
  - improving the governing body's skills and knowledge so that they can hold school leaders to account and provide robust challenge when evaluating the school's work
  - ensuring that the school's website provides parents with all of the required information.

An external review of governance should be undertaken in order to assess how this aspect of leadership and management may be improved.

## Inspection judgements

### The achievement of pupils

### requires improvement

- In response to the poor 2012 Year 6 test results, the school has taken effective action during the last 12 months to raise achievement. While this has begun to pay off, pupils' progress is not yet consistently good across the school.
- Progress varies between year groups, different groups of pupils and subjects. There is no specific pattern of underachievement, but this variability prevents too many pupils from achieving as well as they might by the end of Year 6.
- Pupils currently in Year 6 are attaining much higher standards than last year. However, although their attainment is above expectations for their age, in relation to their earlier attainment at the end of Key Stage 1, this does not represent good progress. Most pupils have made adequate progress, but few have done better. This is the typical picture of achievement at the school.
- By the end of Key Stage 1, pupils' attainment in reading, writing and mathematics is generally in line with the national average. While the current group of Year 2 pupils are attaining more highly than this, they have not made good progress in relation to their above-average attainment at the end of the Early Years Foundation Stage.
- When children start the Early Years Foundation Stage, their knowledge and skills are broadly typical for their age. During their time in the Reception class, the children make good progress in all areas of learning and this continues throughout Year 1. In these year groups, the children learn well through play, well-planned practical activities and extensive opportunities to discuss their work with the adults who teach them and with one another.
- During Years 2 to 6, progress is variable. Mostly it is adequate, occasionally it is good, but sometimes it is inadequate. This unevenness is principally the result of the variable quality of teaching and reflects that the school is not promoting equality of opportunity well enough.
- In the 2012 Year 6 test results, the attainment of pupils known to be eligible for free school meals was approximately 16 months behind that of other pupils in reading, writing and mathematics. Across the school, the attainment and progress of pupils in this group is as variable as that of others. However, the school's use of the pupil premium funding this year, to provide additional reading support, is proving effective. For example, in 2012, the statutory assessments of Year 2 pupils' reading skills showed that they were almost a year and a half behind other pupils. Now, however, they are reading quite fluently and blending letter sounds effectively to read unfamiliar words.
- Across the school, the progress of disabled pupils and those with special educational needs is similarly as inconsistent as that of others. However, in a number of year groups, these pupils have made good progress in reading because of the effective additional provision that has been provided to raise achievement in this aspect of literacy.
- Throughout the school, pupils' skills in phonics (the sounds that letters make) are mostly well developed because this aspect is taught well. This supports pupils in reading and recording work in a range of subjects. Pupils' understanding of number and calculation is generally secure and they have opportunities to use and develop these skills in other subjects.

### The quality of teaching

### requires improvement

- The quality of teaching is inconsistent and too much requires improvement in order to be good.
- There are strengths in teaching for children in the Early Years Foundation Stage and Year 1. Here the teachers plan exciting tasks that take good account of how young children learn best. The work captures and sustains the children's interests and promotes good learning and enjoyment. During the inspection, there was also good teaching of mathematics for pupils in Years 5 and 6. This enabled pupils to use their existing mathematical knowledge and skills to solve increasingly complex problems linked to real-life situations.
- Where teaching is less effective, and occasionally inadequate, teachers' expectations of what

pupils can achieve are not high enough. Work is not matched effectively to pupils' different learning needs or interests and this slows their progress. This especially hampers the teaching of mathematics and reading. In one lesson, higher and middle-ability pupils had to complete numerous calculations that were too easy before beginning the more difficult questions that would promote good progress. In another lesson, pupils identified many sources to help them find information about dinosaurs but were then restricted to information books provided by the teacher, many of which did not contain the detail pupils needed to answer the questions they had formulated.

- In some lessons, pupils' progress is supported well by good opportunities to work with a partner or as part of a group. This enables them to clarify their understanding, for instance by discussing mathematical problems or scientific investigations. However, not all teachers use these methods regularly or effectively enough to promote the best learning.
- Similarly, not all teachers make the learning intentions of lessons clear to pupils or check regularly enough on how well they are progressing towards these. Pupils have targets, but they are not routinely referred to during lessons. While most teachers have methods to check pupils' views about how well they have learned, these are sometimes superficial and not reliably indicative of the extent of learning that has occurred.
- Teachers mark pupils' work regularly. Some marking provides good guidance to pupils about how to improve, but some is cursory, with little reference to pupils' targets.
- Teachers ensure that pupils with special educational needs have good opportunities to participate during lessons. These pupils also receive effective support from teaching assistants, both in lessons and in small-group or individual work programmes, which have supported improvements to their reading.

