

# 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>	337670
<b>Inspection dates</b>	23–24 March 2010
<b>Reporting inspector</b>	David Halford

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

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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 of pupils on the school roll</b>	104
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs Sandra Barker
<b>Headteacher</b>	Mrs Elaine Morgan
<b>Date of previous school inspection</b>	14 March 2007
<b>School address</b>	Warrington Road Glazebury Warrington WA3 5LZ
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## Introduction

This inspection was carried out by two additional inspectors. The inspectors visited six lessons, and all five teachers were observed. The inspectors held meetings with the governors, staff, groups of pupils, parents and personnel from external agencies working in partnership with the school. They also visited the school's before- and after-school care facility. They observed the school's work and looked at pupils' work, improvement planning, a range of school documentation, national published assessment data and the school's own data. They also analysed 59 questionnaires completed by parents and carers as well as a number of questionnaires completed by staff and pupils.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- pupils' current standards and attainment in literacy and numeracy to check if they are high enough
- the current quality of teaching and the impact it has on improving pupils' learning
- the extent of the school's improvement since the last inspection and how this reflects on its capacity for sustained improvement.

## Information about the school

This is small primary school. Most pupils come from White British backgrounds with a very small proportion of pupils from other ethnic backgrounds and none speak English as an additional language. A well-below average number of pupils are known to be eligible for free school meals. A broadly average proportion of pupils are identified with special educational needs and/or disabilities. A broadly average number of pupils have a statement of special educational needs. The school operates a before- and after-school care facility for up to 20 children aged over four years but less than eight years of age. This is managed by the school and has, therefore, been inspected during this inspection. There is also a pre-school group operating within the school building, but this is managed separately and not by the school. This setting will be the subject of a separate inspection.

The school holds the Quality Mark in Basic Skills at Levels 1 and 2, Activemark, Artsmark and an International Schools Award. It is also a member of the Merseyside Training School Consortium.

**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?**

**2**

**The school's capacity for sustained improvement**

**2**

## Main findings

This is a good and improving school that cares for its pupils exceptionally well. Central to its success is the detailed knowledge and understanding the staff have of the individual needs of each pupil and the outstanding contribution made to pupils' personal development. Pupils are well aware of this and respond with excellent behaviour and very positive attitudes to each other and to staff. This results in excellent overall outcomes for pupils, with particular strength in their understanding of how to keep safe, healthy and in their spiritual, moral, social and cultural development. The school is regarded very highly by parents and its work in the local and wider community is outstanding. It also has a very wide range of international links with schools in Europe and Africa, which contribute particularly effectively to pupils' highly developed understanding of cultural diversity and, together with its local community it has raised a large sum in response to the recent disaster in Haiti. Parents' questionnaires were overwhelmingly positive and contained comments such as, 'Since our children arrived at this well-managed school they have been made to feel part of a safe and secure, strong academic environment.'

From starting points that are as typically expected, but which vary widely because of the small numbers of pupils in each year group, almost all pupils make good progress through the Early Years Foundation Stage. Good progress is maintained through Key Stages 1 and 2, including for those pupils who have special educational needs and/or disabilities, with many pupils attaining above-average standards in English, mathematics and science by the end of Year 6. The school has a detailed system to track the individual progress of each pupil. The recent concentration on improving the quality of pupils' writing is starting to make a positive impact and standards in writing are rising. However, improvements in pupils' writing, especially amongst more-able pupils are not yet good enough. Although many pupils attain higher standards in mathematics, the school has yet to increase the overall number of lower attaining pupils gaining the expected standards in mathematics at the end of Key Stages 1 and 2.

Teaching is consistently good, and sometimes outstanding. Lessons are followed up well with practical experiences where possible. For example, during the inspection the older pupils were engaged very effectively in work on the successful transition of shapes between different coordinates, including the use of negative numbers. Young pupils were observed following up their work on Africa with an afternoon of wide-ranging and engaging practical activities in which enjoyment abounded. Curricular provision is good and managed effectively on a two-year cycle to accommodate the mixed-age classes. A very wide range of extra-curricular activities, that are changed regularly, are very well supported and are a further source of enrichment.

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The leadership is strong. The headteacher, staff and governors have a clear and accurate overview of the school's strengths and areas for development and a purposeful desire for further improvement which is reflected in accurate self-evaluation. Partnerships to promote pupils' learning and well-being are particularly strong, as is the work the school has undertaken in the promotion of community cohesion. The school is well placed to promote further improvement and demonstrates a good capacity to do so. It provides good value for money.

