

Glazebury Church of England (Aided) Primary School

Warrington Road, Glazebury, Warrington, Cheshire, WA3 5LZ

Inspection dates 3–4 June 2015

Overall effectiveness	Previous inspection:	Requires improvement	3
	This inspection:	Good	2
Leadership and management		Good	2
Behaviour and safety of pupils		Good	2
Quality of teaching		Good	2
Achievement of pupils		Good	2
Early years provision		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Provision in the early years is good. Children achieve well from their different starting points. Well-planned activities help them to develop their skills quickly.
- As a result of improvements in the quality of teaching, pupils make good progress across the school.
- The proportion of pupils who reach the standards expected of them in Key Stages 1 and 2 has risen since the last inspection. An increasing proportion of pupils now reaches the higher levels in reading, writing and mathematics.
- Teaching is good. Teachers and teaching assistants work well together to plan activities which interest pupils and are usually matched well to pupils' different abilities.
- Pupils' attendance is above the national average and their behaviour is good. Pupils are polite, courteous and enjoy mixing with friends of all ages.
- Pupils understand how to keep safe, including when using the internet, and say that they feel safe in school.
- The headteacher, leadership team, staff and governors have an accurate view of the strengths and weaknesses of the school. They have worked collaboratively to ensure that actions have resulted in improvements in teaching and achievement.
- Governance has improved significantly since the last inspection. Governors are well informed. They are able to challenge leaders effectively to ensure continued improvement.
- Pupils' spiritual, moral, social and cultural development is good. Pupils benefit from a wide range of enrichment activities and opportunities.
- Relationships between adults and pupils are a strength. Pupils enjoy the range of activities on offer.

It is not yet an outstanding school because

- Occasionally the work set, especially for the most able pupils, is not hard enough to enable them to reach the highest possible standards in reading, writing and mathematics.
- Teachers do not always check that pupils have responded to the marking guidance in their books. As a result, pupils do not always improve their work or learn from their mistakes.
- Pupils' spelling or use of punctuation is not always accurate, which inhibits them from reaching higher standards in their written work.

Information about this inspection

- The inspector observed a range of lessons and parts of lessons, three of which were observed jointly with the headteacher. The inspector also looked at pupils' work.
- The inspector listened to pupils from three different year groups reading and talked with them and other groups of pupils about their lessons and school life.
- Meetings were held with the headteacher, senior and middle leaders, representatives of the governing body and a representative of the local authority.
- The inspector observed the school's work and scrutinised documentation relating to pupils' progress and to school management, including the arrangements to ensure that pupils are kept safe.
- The inspector spoke to a group of parents and took account of the 35 responses to the Ofsted online questionnaire (Parent View) and the school's consultations with parents. She also took account of the 15 responses to the staff questionnaire.

Inspection team

Vanessa MacDonald, Lead inspector

Additional Inspector

Full report

Information about this school

- Glazebury Church of England Primary School is smaller than the average-sized primary school. The vast majority of pupils are from White British backgrounds.
- The proportion of disabled pupils and those who have special educational needs is above average.
- The proportion of disadvantaged pupils supported by the pupil premium is below the national average. The pupil premium is additional funding to support those pupils who are known to be eligible for free school meals and those who are looked after by the local authority.
- The school meets the government's current floor standards, which are the minimum expectations for pupils' attainment and progress in reading, writing and mathematics by the end of Year 6.
- The early years is comprised of a full-time Reception class.
- The school receives support from a headteacher who is a national leader of education (NLE) from Halewood Church of England Primary School.
- Most pupils are taught in mixed-aged classes.
- There is a breakfast and after-school club on site which was included in this inspection.
- There is a pre-school on site which was not included in this inspection and is subject to a separate inspection.

What does the school need to do to improve further?

- Improve the quality of teaching further, and increase the proportion of pupils who make more than the progress expected of them, by:
 - ensuring that work is always hard enough, especially for the most-able pupils, to enable them to reach the highest possible standards
 - ensuring that teachers check that pupils follow up on the advice given in their marking and that it improves their work
 - improving the accuracy of pupils' spelling and their use of punctuation to improve the standard of their written work.

