

# INSPECTION REPORT

## **GLAZEBURY C OF E PRIMARY SCHOOL**

Glazebury, Warrington

LEA area: Warrington

Unique reference number: 111362

Headteacher: Mrs M E Morgan

Lead inspector: Mr John D Eadie

Dates of inspection: 29<sup>th</sup> - 31<sup>st</sup> March 2004

Inspection number: 260768

Inspection carried out under section 10 of the School Inspections Act 1996

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Voluntary Aided
Age range of pupils:	4 to 11
Gender of pupils:	Mixed
Number on roll:	101
School address:	Warrington Road Glazebury Warrington Cheshire
Postcode:	WA3 5LZ
Telephone number:	01925 763234
Fax number:	01925 766043
Appropriate authority:	The Governing Body
Name of chair of governors:	Mrs Delia Caswell
Date of previous inspection:	13th October 1998

## CHARACTERISTICS OF THE SCHOOL

Glazebury Primary is a small Voluntary Aided Church of England school in the village of Glazebury, between Leigh and Warrington. The socio-economic indicators for the village are above average, but about a third of pupils come from more disadvantaged areas on the edge of the nearby town of Leigh. Almost all pupils are of white British heritage; the remainder are Irish or from a variety of mixed race backgrounds. All speak English as their home language. The proportion of pupils identified as having special educational needs is average, with most having moderate learning difficulties and a few having a range of more severe problems. The proportion of pupils with statements of their special need is above average. Mobility of pupils is generally below average, reflecting the settled nature of the village. The standard of attainment of children on entry to school is about average. The school is involved in the Leadership Development Strategy in Primary Schools. The school has also recently been informed that it is to be a Graduate Teacher Training School.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
20191	Mr J D Eadie	Lead inspector	Mathematics Information and communication technology Music
32676	Mr N Power	Lay inspector	
27292	Mr J Calvert	Team inspector	English Design and technology Geography History Physical education
28686	Mrs E Walker	Team inspector	Areas of learning for children in the Foundation Stage Provision for pupils with special educational needs Science Art and design

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## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

**Glazebury Primary School provides its pupils with a sound quality of education and is improving.** Pupils' achievement<sup>1</sup> is satisfactory, although many are achieving well in Years 3 to 6. The quality of teaching is satisfactory overall and the pupils' learning is therefore sound. Teaching and learning are good in Years 3 to 6. The quality of leadership and management is good, as the new headteacher is giving the school clear leadership and the school is very well governed. The school gives satisfactory value for money, taxpayers gaining sound value for their investment.

The school's main strengths and weaknesses are:

- Potentially higher attaining pupils are not being sufficiently challenged and are not achieving as well as they should.
- Systems of assessment are good and enable teachers to know what pupils need to learn next.
- Links with parents and the community are very good; pupils benefit significantly from these links.
- The curriculum for the children in the reception class is not giving these children the recommended range of opportunities.
- The school is very well governed.
- The pupils' moral and social development is very good, based on the very good relationships in the school.
- Risk assessments are not routinely carried out and recorded.

The school has made satisfactory progress since the last inspection. In recent years, standards have been more variable than one usually finds in a school of this size. Trends in the national tests at the end of Year 2 have been above the national average, but at the end of Year 6 the trend is below average. The school had only two key issues from the last inspection. The first, regarding standards in information and communication technology (ICT), has been addressed well. A good start has been made at the second, regarding library provision and developing research skills.

### STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2001	2002	2003	2003
English	C	E*	A	A
mathematics	E*	E*	B	A
science	E	E*	D	D

*Key: A - well above average; B - above average; C - average; D - below average; E - well below average  
Similar schools are those whose pupils attained similarly at the end of Year 2.*

**Pupils' achievement is satisfactory overall.** Children enter school with average skills and knowledge for their age. Their achievement is satisfactory and they reach the standards children are expected to reach by the end of the reception year in all areas of learning where judgements could be made during the inspection. In Years 1 and 2 achievement continues to be satisfactory and pupils are reaching standards expected nationally in reading, writing and mathematics by the end of Year 2. Achievement is good in Years 3 to 6, as teaching is good for these year groups. Standards reached by the current Year 6 in the tests in Year 2 four years ago were well below average. These pupils have made good progress since then although their standards are below those expected nationally in English, mathematics and science. The school put in place initiatives to raise standards in English and mathematics and as can be seen, results were much better last year. There is now a focus on raising standards in science, which is why standards in science are now as good as those in

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<sup>1</sup> Pupils' achievement is a measure of how well they are progressing in relation to their capabilities.

English and mathematics. The E\* grades in the table above indicate scores in the bottom five per cent of all schools in the country. Caution should be taken when looking at the variability in this table as this is a small school. Pupils of potentially higher attainment are not achieving as well as they should as there are sometimes insufficient levels of challenge for them in most classes in the school. Pupils with special educational needs are achieving well due to the good targeted support that they receive.

**The pupils' personal development, including their spiritual, moral, social and cultural development, is good.** The provision for their moral and social awareness is very good. Pupils have good attitudes to their school and their work and are keenly involved in all that the school has to offer. Behaviour is generally good. Levels of attendance are well above the national average.

## **QUALITY OF EDUCATION**

**The school provides a sound education for its pupils.** There is a suitably broad curriculum, which is enriched well by a good range of other activities. However, the curriculum in the reception class is not always appropriate for children of this age. **The quality of teaching and learning is satisfactory overall, though it is good in Years 3 to 6.** Systems of assessment are thorough and give teachers a clear idea what the pupils need to learn next.

The very good relationships between all members of the school community promote positive attitudes. There are good systems in place to enable pupils to receive guidance and support and they are satisfactorily cared for. There are very good partnerships with parents and the community and links with other schools are satisfactory. The pupils gain a great deal from the links with parents and the community.

