

Glodwick Infant and Nursery School

Inspection report

Unique Reference Number	105645
Local Authority	Oldham
Inspection number	336534
Inspection dates	30 September –1 October 2009
Reporting inspector	Stephen Isherwood HMI

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

Type of school	Primary
School category	Community
Age range of pupils	3–7
Gender of pupils	Mixed
Number of pupils on the school roll	338
Appropriate authority	The governing body
Chair	Mr G Royle
Headteacher	Mrs J Brierley
Date of previous school inspection	1 January 2007
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Introduction

This inspection was carried out by two of Her Majesty's inspectors and two additional inspectors. The inspectors visited 16 lessons and held meetings with governors, staff, groups of pupils, the school improvement partner and a representative from the local authority. They observed the school's work and looked at a range of evidence including: the school's safeguarding procedures; the school improvement plan; the tracking of pupils' progress; minutes of governors meetings; the work pupils were doing and the questionnaires completed by 82 parents.

- the progress pupils make from their starting points
- how effective are the safeguarding and care arrangements for all groups
- the quality of pupils' learning and engagement in lessons
- how effectively are assessments systems used in the school to guide pupils and inform teachers
- the effectiveness of leaders and managers to raise achievement further
- the quality of the school's self-evaluation.

Information about the school

This is a larger than average school situated in an area of high unemployment and social disadvantage. Almost all pupils are learning to speak English as an additional language. The vast majority are from a Pakistani background with a few from other heritages. The proportion of pupils identified as having special educational needs and/or disabilities is above average, as is the number of pupils eligible for free school meals. The Early Years Foundation Stage consists of a 60 place Nursery located on a split site and three Reception classes. The school provides a breakfast club which operates on a voluntary basis for two days a week. The school has gained a number of awards including the Basic Skills Quality Mark, the Eco Schools Bronze Award, the West Pennine Healthy Schools Award, Investors in People Award and has gained Extended Schools Status, working in partnership with two neighbouring schools.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

1

The school's capacity for sustained improvement

1

Main findings

'The school has an excellent teaching team'. 'Staff are really helpful with my child'. These comments expressed by some parents and echoed by others help to explain why Glodwick Infant and Nursery is an outstanding school. Pupils achieve outstandingly well from their starting points. They have excellent attitudes to their work and are keen and enthusiastic learners. They feel safe and behave extremely well. This is because of exceptionally high standards of care and support for individuals and the commitment of staff to every child. Pupils clearly love their school. When asked to express their views they found it very difficult to think of any improvements they would like to see. There was strong praise for their teachers and the exciting range of activities on offer. As one child said, 'I like this school because its fun'.

The school has a growing reputation in the local community and there are excellent partnerships with other schools and local agencies. The school has a highly positive relationship with most groups of parents and carers.

Children, including those with special educational needs and/or disabilities, come on in leaps and bounds from the moment they enter the school. By the time they leave in Year 2 they reach broadly average standards in reading, writing and mathematics at the expected National Curriculum Level 2. This represents outstanding achievement considering their exceptionally low starting points. Nevertheless, the school is aware that while improving, the progress of some boys is not as rapid as that of girls. This is because their independent learning skills are less well developed. Opportunities that challenge and inspire boys to participate in some activities are not always consistently applied in Key Stage 1 as they are in the Early Years Foundation Stage.

Much of the school's success in raising the achievement of learners is down to highly effective teaching, and an excellent curriculum. In the very best lessons, the range of teaching styles allows pupils to flourish with a variety of challenging and stimulating tasks that encourage pupils to use their language and communicate with one another.

The school is driven forward by outstanding leadership and management, spearheaded by the headteacher. Senior leaders are highly effective in promoting an ambitious vision for the school and have high expectations of all staff and pupils. As a group, they are very secure about the direction the school must take to sustain its progress. They keep a very close eye on performance and know the school extremely well. Considering the good advances made since its last inspection together with its other strengths, including rigorous self-evaluation and improving outcomes for pupils, the school has excellent capacity to improve further.

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What does the school need to do to improve further?

- Accelerate the progress of boys further by:
- - developing high quality opportunities for boys to engage in independent learning, particularly in their emerging writing and numeracy
- - challenging and inspiring boys to participate in a range of activities across the curriculum
- - embedding the principles of effective learning from the Early Years Foundation Stage into Key Stage 1.