Inspection judgements

The leadership and management are good

- The headteacher is supported well by the other staff and governors. They have a shared and determined vision to further improve the school and have high expectations of the pupils. The headteacher and school leaders demonstrate high levels of commitment. They have ensured that there have been improvements in the quality of teaching and pupil performance since the last inspection and that attendance continues to be above the national average. Evaluation of the school's effectiveness is accurate and plans are rightly focused on the key priorities for improvement.
- Teaching has improved since the last inspection because leaders make regular checks on its quality. There are regular meetings to check on how well pupils are doing and to identify where pupils may be in danger of underachieving. Leaders ensure that appropriate support is planned and put into place. As a result, the achievement of pupils has improved since the last inspection. This shows the school's commitment to equality of opportunity and tackling any discrimination. However, on occasions work is not as challenging as it might be in order for pupils to reach the highest possible standards, including in their written work.
- Middle leaders also check on the performance of pupils in their subjects and areas of responsibility. They work collaboratively to share information and check how well pupils are doing. They monitor the quality of interventions and ensure that pupils continue to make good progress.
- The school has a small number of pupils eligible for pupil premium funding. Their performance is checked on closely and appropriate support put into place to ensure that their achievement is good.
- The curriculum is well organised and has been planned to capture the interests of the pupils. The 'super hero' sports club and film club to engage boys' interests are examples of how the curriculum is adapted to suit different pupils. Further enrichment is provided through residential trips, class visits and visitors.
- Traditional Christian values are a strong feature within the school, a different one being the focus each half term. Pupils are encouraged to write their own reflections and prayers on this theme. During the inspection these values were observed being shared in an assembly. Pupils have an understanding of life in modern Britain through the teaching and promotion of these values. Older pupils have regular sessions to learn about team-building and tolerance. Other pupils recently learned about the democratic process.
- The school develops pupils' spiritual, moral, social and cultural awareness well. Pupils are encouraged to raise money for different charities, often coming up with their own ideas for doing so. Most recently they raised enough money to buy two cows for families in Ethiopia, of which they are rightly proud. The school also has links with schools in South Africa and the Gambia, for which they raise money. There are close links with the church and the local community. Older pupils engage with and serve lunch to older people during the weekly lunchtime visit from the 'Over 60's Club'. This teaches pupils the importance of fostering good relations.
- The primary school sport funding is used well to broaden sporting opportunities for the pupils and provide additional training for the staff. This has led to an increase in the proportion of pupils participating in sport and in the amount of competitive sport played, ensuring a good understanding of how to lead a healthy lifestyle. At lunchtime older pupils have 'zone play' which further supports their skills development.
- The majority of parents hold positive views about the work of the school. Although there were some negative responses on Parent View, discussions with parents during the inspection and the school's own surveys found no evidence to explain these.
- Effective support from the local authority, diocese and Halewood Church of England School has helped the headteacher and staff to make whole-school improvements. The training and development of staff, including the sharing of good practice, has led to improvements in the quality of teaching and pupil achievement.
- Safeguarding arrangements meet requirements. Leaders, including governors, have responded quickly to the recommendations made in the recent audit to improve safeguarding arrangements and procedures. For example, there have been improvements to the fencing around school. Consequently, pupils are safe and understand the importance of this to ensure the safety of the school site.
- **The governance of the school:**
 - Since the last inspection there have been some changes to the governing body, including a new Chair of Governors. Governors have identified their own areas for development. As a result of this and ongoing training and support, governance is effective and has improved significantly since the last inspection.
 - The governing body knows the school well and uses the information and data about pupils' progress to compare the school's performance with that of other similar schools locally and nationally. Governors have a very good understanding of the progress of different groups of pupils and how well funding, including pupil premium, is used to improve this. Through regular meetings, governors have ensured

that the school is held to account for the performance of different groups, including those who are disadvantaged. Governors visit the school and attend some staff training sessions so they have a good first-hand knowledge of the quality of teaching and how it is improving.

- Governors know the requirements related to the management of teachers' performance and make sure that salary increases are linked to how effective staff are. Governors have supported the headteacher in tackling any underperformance in teaching.

