

23 March 2015

Mrs Elaine Morgan  
Headteacher  
Glazebury CofE (Aided) Primary School  
Warrington Road  
Glazebury  
Warrington  
Cheshire  
WA3 5LZ

Dear Mrs Morgan

### **Requires improvement: monitoring inspection visit to Glazebury CofE (Aided) Primary School, Warrington**

Following my visit to your school on 20 March 2015, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to report on the findings. Thank you for the help you gave me and for the time you made available to discuss the actions you are taking to improve the school since the most recent section 5 inspection.

The visit was the third monitoring visit since the school was judged to require improvement following the section 5 inspection in June 2013. It was carried out under section 8 of the Education Act 2005.

Senior leaders and governors are taking effective action to tackle the areas requiring improvement identified at the recent section 5 inspection. The school should take immediate action to:

- ensure that pupils who attend booster lessons in English and mathematics are also taught the full range of subjects on the timetable.

### **Evidence**

During the visit, I held meetings with you, eight members of the Governing Body, including the Chair, and seven pupils from Years 3 to 6. I observed lessons, spoke to teachers and pupils in classrooms and examined a range of documentation, including the school improvement plan. I also checked the single central record of staff and discussed your safeguarding arrangements.

### **Context**

Since the last monitoring visit, the governing body has been re-constituted. Three new governors have been appointed and there is now a new Chair of Governors.

## **Main findings**

There have been clear improvements in the school since my last visit. The action plan is now fit for purpose.

Your latest analysis of data shows that you are on track to reach the attainment targets that you have set for the end of Key Stages 1 and 2. These targets are appropriately demanding and are higher than the national averages for attainment in 2014. Most year groups have made the progress that you expect of them, although this is not consistent across subjects. Standards in writing are generally lower than in reading. To compensate for this, you are giving pupils more regular opportunities to write in a range of styles and for different purposes. The work in pupils' books shows that this is leading to improvements but spelling continues to be weak.

Your records show that teaching is improving and this was reflected in the lessons that I visited. Most pupils worked with concentration and interest. Some pupils were given work that did not stretch them sufficiently. For example, they were able to solve a mathematics calculation very quickly but then had to wait until the rest of the class caught up with them. In other cases, a lack of basic knowledge detracted from pupils' understanding of more complex ideas. For example, one group did not know in which direction the moon moved round the earth, or the earth moved round the sun, and therefore had great difficulty in explaining how a solar eclipse was caused. In another lesson, the fact that some pupils had not finished earlier work on the rise of Nazism and the invasion of Poland meant that they could not explain why Britain went to war in 1939.

It is clear that the some pupils are being removed from lessons in order to attend booster classes in mathematics and English. As a result, they are not receiving the broad and balanced curriculum to which they are entitled.

Marking in pupils' books is helpful and, in most cases, gives a clear indication of how their work can be improved. However, as you have identified yourself, there is little consistency in the way that teachers correct spelling.

The governors have received further training on data analysis from the local authority and external consultants. As a result, they are now in a stronger position to understand how well the school is performing and what needs to be done to improve it further. The governors whom I met were knowledgeable about the developments in the school and made good use of the feedback they had received from a number of sources.

During the visit, we discussed the recent review of safeguarding conducted by the local authority. The report on that review indicates that the school is being proactive in tackling the areas for improvement which it identified. The pupils whom I met said that they felt safe at the school and that bullying was very rare. They were confident that, should it occur, it would be tackled quickly and effectively. They understood how to keep themselves safe, including when using social media. You conduct thorough checks on the suitability of staff to work with children.

Ofsted may carry out further visits and, where necessary, provide further support and challenge to the school until its next section 5 inspection.

### **External support**

The school is making good use of the support from the local authority and external consultants to gain a rounded understanding of its performance and to identify priorities for development. The collaboration recently established with a local school to improve spelling is appropriate and timely.

I am copying this letter to the Chair of the Governing Body, the Director of Children's Services for Warrington and the Director of Education for the Diocese of Liverpool.

Yours sincerely

Aelwyn Pugh

**Her Majesty's Inspector**