Outcomes for individuals and groups of pupils

1

Pupils' current work as well as the teacher assessments for 2009 shows that while their attainment is broadly average, the progress pupils make in relation to their capabilities is outstanding. Children enter Year 1 with below average skills overall, but with increasing numbers of learners approaching the levels expected of them. Progress accelerates rapidly in Years 1 and 2. In 2009, standards are broadly average in reading, writing and mathematics. A notable success was that in reading, most pupils made gains of one National Curriculum level in just one year, reflecting the strong impact of the school's work and intervention. While improving, the progress of some boys is still behind the rate of progress made by girls. Pupils with special educational needs and/or disabilities make excellent progress because their needs are identified early, activities are very well organised and support for individuals is extremely good. A whole-school focus on 'learning to learn' means that lessons typically see busy pupils responding with enthusiasm to a range of practical and stimulating activities.

Pupils say they enjoy school a great deal and feel safe. This is demonstrated by their improving attendance and in their commitment to the wide range of activities that the school provides. Pupils recognise the difference between right and wrong, have positive attitudes to their learning and behave extremely well. They are confident that staff will listen to their concerns and that any problems will be swiftly resolved. Pupils develop a strong social conscience and are proud to take on extra responsibilities such as acting as class managers, looking after younger ones or becoming members of the school council. Pupils have an excellent understanding of the importance of leading a healthy lifestyle. Their readiness to wash their hands, to eat fruit at playtimes and to take part in physical activities, shows their very good awareness of hygiene, diet and exercise. Pupils participate in a rich variety of community and cultural activities, including fund-raising. This has included visits to other schools as part of a 'Racial Harmony Project' and taking part in local choral speaking competitions.

Pupils are very well prepared for their later life. Their outstanding progress in basic skills coupled with their rapidly developing confidence and self-esteem ensure that firm foundations are laid to secure their economic well-being.

These are the grades for pupils' outcomes

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

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Pupils' achievement and the extent to which they enjoy their learning	1
Taking into account: Pupils' attainment ¹	3
The quality of pupils' learning and their progress	1
The quality of learning for pupils with special educational needs and/or disabilities and their progress	1
The extent to which pupils feel safe	1
Pupils' behaviour	1
The extent to which pupils adopt healthy lifestyles	1
The extent to which pupils contribute to the school and wider community	1
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	1
Taking into account: Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	1

How effective is the provision?

The quality of teaching is outstanding overall because pupils are making exceptional progress in their work. Staff are highly skilled in maximising every opportunity for pupils to use language and communicate with each other. When the planning and teaching are at their very best the impact on pupils' work is outstanding, for example, when the 'wild-thing' visited some pupils in Year 2. The atmosphere buzzed with excitement as pupils wrote questions to ask the visitor by working together and sharing their ideas. Elsewhere in Year 2, pupils developed their speaking and listening skills in a 'hot-seating' session where they were encouraged to ask each other questions. 'Have you got a brother?' said one child. 'Do you like fish and chips?' said another. These activities confirmed just how well pupils can achieve when expectations are high and the teaching is imaginative and exciting. The use of role play that effectively challenges pupils' creativity and thinking is emerging as a consistent strength.

Systems to assess pupils' progress are well used by staff and benefit from the outcomes of regular reviews. As a consequence, support and intervention to individuals and groups of learners are planned extremely well. Staff are very aware of what each pupil can do and what they need to learn next.

No stone is left unturned to ensure that all pupils, including the most vulnerable, are very well supported and cared for. There are excellent procedures for introducing children to the Nursery and Reception and for ensuring their smooth transition into Key

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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Stage 1 and on to local primary schools.

These are the grades for the quality of provision

The quality of teaching	1
Taking into account: The use of assessment to support learning	1
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	1
The effectiveness of care, guidance and support	1

How effective are leadership and management?

The success of the school stems from outstanding leadership and management at all levels. The headteacher sets the tone and has high expectations of staff and pupils. She is passionate about maximising the potential of every pupil in a structured and stimulating environment. She is very well supported by an equally committed team of staff and governors who share her vision and sense of direction. As a group, they have a clear common purpose that is well focused on raising the achievement of all pupils, whatever their circumstances. The school's commitment to equality of opportunity is outstanding. As a consequence, the school is very successful in removing the barriers to learning for all pupils, improving their life chances and in tackling discrimination. Central to the school's work is rigorous self-evaluation. There is clear agreement of what the school does well and where further improvements can be made. For example, senior leaders are well aware that the school improvement plan requires some fine-tuning to ensure a sharper focus on measuring success.

At the time of the inspection, safeguarding was a high priority and procedures were good. All systems and structures are in place to safeguard the pupils' well-being. There are no breaches of specific requirements.

The school's promotion of community cohesion is good. Opportunities that develop pupils' awareness of other faiths and cultures in their own community and further afield are sensitively taught across the curriculum in ways that are meaningful. For example, there are special themes, celebrations of different festivals and links with other schools. Senior leaders are not complacent and recognise that the school's procedures to judge the impact of this work require further attention.