### **The behaviour and safety of pupils are good**

- Pupils' conduct is of a high standard, reflecting their secure moral development. They are polite and helpful to adults and one another. At break times, they chat and play sociably. Their attendance is above average.
- Pupils say that they enjoy school and find most of the work interesting. They particularly like practical work where they can be creative and solve problems. They believe that educational visits, such as that linked to their work on the Second World War, and whole-school events, such as 'World Maths Day', help them learn better.
- Pupils are less keen on lessons where they have to listen for long periods and/or complete extensive recording. During the inspection, pupils listened carefully in lessons and most applied themselves well to their work. Even when teachers talked for too long or when the content of the work was insufficiently challenging or interesting, pupils continued to listen respectfully. When given the opportunity, pupils worked very well independently and in groups.
- Pupils are full of praise for their teachers. They say that they help them if they get stuck with their work and describe them as friendly, patient, fun and kind.
- Most pupils report that behaviour is at least good and believe that the school is a safe place. They know about internet safety and understand about most aspects of bullying. Pupils were clear that bullying does not occur and explained that teachers deal quickly with any instances of misbehaviour that do take place.
- Pupils have a well-developed sense of community. They engage in fundraising activities for good causes and undertake a variety of responsibilities in school. They enjoy after-school activities, including those linked to the Children's University, which enable many Key Stage 2 pupils to extend their personal and academic skills and increase their aspirations.

**The leadership and management** requires improvement

- School leaders and governors have too positive a view of the school's effectiveness. Data about pupils' attainment and progress is systematically collected, but is not analysed well enough to identify the extent to which pupils have progressed in relation to their different starting points.
- The headteacher makes regular checks on the quality of teaching. Her ability to identify strengths and weaknesses accurately during the joint observations conducted with the inspector was undisputable. However, school documents of similar checks over time show that while some appropriate areas for development are identified, there is insufficient emphasis on how well teaching promotes good learning for all groups of pupils.
- To varying degrees, all staff are involved in undertaking checks on teaching and learning. The records of some of these checks reflect perceptive insights about the extent of pupils' progress.
- Staff who receive extra pay to promote better teaching and learning analyse teachers' planning, pupils' work and determine pupils' views. Some of this work has helped to improve the way pupils are taught to use and apply mathematics to solve problems. However, the overall impact of these leaders has been variable in securing the more rapid improvement needed in English and mathematics to enable teaching and learning to be good.
- No teachers have received additional salary progression pay this year. Staff development training during the last year has been linked to teachers' individual targets and school priorities. This has included good training and support for a teacher who is soon to assume responsibility for special educational needs, good support for newly qualified teachers and effective training for teaching assistants in delivering specific work programmes to improve pupils' literacy skills.
- The curriculum meets pupils' needs effectively. It includes a good range of enrichment opportunities, such as lessons in Spanish, and interesting educational visits and after-school clubs that promote pupils' social and cultural development well.
- The majority of parents have positive views about the school, including about pupils' behaviour. However, some reflected concerns on Parent View about the way the school deals with bullying. The inspector looked into this, but found no records relating to parental concerns about bullying or logs of bullying incidents.
- The local authority acted swiftly in response to the school's 2012 Key Stage 2 test results. The increased level of support provided this year has been beneficial in promoting the improvements that have occurred.
- **The governance of the school:**
  - The new Chair of the Governing Body provides a good role model for other governors in supporting and challenging the school.
  - Governors show good commitment, visiting the school regularly to meet with staff and to help out in lessons. However, while governors have undertaken various training, too few understand information about pupils' performance. Overall, governors are too reliant on the school's overly positive interpretation of its data about pupils' progress and the quality of teaching.
  - Governors have a good understanding of how the pupil premium funding is spent, but are unclear about the impact of this spending on pupils' attainment and progress.
  - Governors ensure that safeguarding requirements are met and have effective procedures to tackle discrimination.
  - The school's website is developing, but currently the school is not providing all of the required information to parents.

## What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

## School details

<b>Unique reference number</b>	111362
<b>Local authority</b>	Warrington
<b>Inspection number</b>	412700
<b>Type of school</b>	Primary
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	113
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mahesh Patel
<b>Headteacher</b>	Elaine Morgan
<b>Date of previous school inspection</b>	23 March 2010
<b>Telephone number</b>	01925 763234
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