## **LEADERSHIP AND MANAGEMENT**

**Leadership and management are good overall.** The new headteacher is providing clear leadership for the school and is supported well by the hardworking and committed staff. A measure of the effectiveness of leadership is that the school is already addressing the areas for improvement identified below. The governance of the school is very good; governors are very knowledgeable, well-informed and very involved in the strategic development of the school. The school is fully committed to initial teacher training and has recently been accepted as a Graduate Teacher Training School, one of only 11 primary schools in the country. All statutory requirements are met. The management of the school is good overall.

## **PARENTS' AND PUPILS' VIEWS OF THE SCHOOL**

Parents have very positive views of the school. The pupils are very content with their school and expressed no significant concerns. A small minority of parents expressed the view that homework was not always effective in supporting pupils' learning. The judgement of the inspection is that homework is planned well and is effective in advancing pupils' learning.

## **IMPROVEMENTS NEEDED**

The most important things the school should do to improve are:

- to increase levels of challenge for potentially higher attaining pupils throughout the school;
- to ensure that the children in the reception class receive an appropriate curriculum;
- to carry out risk assessments routinely for all aspects of the school and ensure that clear records are kept of these assessments.

## **PART B: COMMENTARY ON THE INSPECTION FINDINGS**

### **STANDARDS ACHIEVED BY PUPILS**

#### **Standards achieved in areas of learning, subjects and courses**

Pupils' achievement is satisfactory overall, though it is often unsatisfactory for pupils of potentially higher attainment. Achievement for pupils in Years 3 to 6 and for those with special educational needs is good. Standards in English, mathematics and science are currently below average by the end of Year 6.

#### **Main strengths and weaknesses**

- Pupils are achieving well in Years 3 to 6.
- Potentially higher attaining pupils are not always achieving as well as they should be.
- Standards are above average in art and design throughout the school.

#### **Commentary**

1. Standards in the national tests in 2003 for pupils at the end of Year 2 were above the national average in reading and mathematics and average in writing. When compared with schools with a similar proportion of pupils eligible for free school meals, they were in line with the average in reading and mathematics but below average in writing. Standards have been more variable than one usually finds in schools of this size, but, taking into account the average points for all subjects, the trend is above the national trend. The proportion of pupils achieving the higher levels in writing was lower than might be expected, indicating that the pupils of potentially higher attainment are not achieving as well as they should.

#### ***Standards in national tests at the end of Year 2 – average point scores in 2003***

Standards in:	School results	National results
reading	16.6 (16.9)	15.7 (15.8)
writing	15.2 (14.6)	14.6 (14.4)
mathematics	17.0 (17.4)	16.3 (16.5)

*There were 11 pupils in the year group. Figures in brackets are for the previous year*

2. In the national tests at the end of Year 6 in 2003, standards were well above average in English, above average in mathematics and below average in science. When compared with schools whose pupils scored similarly in the tests in Year 2 four years previously, standards were well above average in English and mathematics and below average in science. This shows that these pupils achieved well overall in Years 3 to 6 and particularly well in English and mathematics. As in the tests in Year 2, standards have been more variable than one might expect and, overall, the trend over the last five years has been below the national trend. Much of the reason for this was the high starting point in 1999, when results were higher than they have been since. The proportion of higher levels was lower than expected in all three subjects, indicating a lack of challenge for potentially higher attaining pupils.



### **Standards in national tests at the end of Year 6 – average point scores in 2003**

Standards in:	School results	National results
English	28.8 (21.7)	26.8 (27.0)
Mathematics	28.1 (22.3)	26.8 (26.7)
Science	28.1 (23.7)	28.6 (28.3)

*There were 17 pupils in the year group. Figures in brackets are for the previous year*

3. Although attainment on entry to the school is variable, children generally enter the school with average levels of skills and understanding. Their achievement is satisfactory in the reception class and they reach the standards children are expected to reach by the end of reception in all areas of learning where it was possible to make judgements during the inspection. Expectations of what children are able to achieve are not always high enough in this class, so some potentially higher attaining children are not achieving as well as they should.

4. Achievement continues to be satisfactory in Years 1 and 2 and the current group of pupils is reaching average standards by the end of Year 2 in reading, writing and mathematics. Standards in these year groups are average in ICT and above average in art and design.

5. In Years 3 to 6, pupils are achieving well. This is a result of the good teaching in these classes. Standards for the pupils presently in Year 6 are below average in English, mathematics and science. This is largely because few pupils are working at above average levels. However, these pupils were achieving well below average standards at the end of Year 2, so they have achieved well to reach these standards. The pupils currently in Year 5 are working at above average standards as many are working at above expected levels. Targets set for these pupils in the national tests in 2005 are challenging and reflect this good performance. Standards in ICT are average and standards in art and design are above average in these year groups.

6. Pupils with special educational needs achieve well. Their individual education plans are carefully prepared and reviewed at frequent intervals. A range of well-focused support in the classroom assists these pupils. Tasks are planned so that, within lessons, individual pupils can work within a larger group at an appropriate level. There are occasions in all classes when potentially higher attaining pupils are not achieving as well as they should as they are not always offered sufficiently challenging work.

### **Pupils' attitudes, values and other personal qualities**

Pupils' personal qualities, including their spiritual, moral, social and cultural development are good. Pupils' attitudes and behaviour are good. Attendance is well above the national average and punctuality is good.

### **Main strengths and weaknesses**

- The relationships that exist between all members of the school community are very good.
- Pupils develop very well morally and socially.
- The school does not do enough to prepare its pupils for life within a multi-cultural society.
- Attendance is well above the national average.

### **Commentary**

7. The school's strategies to develop pupils morally and socially have resulted in pupils and staff getting on very well with each other. These attributes are reinforced well through such activities as circle time and assemblies as well as by the atmosphere within the school. Pupils value each other and are kind and considerate to everyone with whom they come into contact. There were no

exclusions during the last academic year. The school provides a large number of extra-curricular opportunities for pupils and they are well attended because they are interesting and pupils enjoy being together. During their time in school, pupils develop their personal skills well and nearly all look forward, with confidence, to continuing their education in secondary school.

