

# Inspection of a good school: Thurnham Glasson Christ Church, Church of England Primary School

School Lane, Glasson Dock, Lancaster, Lancashire LA2 0AR

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Inspection dates:

8 January 2020

## Outcome

Thurnham Glasson Christ Church, Church of England Primary School continues to be a good school.

However, inspectors have some concerns that standards may be declining, as set out below.

## What is it like to attend this school?

Thurnham Glasson School is a happy place. Pupils develop their knowledge in many subjects and are avid readers. However, pupils' achievement in mathematics and writing, particularly in key stage 2, is not as strong as it should be. Additionally, the leadership of subjects within the curriculum is not fully developed.

Pupils benefit from the wide range of exciting experiences, which increase their knowledge. These range from trips to the Isle of Man, to observing eggs hatch in science. Pupils host a monthly lunch for members of the local community. They also take on many roles of responsibility within the school. These activities strongly promote their confidence and respect for others.

Pupils told us they feel safe in school. They said that staff are very caring and helpful. This view is also shared by parents and carers. It is exemplified by the comment, 'All the staff are so dedicated and create a great atmosphere for learning and growth.'

Pupils behave well. They are courteous and eager to learn. Pupils play and work together harmoniously. They found it difficult to recollect any bullying, but were confident that staff would act swiftly to stop it if it occurred.

## What does the school do well and what does it need to do better?

Leaders, staff and governors have high ambitions for pupils. Leaders and governors have a secure understanding of the strengths and weaknesses of the school. They were disappointed with the results of the 2019 key stage 2 national assessments. This was because pupils did not achieve well in mathematics and writing. Action taken to improve

pupils' achievement in mathematics and writing has led to some improvement. Leaders have designed a curriculum that develops pupils' knowledge by building upon what they already know.

Leaders have taken appropriate actions to strengthen the mathematics curriculum. In the past, teachers' planning did not enable pupils to learn to the best of their ability in mathematics. Nor did it enable pupils to revisit learning to help them to remember new ideas. Teachers now have clear expectations of what they want pupils to learn. Planning makes sure that pupils learn more and remember more. Pupils now revisit mathematical ideas more frequently to fortify their knowledge and understanding.

Curriculum planning shows how knowledge is developed systematically. Sometimes, plans do not define the expectations of pupils of different ages who are in the same class. Teachers choose activities that engage pupils in learning. Teachers frequently make good use of practical activities to promote pupils' knowledge and enquiry skills. Work in pupils' books, for example in science, shows that at times, pupils do not study some ideas in depth.

Subject leaders are beginning to develop their roles so that they can support colleagues in the subjects they teach. Sometimes, the evaluations of the quality of the education in their subjects are not precise. Subject leaders have received training recently and have a regular opportunity to check the developments in their subject. This means that they have a clearer picture about curriculum planning in their subjects.

Leaders understand that reading is the key to all learning. The well-designed curriculum for reading helps pupils to become good readers. Pupils learn from knowledgeable staff. In early years and key stage 1, pupils develop a good understanding of phonics. They read confidently. Pupils achieve well in the Year 1 phonic screening check and in the national assessments in reading. As pupils get older, their enthusiasm and love of reading grow. Year 2 pupils use imaginative expressions to bring stories to life. Older pupils speak confidently about their favourite stories and authors. They visit the library often and help choose its stock of books.

The school's curriculum is crammed full of opportunities that enhance pupils' personal development. These include many visits and experiences, such as the use of technology to create videos of pupils flying in imaginary worlds or visits to the local university. A lunchtime sports club encourages pupils to take care of their physical health. All pupils have opportunities to join committees that contribute to the running of the school. Staff and leaders make sure that all pupils, including those with special educational needs and/or disabilities (SEND), can take part in school activities.

Staff told us that they feel valued. Leaders understand the extra pressures that working in a very small school brings. Where possible, leaders take appropriate action to help staff to manage their workload.

## **Safeguarding**

The arrangements for safeguarding are effective.

Through frequent training, leaders and all staff have an up-to-date knowledge of safeguarding. Staff are vigilant and dedicated to keeping pupils safe. Leaders complete appropriate checks to ensure that staff are suitable to work with pupils before they start work at the school. Leaders' records relating to safeguarding are meticulous and fit for purpose. Leaders share information with the right people when it is necessary to protect pupils who may be at risk of harm or to help ensure their well-being. Governors are knowledgeable about safeguarding because they receive up-to-date training. They ensure the appropriate monitoring and filtering of the school's internet connection.

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

### **(Information for the school and appropriate authority)**

- Subject leaders' monitoring and evaluation of the quality of education are not precise enough. These do not precisely check the impact of the curriculum. This limits its helpfulness in promoting improvement. Leaders must ensure that subject leaders have the skills and knowledge to identify curriculum expectations precisely. They must check the quality of education in their subjects and ensure that subjects are taught in sufficient depth. Leaders must ensure that subject leaders use these skills effectively to take appropriate actions to ensure that pupils achieve what they are capable of.
- Planning of the mathematics curriculum did not enable pupils to develop a deep understanding of mathematical ideas. It did not provide opportunities for pupils to revisit learning to consolidate their knowledge and understanding. As a result, pupils' achievement in mathematics is not as good as it could be. Leaders have taken actions to strengthen the mathematics curriculum. They must now ensure that teachers have the subject knowledge and skills to teach the reviewed curriculum to allow pupils to achieve well.

## **Background**

When we have judged a school to be good we will then normally go into the school about once every four years to confirm that the school remains good. This is called a section 8 inspection of a good school or non-exempt outstanding school. We do not give graded judgements on a section 8 inspection. However, if we find some evidence that the school could now be better than good or that standards may be declining, then the next inspection will be a section 5 inspection. Usually this is within one to two years of the date of the section 8 inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will convert the section 8 inspection to a section 5 inspection immediately.

This is the second section 8 inspection since we judged the school to be good in October 2010.

## How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use Ofsted Parent View information when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

## Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

## School details

<b>Unique reference number</b>	119543
<b>Local authority</b>	Lancashire
<b>Inspection number</b>	10111069
<b>Type of school</b>	Primary
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	5 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	19
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Peter Milston
<b>Headteacher</b>	Rune Duncan
<b>Website</b>	<a href="http://www.thurnhamglasson.lancs.sch.uk">www.thurnhamglasson.lancs.sch.uk</a>
<b>Date of previous inspection</b>	23 February 2016

## Information about this school

- The headteacher has recently returned from maternity leave. During her absence, the leadership of the school was undertaken by an acting headteacher who was a headteacher in another primary school from within the local authority.
- The school has recently completed a considerable construction project to provide purpose-built and well-organised early years and key stage 1 classroom space.
- Governors and leaders are currently consulting to change the age range of the school and admit Nursery-aged children.

## Information about this inspection

- During the inspection, we looked in detail at reading, mathematics and science. This involved discussions with leaders, visits to lessons, looking at examples of pupils' work, discussions with teachers and discussions with pupils. We also listened to pupils reading.
- We spoke with members of the governing body, the headteacher and the senior teacher. We also held a discussion with two local authority officers who are working with the school.

- We reviewed a range of documentation, including that relating to safeguarding and the checks carried out during the appointment of staff.
- We considered the seven responses to Ofsted’s online questionnaire for parents. We also considered the two responses from staff to Ofsted’s questionnaire. There were no responses to the pupil questionnaire.

### **Inspection team**

John Nixon, lead inspector

Her Majesty’s Inspector

Michelle Joyce

Ofsted Inspector

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