

# Glazebury CofE (Aided) Primary School

Inspection report

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<b>Unique Reference Number</b>	111362
<b>Local Authority</b>	Warrington
<b>Inspection number</b>	300619
<b>Inspection dates</b>	14–15 March 2007
<b>Reporting inspector</b>	Mike Hewlett

This inspection of the school was carried out under section 5 of the Education Act 2005.

The inspection of the day care was carried out under the Children Act 1989: Part XA (as introduced by the Care Standards Act 2000) and, where (funded) nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

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<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 on roll</b>	
School	96
Day care	20
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs D Caswell
<b>Headteacher</b>	Mrs Elaine Morgan
<b>Date of previous school inspection</b>	13 October 1998
<b>Date of previous day care inspection</b>	1 January 1900
<b>School address</b>	Warrington Road Glazebury Warrington Cheshire WA3 5LZ
<b>Telephone number</b>	01925 763234
<b>Fax number</b>	01925 766043

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## Introduction

The inspection was carried out by two Additional Inspectors

## Description of the school

This is a small school, situated in a small village between Leigh and Warrington. Most pupils are of white British heritage, with few children coming from other ethnic backgrounds. The proportion of pupils entitled to free school meals is much lower than in most schools. There is an average number with learning difficulties and/or disabilities, including those with a statement of special educational need. Most arrive at school with average skill levels. The school holds Training School status, the Sports Activemark Award and the Basic Skills Quality Mark. This is the first inspection of the out of school clubs, both before and after school, since the registration in November 2006. The clubs may care for no more than 20 children from 4 years to under 8 years at any one time. This provision was inspected as part of a pilot project for Single Inspection Events and was carried out by an Additional Inspector.

## Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## Overall effectiveness of the school

### Grade: 2

This is a good school, with some outstanding features, which provides good value for money. This is just how the school sees itself. Pupils flourish in the happy and secure 'family' environment that the school creates. As a result their personal development is outstanding. They develop as well-rounded, thoughtful individuals, in response to the excellent care and support they receive, and pupils fully meet the school's high expectations. A real strength is the way in which pupils show great care and concern for others, for example, through acting as play leaders for younger children and through their generous response to the many charities they support. Parents are overwhelmingly supportive of the work of the school. 'What a wonderful team of teachers' is typical of the views expressed and parents are confident that the school provides very well for their children. Pupils enjoy school and this is illustrated by their excellent attitudes in lessons and by the enthusiasm they show as they tackle tasks. They particularly enjoy the good range of activities on offer which enrich their learning, such as numerous clubs, visits and visitors. Very good use is made of partnerships with sporting organisations to widen the curriculum in this way. Pupils learn about the benefits of living a healthy lifestyle through their work on 'healthy eating' and through the sporting activities on offer to them. Their behaviour is excellent. Pupils understand just how much they are valued by adults and this, in turn, helps to ensure they value others. Pupils achieve well in response to the good teaching they receive. They get off to a good start in the Foundation Stage and successfully build on this through Key Stages 1 and 2. Consequently, by the end of Year 6, standards are above average in English, mathematics and science. However, throughout the school, standards are not as high in writing as they are in reading or mathematics. The situation was spotted through monitoring and the school has started to introduce a good range of strategies to ensure that all pupils build more rapidly on their writing skills. These strategies have not yet had time to impact on standards and achievement. Teachers plan thoroughly, ensuring that different ability levels are well catered for. They work hard to make lessons interesting and challenging, through practical activities and problem-solving. Pupils enjoy these lessons best of all and make rapid progress as a result. Occasionally, the pace of activities is too slow meaning some higher attaining pupils find the work too easy. This happens only rarely and, on most occasions, provision for different groups of pupils, including those with learning difficulties and/or disabilities and those with particular gifts or talents, is good. The school is well led and managed. Good progress has been made since the last inspection, particularly in improving the quality of teaching in the Foundation Stage now that it is a separate unit and Key Stage 1 where it was weaker. The headteacher is very effective and has been instrumental in setting a clear sense of direction. Well supported by the leadership team, governors and staff are driving the school forward with commitment, energy and skill. They know the school well through rigorous monitoring and honest self evaluation. Everyone involved has the highest aspirations for the school and there is a good capacity to deliver them.

### What the school should do to improve further

- Improve achievement and raise standards in writing throughout the school.
- Ensure that work set for higher attaining pupils is sufficiently challenging and meets their needs.