8. The school provides a good number of opportunities for pupils to learn about different cultures, including their own. However, it does not do enough to ensure that its pupils are prepared for life in today's multi-cultural society.

**Attendance in the latest complete reporting year (%)**

Authorised absence	
School data:	4.3
National data:	5.4

Unauthorised absence	
School data :	0.1
National data:	0.5

*The table gives the percentage of half days (sessions) missed through absence for the latest complete reporting year.*

**QUALITY OF EDUCATION PROVIDED BY THE SCHOOL**

The school provides a sound education for its pupils. The quality of teaching and learning is satisfactory. There is a suitably broad and balanced curriculum, enriched well by a wide range of other opportunities. The curriculum for the children in the reception class is not always appropriate for children of this age.

**Teaching and learning**

The quality of teaching is satisfactory overall, though it is good in Years 3 to 6. The pupils' learning is satisfactory overall and good in Years 3 to 6. Assessment is good.

**Main strengths and weaknesses**

- Teachers are good at targeting questions to advance individual pupils' learning.
- Support staff make a valuable contribution to the pupils' learning, particularly to those with special educational needs who are learning well.
- Teachers make good use of homework.
- Good use is made of ICT to promote learning.
- Assessment is good.
- Some lessons lack challenge for higher attainers.
- There are occasions during lessons when the pace of the lesson slows.

**Commentary**

**Summary of teaching observed during the inspection in 25 lessons**

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	4	9	12	0	0	0

*The table gives the number of lessons observed in each of the seven categories used to make judgements about lessons.*

9. Teachers are usually good at targeting questions to meet the needs of individual pupils. This is because they know their pupils very well. This is also an example of the inclusive nature of the school, where all pupils are valued and given equal opportunities. Teachers are also good at asking questions that extend pupils' understanding, such as "Why?" and "Can you tell me how you worked that out?". In the best lessons, the teachers set aside times to allow pupils to discuss with each other their ideas and thoughts. These add to their levels of understanding and involvement

significantly. The thorough assessment procedures in Years 1 to 6 give teachers very good information about what it is that pupils know and understand. Pupils are beginning to be involved in this process and are therefore gaining insight into the success of their own learning. Teachers make good use of ICT to make their lessons more interesting. For example, good use was made of an interactive whiteboard in two classes during the inspection. This use of technology engaged the pupils and enabled the teachers to provide a good range of stimuli for the pupils' learning.

10. The pupils with special educational needs are learning well in Years 1 to 6. This is because of two factors. The support staff are making a valuable contribution to these pupils' learning and there are very carefully created and monitored individual education plans for these pupils. However, teachers do not always provide work that is appropriate to the needs of all the pupils in their class. This is particularly the case for potentially higher attaining pupils, who do not always receive work that is sufficiently challenging. This is reflected in the lower than expected proportion of higher levels gained in the national tests. A further area for development is that the pace of lessons sometime slackens. This is most frequent when teachers are carrying out the whole class section of a lesson. For example, some give instructions to a group while the rest of the class are sitting and waiting for their own tasks.

11. A minority of parents has concerns about homework. However, the inspection found that teachers make good use of homework. A number of good examples were seen during the inspection where teachers used homework to extend and reinforce the pupils' learning.

## **The curriculum**

The curriculum is satisfactory. It meets statutory requirements and provides a range of other good opportunities for learning. The curriculum for the youngest pupils in the reception class is not sufficiently developed in line with national guidance

## **Main strengths and weaknesses**

- The range of extra curricular activities is very good
- The curriculum in the reception class does not embrace the national requirements to provide for all the necessary learning opportunities for children of this age
- The provision made for pupils with special educational needs is good.
- There is an imbalance of time allocated to history and geography
- The use of ICT is well developed; however, the ICT suite is cramped.
- The well-ordered accommodation provides a bright and stimulating learning environment.

## **Commentary**

12. The curriculum in the reception class does not fully address the learning needs of these children. The focus on literacy and numeracy skills does not enable them to experience sufficiently varied opportunities to raise their awareness of exploring and discovering how to learn. There are too few different opportunities for children to initiate their own learning activities, particularly creatively and physically.

13. Curriculum planning is sound. However, the recent developments in science and ICT have lessened the time available for the teaching of other areas of the curriculum, especially in history and geography. These subjects are taught in alternate termly blocks, meaning that the time span is often too great from one theme to the next. Younger pupils, particularly, find it difficult to build on any previous learning in either subject. The school is not consistently developing the use of language and literacy skills through such subjects to enhance pupils' skills and to extend their learning in history and geography. For example, as Year 6 have not yet done any history this year, they have not been able to use this subject as a vehicle for extended writing in a different context. Apart from this, literacy and numeracy are used well to support learning in other subjects. The use of ICT is well-planned and effective in enhancing pupils' learning across the curriculum. The creative areas of the

curriculum are well catered for and good opportunities are afforded to pupils to extend their drawing skills in their scientific diagrams, for example. The use of time throughout the school day is well managed and pupils are given a broad and relevant curriculum.

14. The provision made for pupils with special educational needs is good. They are supported by a range of well-designed learning plans, which are monitored by the special educational needs co-ordinator and support assistants. These pupils achieve well, are encouraged to think carefully and to be as independent as possible in their learning.

15. The level of staffing overall is satisfactory. Teaching assistants are a dedicated team and work in good partnership with teachers. The accommodation is satisfactory overall, though the classrooms are enhanced by good quality displays and provide a stimulating learning environment. The school has worked hard to build the level of resources. The library, although small, is pleasant and easily available to the pupils. Good use is made of the space and pupils are taught library skills specifically by parent volunteers. The book stock is in the process of being replaced on a planned basis, since some books are out of date and not particularly useful to pupils' learning. The ICT suite is a good asset, but it is cramped, thus making it difficult for larger groups of pupils to benefit from the teaching in the suite. Good use is made by teachers of the interactive whiteboard to assist pupils' learning, particularly in numeracy and literacy.