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

- Raise pupils' standards further in numeracy and literacy, by:
  - embedding strategies already in place to increase the number of pupils gaining the higher levels in writing
  - improving the outcomes of lower attaining pupils in mathematics.

**Outcomes for individuals and groups of pupils****1**

Published data is to be treated with some caution in reaching conclusions about pupils' outcomes, since year groups in this school contain relatively small numbers of pupils. Nevertheless, over an extended period, national data indicates that pupils' overall standards by the end of Year 6 have been above average in English, mathematics and science. Evidence from classroom observations also indicates that standards are above average and that pupils are challenged well and enjoy their learning. They demonstrate positive attitudes to learning and work hard in lessons. They maintain good concentration, and listen well to their teachers and other pupils. In an interesting lesson for lower juniors, good speaking and listening skills were used in their work on the Romans. This involved the good use of information and communication technology (ICT) as pupils shared laptop computers and pupils' spoken language was extended impressively. Pupils' past work also shows above average standards. Overall, pupils' achievement is good in literacy and numeracy and the school is seeking to improve these further. This is particularly so in writing, which has been a recent focus for development. The school has yet to extend fully the challenge for more-able pupils in writing and to secure improvements for lower attaining pupils in mathematics. The detailed and good quality support offered to pupils with special educational needs and/or learning disabilities enables them to make good progress in relation to their prior attainment and they achieve well.

Many aspects of pupils' personal development are promoted particularly well by the outstanding quality of care provided by the school. Pupils have a highly developed knowledge of how to keep safe and healthy. Behaviour in lessons, in the playground and around the school is exemplary. Pupils really enjoy their work and respond very well to each other and to all the adults with whom they interact. Attendance is above average. Pupils support each other, the school and the local community very well. They clearly enjoy taking on areas of responsibility. Pupils have an excellent knowledge of right and wrong and the school takes every opportunity to promote their self-esteem. They have

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an encouragingly broad understanding of other cultures.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account: Pupils' attainment <sup>1</sup>	2
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
<b>The extent to which pupils feel safe</b>	<b>1</b>
<b>Pupils' behaviour</b>	<b>1</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>1</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>1</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>2</b>
Taking into account: Pupils' attendance <sup>1</sup>	2
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>1</b>

## How effective is the provision?

The quality of teaching is consistently good and is sometimes outstanding. It is promoting good learning for pupils. Lessons are planned well and work is matched carefully to the needs of individual pupils. Pupils of all ages show keen interest in lessons. Teaching assistants are always well informed, know the pupils' needs well and are confident and efficient in their work. Some classrooms are not very spacious and pupils are managed well in rather cramped conditions. Individual assessments of pupils' progress are undertaken frequently and regularly, and detailed information is recorded. These assessments inform planning well and lead to many lessons that meet the needs of different groups of pupils effectively. Pupils are well informed about their progress and how to improve it through the use of informative marking in most classes. A clear focus on learning, with high-quality questions, a sustained pace through the lesson and good links between subjects, are features of the good-quality teaching.

Curricular provision is good. The two-year cycle ensures that pupils in the mixed-age

<sup>1</sup> 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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classes are provided with a curriculum which is free from omissions or unnecessary repetition. A very wide range of extra-curricular opportunities, which are well supported and enjoyed by the pupils and include a residential experience for older pupils, enriches the curriculum effectively.

The care, support and personal guidance pupils receive are outstanding. Support staff, including those employed by external agencies working in partnership with the school, makes a particularly strong contribution to pupils' learning. Pupils know that the adults care for them and understand their needs. They respond particularly well to this provision. This support enables all pupils, including the most vulnerable, to be as fully involved in school life as possible and to make good progress.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</b>
Taking into account: The use of assessment to support learning	2
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>1</b>

## How effective are leadership and management?

The leadership of this small school is good and contributes substantially to the above-average standards and outstanding elements of personal care for pupils that have been maintained since the last inspection. All the staff, in whatever role they occupy, are part of a coherent team in which all are strongly committed to promoting and sustaining improvement. Good quality improvement planning is presented clearly. Teaching and learning are monitored effectively.

Governors are knowledgeable, experienced and appropriately challenging. They support the school well and have a clear knowledge of its strengths and areas for development. They speak cogently about what needs to be done. Staff and governors take their responsibility for safeguarding the pupils very seriously and are well aware of the good processes and procedures that are in place. The school's provision for the promotion of equal opportunities is good, largely due to the detailed knowledge each member of staff has about the pupils in their care. The school promotes and evaluates its work in community cohesion outstandingly well. It has established links with other schools particularly strongly. These include well-established links locally, nationally and internationally. It knows the local community it serves very well. The school's procedures for tackling any form of discrimination are effective.