## **Achievement and standards**

### **Grade: 2**

When children start school their skill levels overall are similar to those expected for their age. Children of all abilities make good progress so by the end of the Foundation Stage, the majority are achieving standards in excess of what is expected of them. This good progress and achievement of all pupils, regardless of gender, ability or ethnicity, continues as they move through Key Stages 1 and 2. Pupils enjoy a rich diet of challenging and stimulating activities so that they develop a real enthusiasm for learning. They consistently reach standards in reading, writing, mathematics and science that are higher than national averages. In their English work they do much better in their reading than their writing and remedying this must be a priority. Pupils with learning difficulties and/or disabilities achieve well because they are given good support.

## **Personal development and well-being**

### **Grade: 1**

'It's a great school and we love to come here', announced the school council when they met with the inspector. These views are mirrored throughout the school. Pupils have excellent attitudes to learning, shown in the way they settle quickly to work. Similarly, their spiritual, moral, social and cultural development is exceptional. This is strongly reflected in the levels of respect and care they show for others and in the pride they take in their school. Pupils take their responsibilities for younger children very seriously. Behaviour, both in lessons and around the school, is exemplary. Pupils have great confidence in staff, knowing that they can go to any adult if they have concerns. They are proud of the part they play in developing their own school as well as their partner school in the Gambia. Pupils are able to make healthy food choices. They also know how to keep themselves safe, for example, staying away from the on site building work. Their good literacy and numeracy skills, coupled with regular attendance and the ability to get on well with others, ensure they are very well prepared for future life.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

A key factor that contributes to pupils' good achievement is the good quality of the teaching and learning. This effective teaching is assisted by thorough planning which provides effectively for different ability groups. Staff set high expectations of pupils' work rate and behaviour, and in most lessons they make excellent use of assessment to promote future learning. Pupils learn best when tasks are practical and involve problem solving. Particularly good use is made of interactive whiteboards to grab pupils' interest. Occasionally, the pace of activities slows. This is when tasks set for higher ability pupils are not challenging enough and, as a result, some make slower progress. Pupils love the fact that, 'Teachers have a great sense of fun but still help you improve your work.' High quality, sensitive support from teaching assistants enables those with learning difficulties and/or disabilities to make good progress.

## **Curriculum and other activities**

### **Grade: 2**

The curriculum is well suited to meet the needs of all its pupils. There is good provision for literacy and numeracy, enabling pupils to make good progress in these important areas. Lessons often link subjects together in stimulating and enjoyable ways, for example, using art and drama to bring alive books that pupils have been studying. This helps them make connections in their learning. An impressive range of visits and visitors extends learning very effectively, through first hand experiences that stimulate pupils' imaginations. Younger children could hardly contain their excitement following their visit to a local superstore where they operated tills and learnt how to make pizza. These experiences featured strongly in their imaginative play. There are impressive enrichment opportunities provided through good links with local sports clubs as well as after school clubs. These add an exciting dimension to learning. Pupils comment favourably on the growing number of out-of-school clubs. Resources for information and communication technology (ICT) are improving with pupils having increasing opportunities to use ICT independently to support their work.

## **Care, guidance and support**

### **Grade: 1**

The care, guidance and support provided for all pupils are outstanding. This helps to explain why pupils feel so secure, enabling them to concentrate on curriculum matters. They are confident that any concerns they share will be dealt with promptly and efficiently when the need arises. Excellent relationships between staff and pupils have a strong impact on pupils' personal development and their learning. The outstanding partnerships that exist with parents and impressive links to other agencies help to prepare and support the whole family before children enter school, whilst they are there and prior to their transfer to secondary education. Arrangements for child protection and health and safety are robust. Systems for checking on pupils' academic progress are similarly rigorous and very effective. This enables challenging targets to be set and just the right level of support to be given. Pupils are very clear about what they need to do to improve because they understand their targets and are involved in assessing their own progress towards them.