16. The school creates many good opportunities, particularly for older pupils, to experience a wide variety of sporting and other experiences. The good use of specialist coaches and other visitors extend and develop pupils' skills. There is an interesting range of after-school and lunchtime activities for pupils to attend, such as sports, dance, music and performance clubs. All are included in these opportunities, which include some activities specifically for younger pupils. Other adults support the pupils through their encouragement when hearing pupils read and in developing their design and sewing skills in various good technology projects throughout the year.

### **Care, guidance and support**

The school provides its pupils with good support, advice and guidance and ensures the care, welfare and health of its pupils adequately. However, risk assessments are not sufficiently rigorous, which could compromise the safety of the pupils. The school seeks, values and acts on pupils' views well.

### **Main strengths and weaknesses**

- Relationships throughout the school are very good.
- The support, advice and guidance offered to pupils are good.
- The school's risk assessment procedures are largely informal.
- The school involves the pupils well in decision-making in the school.

### **Commentary**

17. The very good relationships throughout the school mean that every child is well known to staff and all feel an integral part of the school. Pupils feel safe and secure and they are well cared for. Their development is very well tracked academically and, as they are well known to adults within the school, pupils receive good support, advice and guidance concerning their personal development. All staff understand the clear child protection procedures.

18. The school does not undertake and record formal recorded risk assessments for the school environment or for potential hazards associated with the delivery of the curriculum. The informal risk assessments it does perform mean that not all staff may be aware of the risks involved, or the measures required in the event of an incident. This is unsatisfactory.

19. The school seeks and acts on the views of pupils well and they feel that they are being listened to. The school values their comments and has acted on many of their suggestions for improvement. For example, the improvements to the playground have been initiated by the views of pupils.

### **Partnership with parents, other schools and the community**

The school has very good links with parents and the community. Links with other schools are satisfactory.

### **Main strengths and weaknesses**

- The school seeks, values and acts on parents' views very well.
- The community is very supportive of the school.
- Links with other schools provide few opportunities to enrich the curriculum although transfer arrangements for pupils going on to secondary school are good.
- Reports to parents rarely show what pupils need to do to improve.

### **Commentary**

20. The school has very good links with parents. It values their views and keeps them very well informed about school life and plans. However, the annual reports to parents, whilst very thorough in describing what pupils have learnt and are able to do, rarely show what the pupils need to do to help them to achieve more. As pupils do not come with their parents to discussion meetings, they are not part of the debate on how they can improve. Many parents are involved productively in school life. For example, amongst the many visitors to school, two parents visit each week to operate the school's lending library.

21. The Parent-Teacher Association is growing in strength and raises funds for the school through the events it organises. The school has an effective partnership with the Parent-Teacher Association and values its involvement. Many parents and governors are actively involved in community life and this means that links with the community are very good, with support from many businesses and organisations within Glazebury. Links with local churches and businesses all help to enrich pupils' school life. There is a particularly effective link with the local rugby club, the Warrington Wolves, which supports the sporting, academic and cultural development of pupils.

22. The arrangements to ensure that pupils settle into life in secondary school are good and include several sessions at the secondary school to which they will transfer. However, there are few links with the secondary and other primary schools to provide opportunities to enhance the curriculum taught within Glazebury.

## LEADERSHIP AND MANAGEMENT

The quality of leadership and management is good overall. The headteacher gives clear leadership and is given good support by the hardworking and committed staff. The school is well managed and governance is very good. The headteacher is new, having joined the school at the start of the current school year and a number of the staff are also fairly new to the school.

### Main strengths and weaknesses

- The new headteacher is leading the school well and has already established clear priorities for development.
- The governors are very well informed and fully involved in the strategic development of the school.
- The school is well managed at all levels.
- There is a considerable commitment to the involvement of the school in initial teacher training and the school gains a great deal from this.

### Commentary

23. The headteacher has already identified appropriate areas for progress for the school and has instigated the creation of a very clear and comprehensive interim school development plan. The fact that this is a working and dynamic document is exemplified by the various written annotations that have already appeared on it. Monitoring of the success of items in the plan is already well under way, both within school and by governors. The governors are very involved in the strategic development of the school, participating in the first steps in the production of the school development plan. Their careful monitoring of the plan from the previous year gives them good insights in this process. This monitoring is carried out through searching questions being asked on the headteacher's report and, more importantly, through first-hand knowledge on a range of well-planned and focused visits into school. Many of these initiatives have been instigated by the new headteacher.

24. The school is well managed at all levels. Most subject co-ordinators have taken a very good lead in developments in their subjects and are active in the drive to raise standards. The office is a hub of good humour, where the needs of the children and their families are well-known, so relieving the headteacher and other staff of many of the routine day-to-day management responsibilities. The school is good at analysing performance data and establishing from it areas for development. For example, it has already established the levels of challenge for higher attainers as an area for development and has put in place procedures to address this. Finances are managed efficiently, with the governors monitoring these effectively. The school ensures that good value is gained from all spending decisions. Although the school has been carrying forward a higher than usual sum each year, there are clear plans for the spending of these funds and they are reducing.

### *Financial information for the year April 2002 to March 2003*

Income and expenditure (£)		Balances (£)	
Total income	282 926	Balance from previous year	34 006
Total expenditure	299 632	Balance carried forward to the next	17 300
Expenditure per pupil	2 854		

25. The school is very well involved in initial teacher training, having just gained graduate teacher training school status. A great deal is gained from the very good links that have been established with teacher training establishments, not least the work done in school by a number of students. For example, during the inspection, one trainee was working very effectively while supporting the teaching in a number of classes. Taking into account all relevant factors, the school is giving satisfactory value for money.