The school enjoys strong links with parents, carers and other outside agencies and there are effective systems for communication between school and home. Many parents comment very favourably about this and appreciate it greatly. This partnership has contributed significantly to the outstanding quality of care and personal development of

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the pupils, which is central to the school's success and upon which it is building its further improvement.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	2
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>2</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>1</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>1</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

## Early Years Foundation Stage

Most children enter the Reception Year with skills that are broadly typical for their age, but this varies from year to year because of the small numbers of children involved. Overall, they make good progress through the Early Years Foundation Stage so that most reach average standards by the time they enter Year 1, and some exceed them. Children experience a balanced blend of lively play and calm listening. Some outstanding teaching was observed in literacy work in the classroom and number work in the outside learning area.

Children work in groups in which they feel safe and are cared for particularly well. Sometimes they all gather on the carpet and engage well in speaking and listening activities. They are well supported in their learning by an able teaching assistant and they clearly enjoy the activities that are specially prepared for them. The classroom has direct access to the well-resourced outside learning area, which is used well.

Good relationships are promoted well in this setting where the children are clearly very secure. Good teaching ensures that children make positive progress in their learning. An effective partnership is established with parents and carers, which contributes well to the assessment of children's learning and development. The leadership of the Early Years Foundation Stage provision is good and effective plans are in place for its continued development.



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The school's care facility which operates in the school hall, or in one of the classrooms gives children the opportunity to play games, read or use the computers. Children clearly enjoy their time in this setting, taking advantage of the healthy snacks and fruit that is readily available. They say they enjoy the activities and provision made for them and parents speak highly of how much the provision is valued by them. The well-qualified staff ensure that good links are made with the Reception teacher to promote continuity in the children's learning. Classical music promotes a calming atmosphere at times when quiet activities are undertaken. Children attending the care club are well supported and clearly enjoy their time there. Overall, the care setting offers good provision for the children in its care. It is led and managed well and complies fully with the terms of its registration.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

**Views of parents and carers**

A high proportion of parents and carers returned the questionnaires distributed prior to the inspection. Several questionnaires included comments that were highly positive and affirming of the work of the school. They illustrate well the good quality of the relationship that exists between the school and its pupils, parents and carers. A small minority had some misgivings about aspects the work of the school, but the overwhelming majority confirmed the inspectors' positive judgments.

### Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Glazebury CoFE (Aided) Primary 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 59 completed questionnaires by the end of the on-site inspection. In total, there are 104 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	33	56	25	42	0	0	1	2
The school keeps my child safe	45	76	14	24	0	0	0	0
The school informs me about my child's progress	23	39	33	56	2	3	0	0
My child is making enough progress at this school	22	37	34	58	3	5	0	0
The teaching is good at this school	30	51	26	44	2	3	0	0
The school helps me to support my child's learning	25	42	32	54	1	2	0	0
The school helps my child to have a healthy lifestyle	30	51	28	47	0	0	0	0
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)	28	47	29	49	2	3	0	0
The school meets my child's particular needs	27	46	28	47	2	3	0	0
The school deals effectively with unacceptable behaviour	29	49	27	46	0	0	1	2
The school takes account of my suggestions and concerns	23	39	29	49	4	7	0	0
The school is led and managed effectively	32	54	26	44	1	2	0	0
Overall, I am happy with my child's experience at this school	37	63	20	34	1	2	1	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"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
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.**



25 March 2010.

Dear Pupils

Inspection of Glazebury CofE (Aided) Primary School, Warrington, WA3 5LZ

My colleague and I really enjoyed our recent inspection of your school. Thank you very much for your warm welcome and for looking after us so well. You were very helpful in lessons when asked to explain what you were doing and also very friendly around the school. My particular thanks should go to everyone who spoke with me and who helped me to understand why it is that you enjoy your school so much.

Glazebury CofE Primary School is a good school, with some very exciting work taking place. The staff care for you all particularly well, make sure you feel safe and secure. The links you have with schools in different parts of the world are very impressive. I shall remember the Bingo Game Year 3 and 4 were playing in Spanish, and the time I spent outside with Year 1 recording their African music!

When we visit schools, inspectors also look for things that will help each school to get even better. Whilst much of the work you produce is good, inspectors think that you can attain standards that are even higher. I think this is especially so for those boys and girls who find writing easy, and for those who find mathematics quite hard. I have asked your headteacher to make these important improvements.

Thank you once again for all your help. I send you all my very best wishes for the future. I do hope that you continue to enjoy learning as much as you do at the moment.

Yours sincerely,

Mr David Halford

Lead inspector

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