## **Leadership and management**

### **Grade: 2**

Leadership and management by the headteacher are good. Well supported by a strong team of teachers, she has ensured that the school's self-evaluation is searching and accurate. Teaching staff are actively involved in evaluating their own and the school's performance, with subject leaders taking a lead in their areas and starting to monitor teaching and learning. The school tackles any identified weaknesses in a determined manner. For example, an analysis of results and scrutiny of pupil performance spotted that writing standards were lagging behind reading. As a result, the curriculum was reorganized and additional support was allocated to make sure the gap was filled. It is too soon to measure the impact of these changes but the response typifies the school's determination to improve still further. Governance of the school is good. Governors are very supportive, visit regularly and the majority has a long association with the school. Nevertheless, they are ready to challenge and question the school's performance when this is needed. The school actively seeks out views and opinions from pupils and parents,

responding positively where possible. For example, out of school care schemes were set up following requests in parental surveys. Based on its current track record of improvement the school is well placed for continued success.

## **Effectiveness of registered day care**

### **Grade: 2**

There is good care of children. The before and after school care is organised to provide a good range of indoor and outdoor activities. Staff work well as a team to meet the children's individual needs. There are excellent relationships between the staff and children. Children are exceptionally well-behaved and considerate. They move freely between activities and staff promote pupils' independence well. There is a good range of resources for children to take advantage of. However, some of these belong to school and resources that belong to the before and after school clubs are more limited. The staff are planning to extend these resources in the near future. There is good attention paid to safety issues. The children feel secure and contented. Consequently, they enjoy their activities and being with their friends, older children often taking some responsibility for the younger ones. Good hygiene and good manners are promoted well. Water is freely available and healthy snacks and breakfasts are provided. This encourages children to lead a healthy lifestyle. There is a good partnership with parents who are generally kept well informed. However, the policy relating to sick children is yet to be developed and shared with parents. Mandatory policies and procedures are in place. Since the registration in November 2006 there have been no complaints about the registered day care that required the school to take action so that the day care continued to meet the National Standards. The school is required to keep a record of complaints about the registered day care made by parents, which they can see on request. The complaints record may contain complaints about the registered day care other than those made to Ofsted.

### **Recommendations or actions to improve the registered day care**

- Extend the range of resources for further play opportunities.
- Develop a policy and procedures for children who are ill and share this with parents.

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## Annex A

## Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	<b>School Overall</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	2
How well does the school work in partnership with others to promote learners' well-being?	2
The quality and standards in the Foundation Stage	2
The effectiveness of the school's self-evaluation	2
The capacity to make any necessary improvements	2
Effective steps have been taken to promote improvement since the last inspection	Yes

### Achievement and standards

<b>How well do learners achieve?</b>	2
The standards <sup>1</sup> reached by learners	2
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and disabilities make progress	2

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	1
The extent of learners' spiritual, moral, social and cultural development	1
The behaviour of learners	1
The attendance of learners	2
How well learners enjoy their education	1
The extent to which learners adopt safe practices	1
The extent to which learners adopt healthy lifestyles	1
The extent to which learners make a positive contribution to the community	1
How well learners develop workplace and other skills that will contribute to their future economic well-being	1

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	2
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	2
<b>How well are learners cared for, guided and supported?</b>	1

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

## Annex A

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively performance is monitored, evaluated and improved to meet challenging targets	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

**The effectiveness of the registered day care**

<b>The quality and standards of the registered day care</b>	2
How effective is the day care in helping children to be healthy?	2
How effective is the day care in protecting children and helping them to stay safe?	2
How effective is the day care in helping children to achieve and enjoy their learning?	2
How effective is the day care in helping children to make a positive contribution?	2
How effectively is the day care organised?	2
Does the day care meet the needs of the range of children for whom it provides?	Yes
Has the day care improved since the last inspection?	NA
Does the day care require enforcement action?	No
Does the day care require a notice to improve?	No

## **Text from letter to pupils explaining the findings of the inspection**

Thank you very much for making us so welcome. We really enjoyed talking to you and finding out about what you enjoy doing.

Some of the things we really liked were:

- How well you do with reading, writing and mathematics
- How keen you are to take on responsibilities, help to make decisions about your school and care about one another
- Your behaviour and attitude to work which are outstanding
- The way in which you welcome children who are new to your school
- The excellent range of clubs and activities that are provided for you.

We were very impressed with what we saw. The adults in your school have already spotted what needs to be done to improve even further and we agree with them. They are already planning to give to you more chance to practise your writing and make sure that work set is hard enough. We think you can do even better in these areas and you can help by listening carefully to the advice you are given.

Thank you for helping us so much with the inspection of your school. You told us how happy you are and we can understand why. We hope you will carry on enjoying learning and helping your teachers.