## **PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING AND SUBJECTS**

### **AREAS OF LEARNING IN THE FOUNDATION STAGE**

Provision in the Foundation Stage is **satisfactory**.

26. At the time of the last report, the children of reception age were taught alongside Year 1 pupils and the Year 1 National Curriculum formed the basis of the curriculum. Almost all of the children in the group are now of reception age and the curriculum they are receiving is not in line with the national requirements for the Foundation Stage curriculum. Teaching is satisfactory, but there is too little teaching to address the particular needs of the younger children. There are some good systems for developing the children's social awareness. The children are being prepared well for learning English and mathematics when they join Year 1. The addition of the new classroom since the last inspection has made it easier for staff to enhance and develop the opportunities for a wider range of imaginative areas and independent learning activities. There is insufficient equipment and structured play activities to enhance children's learning experiences. The lack of imaginative stimuli, both inside and outside, limits the overall opportunities for children to build and develop their creative and physical skills.

### **PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT**

Provision in personal, social and emotional development is **good**.

#### **Main strengths and weaknesses**

- Relationships between staff and children are good.
- Good systems are in place to settle children into school.
- The children are not given enough opportunities to develop their independence.

#### **Commentary**

27. The children achieve well in this aspect of their development and teaching is good. Behaviour is good and the children are very willing to listen to and work with each other. However, there are too few opportunities for children to develop more independence and use their initiative. Their ideas are valued by teachers, leading to good self-esteem, but expectations for children to make appropriate choices are limited by the lack of interesting and different tasks available. They are eager to respond to any adult who works with them in a small group and enjoy the positive interaction between members of the group. They share their ideas and equipment well whilst developing a good sense of self-worth.

28. The parents are happy that their children are introduced to school well through the close involvement with the pre-school group meeting in the school hall every morning. The staff team are already familiar to members of this group and the children are introduced carefully to other members of the class. They are therefore already familiar with the building and staff when they start school and are confident about their entry into school life. All children reach the expectations for their age group in this area of learning by the end of the school year.

## COMMUNICATION, LANGUAGE AND LITERACY

Provision in communication, language and literacy is **satisfactory**.

### Main strengths and weaknesses

- Children enjoy using words and talk with some confidence.
- Children are not challenged sufficiently to develop their language skills through all the areas of learning.

### Commentary

29. The children in the reception class are eager and confident speakers. They are anxious to share their news and contribute their views to a discussion. They make perceptive comments and are able to discriminate in their choices of familiar poems. They are making satisfactory progress in recognising letter sounds and blends but sounds are taught in isolation and regular patterns of sounds are not fully incorporated as a significant part of lessons. This limits their word-building skills. Writing in the lesson seen, focused on building a corporate sentence and the lengthy process of everyone writing each word stifled individual progress and enthusiasm. The children were not stimulated to compose their own sentences and lost the motivation to participate fully in the lesson, which was dominated by the large number of boys in the class.

30. Teaching is satisfactory. The teacher is well-organised and supported well by the classroom assistant and other adults. However, sessions are often too long and children are not extended or motivated by other activities and experiences to consolidate and use their new skills. The lack of opportunities to use their knowledge is unsatisfactory. Worksheets are limiting children's enthusiasm and restricting the opportunities to use their skills in other contexts.

31. Most children are attaining expectations for their age in speaking and listening, and most show no reluctance to talk, either as individuals or in group sessions. Opportunities for promoting children's talk are not sufficiently extended to encourage the participation of all pupils, especially the girls.

32. Most children can write their name and are beginning to use patterns to form letters well. There are too few opportunities for children to use a variety of writing tools and so they do not make sufficient progress in this area of learning.

33. Assessments show reading, writing and language skills are developing and children are achieving satisfactorily. However, some of this cohort are unlikely to reach the expectations for their age group in this area of learning by the end of the school year.

## MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **satisfactory**.

### Main strengths and weaknesses

- Children are learning to count well.
- Activities are planned well.

### Commentary

34. Children show a keen interest in their mathematical activities and enjoy the range of rhymes that they share. Teaching is satisfactory, with some interesting features when children are encouraged to count in 2's, recognising that odd numbers are spoken softly. The pace of lessons is



sometimes lessened because children are calling out and shouting over each other in their enthusiasm to provide an answer.

35. Group activities are well organised but time is lost when the whole class listens to instructions for each group activity. The support assistant enables less able children to make good progress through well-timed intervention and discussion. The children have some knowledge of shopping, but achievement is hindered by the lack of individual opportunities to use the shop as part of their number lessons. For too much of the time the class works together and provides common answers. The more able children become restless as their opportunity to contribute has passed. The girls are dominated by the much larger group of boys in the group, although the teacher does encourage them well to contribute and join the activity.

36. Children are achieving satisfactorily and are in line to reach the expectations for their age group by the end of the school year. They are able to identify simple two-dimensional shapes and are beginning to count and recognise numbers to ten. There are insufficient activities to consolidate their earlier learning, such as matching numbers and threading beads, or to use the shop as part of on-going activity in the classroom.

## **KNOWLEDGE AND UNDERSTANDING OF THE WORLD**

Provision in knowledge and understanding of the world is **satisfactory**.

### **Main strengths and weaknesses**

- Children's skills in using the computers and carrying out investigations are being developed well.

### **Commentary**

37. The children are interested and involved in planting their own seeds and watching how fast they grow. They demonstrate some understanding of the conditions the plants require and are careful about how they tend them. Teaching is satisfactory in this area of learning. Children's curiosity in exploring light and reflections is well fostered. A good range of activities was provided in a lesson where children were experimenting and recording their observations by making Cinderella's dress reflect light and glisten. Computers are available in the classroom and children enjoy using a range of programs to extend their number work and solve simple problems. They are developing their mouse control well and understanding how to use the computer in specific lessons in the computer suite.