The governing body plays an effective role in supporting the school and in holding it to account. Governors are extremely committed and are increasingly confident to act when necessary to support improvements or to question proposals.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	1
Taking into account: The leadership and management of teaching and learning	1

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Please turn to the glossary for a description of the grades and inspection terms

The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	1
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	1
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	1

Early Years Foundation Stage

The outstanding provision in the Early Years Foundation Stage gives children an excellent start and ensures they achieve extremely well. When children enter the Nursery, their skills are exceptionally below those typical for their age, particularly in language and communication. Within a short period of time they settle quickly into a well-structured learning environment where activities are well targeted on key learning goals that match well with their stages of development. For example, in one session children made excellent progress in their language and communication by talking with each other about how to make sandcastles. 'You need to fill the bucket up and then make it flat before you tip it out', said one child. Elsewhere, children were encouraged to talk about whether certain pictures belonged to day or night. All staff are skilled in knowing when to intervene and how to interact with children to enhance their learning, and use clear systems to observe and record children's progress. Teaching assistants and bilingual support staff provide a highly effective layer of extra support and have a very positive impact on the quality of children's learning and their personal development. All staff are enthusiastic, well organised and have an excellent understanding of how young children learn best. As a result, children are very well cared for, show positive attitudes to their work and have the confidence to initiate activities for themselves as well as to follow clearly established routines.

Staff continually assess how well children are achieving and use the information to plan further challenges. This means that by the start of Year 1, increasing numbers of children are approaching the levels expected of them and have made excellent progress from their very low starting points. Parents are kept informed and are encouraged to become involved in their children's learning. The Early Years Foundation Stage is very well led and managed. Staff are forward-thinking and reflective. They have an excellent awareness of the strengths in provision and where further improvements can be made.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	1
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	1
The quality of provision in the Early Years Foundation Stage	1
The effectiveness of leadership and management of the Early Years Foundation Stage	1

Views of parents and carers

Parents are hugely supportive of the school. There is strong agreement that children enjoy their work, make good progress and that the school is well led and managed. Inspectors agree. A small number of parents said the school did not take account of their views and some indicated that they received insufficient help to support their children's learning.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Glodwick Infant and Nursery School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 82 completed questionnaires by the end of the on-site inspection. In total, there are 338 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	88	51	76	44	8	5	0	0
The school keeps my child safe	84	49	83	48	3	2	2	1
The school informs me about my child's progress	44	26	107	63	10	6	5	3
My child is making enough progress at this school	50	30	99	59	12	7	2	1
The teaching is good at this school	65	39	88	53	6	4	3	2
The school helps me to support my child's learning	55	33	90	54	17	10	2	1
The school helps my child to have a healthy lifestyle	56	33	100	59	9	5	3	2
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	48	30	92	58	5	3	2	1
The school meets my child's particular needs	53	32	90	54	14	8	1	1
The school deals effectively with unacceptable behaviour	50	30	91	55	12	7	1	1
The school takes account of my suggestions and concerns	41	25	106	63	15	9	2	1
The school is led and managed effectively	53	32	97	58	10	6	2	1
Overall, I am happy with my child's experience at this school	55	33	99	60	2	1	3	2

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> ■ The school's capacity for sustained improvement. ■ Outcomes for individuals and groups of pupils. ■ The quality of teaching. ■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships. ■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



Inspection of Glodwick Infant and Nursery School, Oldham, OL4 1AJ

Thank you so much for helping the inspectors when we inspected your school recently. We really enjoyed chatting to you in lessons, in the playground and in the group interviews. We learnt a great deal about your school. You expressed your views very clearly and they were very helpful to us.

We are pleased to tell you that you go to an outstanding school. You achieve really well and are very well taught and looked after. We were delighted to see how well you behave and how you help one another in class and around the school. We were very pleased to see how much you like doing extra jobs such as clearing up or being a class manager.

Your teachers plan exciting things for you to do. We could see this with our own eyes when some of you in Year 2 got really excited when the 'wild-thing' visited your class, when some of you in Year 1 were counting up to 50 in fives, and when some of you were beginning the day by singing and doing the actions to 'Raindrops keep falling on my head'. What a great way to start the day by making sure your brains are ready to work. I must try that sometime.

Your teachers work very hard to make the school as good as it can be. To help them we have asked whether some of the boys in Years 1 and 2 could make faster progress in their work by becoming better at doing more things for themselves and being given work that interests them a bit more.

You are a credit to your mums and dads and carers. We can see why your teachers love working with you every day. Keep trying hard.

We wish you well for the future.

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