38. The children share in celebrating religious festivals and experience a range of well-told stories from the Bible. They are aware of major festivals, for example Easter, and how Christians celebrate religious festivals. The majority of children are achieving satisfactorily and they are likely to reach the expectations for their age group in this area of learning by the end of the school year.

## **PHYSICAL DEVELOPMENT**

Provision in physical development is **satisfactory**.

### **Main strengths and weaknesses:**

- Teaching sessions are well-focused, but are not always appropriate to the age of the children particularly in gymnastics.
- The children co-operate and look after the equipment well.
- Provision for outdoor play is unsatisfactory and the opportunities for physical development are limited by the range of equipment and activities that are provided.

## **Commentary**

39. Indoor physical activities centre on specialist coaches who provide basic tuition in gymnastics. In a lesson seen, the children were carefully directed to form specific movements and the time to express their own ideas and move in different forms was constrained by the focus on completing movements in a controlled and directed manner. The children responded well, but were not always active within the lesson and could not develop an individual sequence of movements.

40. The use of the outdoor facilities limits the scope of any imaginative play in the children's physical development. The limited range of equipment available enables them to develop their physical co-ordination satisfactorily but does not extend their imagination. The available facilities are used well, as children co-operate with each other in buying fuel or constructing patterns in a large game. They organise themselves well and play with and alongside each other with a limited range of equipment suitable for reception children. The lack of a theme or direction precludes any planned development by the teacher and does not extend the higher attaining children to use the area as part of a learning experience. The children are swift at putting equipment away into the well-planned storage facility. They work as a good team and co-operate with each other very well. Teaching is satisfactory and pupils are achieving satisfactorily in this area of learning. They are likely to meet the expectations for this age by the end of the year.

## **CREATIVE DEVELOPMENT**

There were no opportunities to observe any lessons where the children could explore any creative ideas. It is therefore not possible to make judgements about provision, teaching and learning or children's standards or achievement in this area of learning. From the displays and work around the reception area, children use a variety of different media, paint and textures. They designed homes for their well-formed clay cats, complete with whiskers. Their individually made homes were well made and decorated appropriately, using different types of entrances and exits.

## SUBJECTS IN KEY STAGES 1 AND 2

### ENGLISH

Provision in English is **good**.

#### Main strengths and weaknesses

- There is very good leadership and management in the subject.
- The library facility and provision for research skills, while improved, have yet to be fully established.
- There are good assessment systems, which are particularly effective in Years 3 to 6.
- The quality of teaching is good.
- There is insufficient challenge for potentially higher attaining pupils across the school.
- Literacy is used well in other subjects.

#### Commentary

41. The very good leadership has enabled the school to develop strategies to improve the quality of teaching and learning in the subject. Since the last inspection, provision has improved. In particular, the library has improved and there is an ongoing culling and updating of books and materials taking place, which will enable all pupils to use the centrally based facility to support their learning in other subjects. The introduction of new reading materials has provided a structure for pupils in Years 3 to 6 and this has helped to raise reading standards across the school. In order that all pupils read books suited to their interests and abilities and develop reading skills appropriately, the school has identified the need to investigate ways of recording progress. Teachers use reading tests to measure pupil's progress in reading and the school has introduced optional national tests in English in Years 3, 4 and 5 since the last inspection. Involvement in the Warrington Writing Project has made a good impact upon flair and creativity in pupils' writing and the co-ordinator has planned a continued emphasis upon writing in order to raise standards further.

42. The co-ordinator has a realistic vision to further improve the provision in English, develop the subject across the school and meet the needs of all pupils. In consultation with the assessment co-ordinator, a systematic review has taken place to ensure consistent progress across the school. A purposeful analysis of national tests informs planning and assessments take place regularly to enable teachers to identify quickly the progress of individuals and small groups. Assessment systems are good in Years 1 and 2 and particularly thorough in Years 3 to 6. They give teachers and pupils a very clear idea of what needs to be learned next. The school has recently introduced individual target sheets that enable pupils to become increasingly aware of their own learning and become involved in their own assessment of reading and writing. Although initiatives are in place, standards are below the national average at the end of the current Year 6. However, achievement for these pupils is good when measured against their earlier levels of attainment. Pupils achieve well in Years 3 to 6, but inspection evidence indicates standards are below average in Year 6 because the proportion of pupils exceeding the expected level is smaller than found nationally. In Year 6, pupils' writing is generally well presented and organised. Although interesting and thoughtful, writing is all too often marred by basic grammatical and spelling errors. A structured spelling programme is used in Years 1 and 2 but spelling is not yet good enough across the whole school to enable older pupils to eliminate mistakes.

43. Teaching overall is good. Homework is used more effectively since the last inspection and home reading is supported very well by parents. Assessment is backed up by good marking, which often relates to the pupil's own target. Comments and questions not only reflect effort and achievement, but also extend pupils' thinking and help guide them towards further improvement. On occasions, comments are too lengthy. Where teaching is good, teachers are seen to provide different work to match the abilities of groups within the class. This is not identified consistently in teachers' planning across the school. Within the analysis of pupils' work, there are examples which

show that potentially higher attaining pupils are offered the same task as others. When this is the case, insufficient challenge results in limited achievement and work of average standards. Teaching assistants support identified groups well. Lessons are well managed across the school and teachers insist on high standards of behaviour.

### **Language and literacy across the curriculum**

44. English is used well to support learning in other subjects and teachers use a good range of planned opportunities to enable pupils to practise and use their language and literacy skills. Pupils display good listening skills in lessons and assemblies and because teachers provide many opportunities to speak in other subjects, pupils show they are able to speak with clarity and confidence. Generally, as pupils progress through the school their speaking and listening skills develop well.

## **MATHEMATICS**

Provision in mathematics is **good**.

### **Main strengths and weaknesses**

- The quality of teaching is good overall and pupils are achieving well in Years 3 to 6.
- The subject is well led.
- There are particularly good systems of assessment.
- There are often insufficient levels of challenge for potentially higher attaining pupils throughout the school.
- The pupils have good attitudes to the subject.

### **Commentary**

45. Pupils are achieving satisfactorily in Years 1 and 2 as the quality of teaching is satisfactory for these pupils and they are currently achieving average standards by the end of Year 2. In Years 3 to 6, the quality of teaching is good and these pupils are achieving well. The pupils currently in Year 6 achieved well below average standards when they were in Year 2 and have made good progress since then to reach below average standards at the end of Year 6. Almost all of these pupils are achieving nationally expected levels, but there are very few reaching higher levels. Part of the reason for this is the lack of challenge offered to potentially higher attaining pupils, which is the case in many classes. A notable exception is the current Year 5, where well over half the class are working at well above expected levels. Provision has improved since the last inspection.

46. The co-ordinator leads the subject well and has put in place a number of strategies to improve standards further. In particular, in her role as assessment co-ordinator, she has instituted very thorough assessment procedures. These give teachers very clear knowledge of exactly what each pupil knows. The pupils are beginning to be involved in the recording of these assessments and are therefore gaining good knowledge of their own learning. The assessments are clearly linked to individual targets set for pupils. All this has had a positive impact on pupils' achievement. Marking is usually clear and gives good guidance on how pupils can improve. However, there are a number of instances where incorrect spelling of technical language is uncorrected. Teachers use ICT well to support pupils' learning, both by the use of the interactive whiteboard and specific software on individual topics.

47. The pupils enjoy their mathematics sessions, with a number saying that it is their favourite subject. This is because the teachers usually make their lessons interesting and relevant. However, there are times when the pace of lessons slackens and there is too much time when some pupils are passive listeners. This is usually when the teacher is determined that all the class shall understand a teaching point before moving on, when the higher attaining pupils have already understood clearly. There are no tasks prepared for these pupils to get on with straight away. Pupils

are good at helping each other and working together when appropriate. This aids learning in a good number of situations.

## **Mathematics across the curriculum**

48. Mathematics is used well in other subjects of the curriculum. For example, the pupils use their recording and graphical skills well when displaying the results of science experiments. Work is often planned so that mathematical skills learnt are applied in other subjects such as ICT.

## **SCIENCE**

Provision in science is **satisfactory**.

### **Main strengths and weaknesses**

- Pupils have good opportunities to develop their observational and investigational skills by the time they are in Year 6.
- A good system has been put in place to analyse strengths and weaknesses in the subject.
- The well-planned science week raises the profile of the subject.

### **Commentary**

49. Standards have been below average by the end of Year 6 for a number of years and remain so this year, as there are few pupils working at above average levels. These pupils were reaching well below average standards at the end of Year 2 and have made good progress since then. Achievement in Years 3 to 6 is good and in Years 1 and 2 it is satisfactory.

50. Pupils are now developing their investigational skills well and standards overall are rising. The recent focus on the subject has resulted in teachers planning an investigative approach. Consequently, pupils are involving themselves fully in their learning and developing a greater range of skills in drawing together their conclusions about an experiment.

51. Pupils record their work well. In one lesson they used skills they have learnt in art and design and were able to draw a flower in some detail. The good teaching in this lesson, because it was direct and focused, engaged the pupils' interest. The teacher developed the points by posing questions to draw the pupils' attention to recalling and naming the specific parts of a flower. Pupils with special educational needs made good progress in the lesson, listening carefully to the support assistant's questions relating to the earlier part of the lesson. They were attentive and worked hard to complete their tasks. This is not always reflected in the pupils' written work, particularly when pupils are not actively engaged in conducting their own investigations. Pupils have not yet had enough opportunity to test out their own predictions and, in some experiments, have drawn wrong conclusions and used inaccurate scientific vocabulary. Where data is collected, good use is made of ICT to record pupil's findings. Higher attaining pupils are challenged well and formulate a good range of questions to interpret the data in a variety of investigations about food chains and forces.

52. Assessment and marking are now closely aligned and increasingly good use is made of the data collected to target future progress and to ensure that the curriculum is fully covered. Resources are managed well and are of a good quality. These are influencing the teaching and learning throughout the school, so that standards are beginning to creep upwards and pupils make good progress. The co-ordinator monitors the results of termly assessments and has analysed where some of the gaps are between areas and different groups of pupils. She gives good support to her colleagues and assists in their planning and teaching of the subject.

53. In order to extend and develop pupil's enthusiasm for science, specific days and competitions have been arranged. The school has worked with other schools, for example, on a 'Great Egg Race' competition. The use of a highly specialised teacher to raise the profile of the subject is good. A science week helps develop skills and extend pupils' knowledge through a range of well-thought out science and technology projects, where parents and pupils work together to achieve a result and present their findings.

## INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in information and communication technology (ICT) is **satisfactory**.

### Main strengths and weaknesses

- Good progress has been made since the last inspection, when standards were below average.
- The ICT suite is cramped and does not allow for effective teaching of large groups of pupils.
- Teachers make good use of ICT in other subjects.
- The subject is well led and managed.

### Commentary

54. At the last inspection standards were described as well below average at the end of Year 2 and below average at the end of Year 6. The school has therefore made good progress since then, as standards are now average at the end of both Year 2 and Year 6. Much of this is because of improved confidence in teaching, due to a well-planned system of training that teachers have completed. The improvement is also due to the setting up of a small computer suite, enabling skills to be taught to larger groups. However, this suite is cramped and, although there are a good number of computers, it is not possible to seat two pupils at all these computers, partially due to the inappropriate chairs in the suite.

55. The subject is well led and managed. The co-ordinator has introduced a new planning sheet and has ensured that staff have had training in its use. She has also introduced a system of assessment, which incorporates pupils' self-assessment, so giving them a clear understanding of the success of their learning. No judgements are possible on the quality of teaching of the skills of the subject or pupils' achievement, as only one lesson was observed. However, analysis of work completed and observation of the use of ICT in other subjects of the curriculum show at least satisfactory achievement of pupils through the school.

### Information and communication technology across the curriculum

56. Good use is made of ICT in other subjects of the curriculum. An interactive whiteboard is available to teachers and is moved between classrooms. Two lessons were observed where this made a significant contribution to the pace and impact of the lesson. The use of the suite is planned for two half days for each class. This enables not only the teaching of skills, but also planned use in literacy and numeracy and ICT is used well in developing pupils' skills in these subjects. It is also used satisfactorily for research in subjects such as history, although there are insufficient opportunities for pupils to engage in individual research or learning.

## HUMANITIES

None of these subjects was a focus for inspection and only one lesson in history was seen. No judgements are possible on provision, achievement or the quality of teaching and learning. There is currently an imbalance in the planned coverage of **geography** and **history**, which has adverse implications on pupils' learning across the school. In any one year, the pupils study either geography or history for only one term. This means that there are long spells without any learning in each subject. This has a negative impact on the progress of pupils' learning and the depth of their understanding. In the Years 5 and 6 class, pupils are only able to develop links between literacy and history in the summer term. As a result, opportunities to reinforce and develop their writing skills consistently are limited.

## **CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS**

Judgements on provision, achievement and the quality of teaching and learning are not possible as none of these subjects was a focus for inspection. Few lessons were seen. No lessons were seen in **art and design** and **design and technology**. However, there is a large amount of evidence around the school in both subjects; the results of previous projects and lessons. These showed good standards. The planning for both subjects is based on national guidance and, where possible, good links occur between the subjects. Pupils' sketch-books are used well and, more recently, pupils in Years 3 to 6 have paid attention to the detail of their designs and observational drawings. Work with an Aboriginal artist, organised through the link with the local rugby league club, stimulated a great interest in pattern and shapes. The very good results from the pupils are on public exhibition in Warrington. The pupils are able to discuss form and texture, how they mixed paints and used different media to achieve their results. Standards, particularly in art and design are good, and the pupils' work is valued in the interesting and varied displays in the classrooms and around the school. A collage in Year 6 depicts a series of well-designed tiles, indicating a wide range of sewing and joining skills. Pupils used interesting and varied materials to illustrate the language of myths and legends from around the world. This exemplifies the good links between a number of subjects, enabling pupils to consolidate their learning in literacy and to develop their skills in art and design and design and technology. Parents provide good assistance with various technology projects. They enhance the work of the pupils by introducing and extending their sewing and design skills to achieve very good results in designing and making slippers. The pupils evaluate their results carefully and offer thoughtful comments about how their slippers could be improved. Only two teachers were observed teaching **music**. One of these was a specialist who is employed to teach each class for part of their course. His input is valuable and the pupils learn well in his lessons. The course is linked well with other subjects of the curriculum. For example, in a lesson in Years 1 and 2, the task was to compose a piece of music based on their feelings about two caves they had read about in their literacy work. The learning in this lesson was enhanced by the use of a good range of instruments. Music has a high profile in the school, with recorded music often being played in classes while pupils are working. The singing in assembly is tuneful, with pupils having good regard to pitch, diction and dynamics. There is a good range of other opportunities for pupils to be involved in and enjoy music. For example, they can learn recorder or guitar and have been involved in a music workshop and a festival of voices, as well as attending a concert in Manchester. There are regular opportunities to perform in school. A display of a production of "Stars in their Eyes" showed very obvious enjoyment from a good number of pupils.

## **PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP**

Provision in personal, social and health education is **good**.

### **Main strengths and weaknesses**

- There is a good range of opportunities for pupils' development in this area.
- The inclusive nature of the school ensures that all are valued and made to feel part of the school.

### **Commentary**

57. The school ensures that all aspects of development in this area are covered by a good range of opportunities. Health issues are largely covered within the science curriculum and there is a good scheme to increase pupils' awareness of citizenship. There is also a well-planned range of opportunities to further the pupils understanding of sex education and drugs and alcohol misuse. During the inspection three lessons were seen, the teaching in all of which was good or better. Teachers have good techniques for developing discussion and the pupils were open and honest in their comments. In a particularly good lesson on bullying, the teacher was assisted by a parent volunteer. The two adults acted out an incident where a child was made to feel uncomfortable. For the rest of the lesson the two adults stayed in character, so depersonalising the incident and enabling the pupils to discuss the rights and wrongs of the situation frankly.



## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
<b>The overall effectiveness of the school</b>	<b>4</b>
How inclusive the school is	3
How the school's effectiveness has changed since its last inspection	4
Value for money provided by the school	4
<b>Overall standards achieved</b>	<b>4</b>
Pupils' achievement	4
<b>Pupils' attitudes, values and other personal qualities</b>	<b>3</b>
Attendance	2
Attitudes	3
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	3
<b>The quality of education provided by the school</b>	<b>4</b>
The quality of teaching	4
How well pupils learn	4
The quality of assessment	3
How well the curriculum meets pupils needs	4
Enrichment of the curriculum, including out-of-school activities	3
Accommodation and resources	4
Pupils' care, welfare, health and safety	4
Support, advice and guidance for pupils	3
How well the school seeks and acts on pupils' views	3
The effectiveness of the school's links with parents	2
The quality of the school's links with the community	2
The school's links with other schools and colleges	4
<b>The leadership and management of the school</b>	<b>3</b>
The governance of the school	2
The leadership of the headteacher	3
The leadership of other key staff	4
The effectiveness of management	3

*Inspectors make judgements on a scale: excellent (grade 1); very good (2); good (3); satisfactory (4); unsatisfactory (5); poor (6); very poor (7).*