The behaviour and safety of pupils are good

Behaviour

- The behaviour of pupils is good. There is a calm and friendly atmosphere around the school and pupils behave well. They are polite and courteous to one another and say that they like the school being small because 'everyone knows everyone else and it's friendly'. They describe it as being like a family.
- Pupils understand the behaviour system and are keen to ensure that they are always 'green'. They say that there are very few incidents of poor behaviour and school records confirm this. Behaviour around the school is good and sometimes exemplary. In the breakfast club, for instance, pupils were happily sitting enjoying their breakfast, being 'waited on' by their friends.
- Pupils have positive attitudes to learning and enjoy their work. They support one another in their learning, as was evidenced with pupils of all ages, including the youngest. Younger pupils were encouraged to comment positively on their peers' musical presentations, doing so with notable maturity.
- When works grabs pupils' interest and they have to think hard, pupils' behaviour is occasionally outstanding. However, when tasks are too easy or too hard, pupils sometimes become distracted.

Safety

- The school's work to keep pupils safe and secure is good. Pupils say they feel safe and have a good awareness of how to keep themselves safe. They understand the importance of the new fencing and the need to be safe, given their proximity to the main road.
- Pupils understand the different forms that bullying can take, including physical, verbal and cyber-bullying. Pupils say that bullying is rare and are confident that any issues would be dealt with quickly. Sessions are used to discuss any current issues. This was demonstrated recently when a few pupils misused a derogatory word due to their lack of understanding. As a result of the sensitive and thorough way that the school dealt with this, no further similar incidents have occurred. Pupils confirm this.
- Pupils have a good understanding of how to avoid potential dangers, such as those posed by strangers or the internet. The school's work in this area is enhanced well through visitors into school from expert organisations, including the police.
- Pupils have a range of different responsibilities which they take seriously. Play leaders organise lunchtime play activities and school councillors choose new equipment, particularly for the playground.
- Attendance is above average and pupils enjoy school. They understand the importance of attending and are keen to achieve their bronze, silver and gold badges for headteacher awards, which include attendance.

The quality of teaching is good

- The quality of teaching has improved since the last inspection and is now good. Pupils respond well to the well-considered and probing questioning which encourages pupils to think about and explain their answers. As a result, they develop a good understanding of their work and make good progress. In a Key Stage 2 class, pupils were writing about their impressions of a disused fairground. Timely and appropriate questioning by the teacher ensured that pupils were able to use different features, such as similes, to good effect in their writing.
- In English, teachers provide pupils with a range of opportunities to apply their writing skills to extended writing activities. Teachers use stimulating materials which engage all pupils, including boys. In a Key Stage 1 class, pupils were entranced by the alien who had left a 'mess' in their classroom. Using computer tablets to explore a three-dimensional setting led pupils to write rich and varied descriptions of the alien's home.
- The school has promoted reading through the reading challenge, with pupils reading in many different locations at home and school. Older pupils are 'reading buddies' to younger pupils, sharing books

together. School leaders have opened school at times beyond the school day for parents to share reading books with their children to encourage a shared enjoyment of reading. Changes to the way in which reading is taught have led to improvements in pupils' progress.

- Pupils enjoy reading. Younger pupils use their knowledge of letters and the sounds they make (phonics) to read unfamiliar words. Older pupils read with increased fluency and expression. They enjoy reading a range of fiction books by different authors and non-fiction books, including autobiographies and newspapers.
- The teaching of mathematics is good. Pupils have well-developed calculation skills and are able to apply these to tackle problem-solving activities. For example, pupils in a Key Stage 2 class worked successfully in pairs to decide which meals could be bought for a family of four using a set budget and menu.
- The quality of marking has improved since the last inspection. Teachers mark pupils' work regularly and usually give them clear and constructive advice about how to improve their work. Although work in books shows that pupils regularly respond to this advice, teachers do not always check that pupils have improved their work because of this.
- Teachers have high expectations of pupils and generally provide them with work which they find interesting and which challenges them. When talking with the inspector, pupils particularly expressed an enjoyment for the mathematics activities which are set. However, occasionally work is too easy, especially for the most-able pupils, which slows their progress.
- Pupils' work shows that pupils do not always use spelling and punctuation accurately enough in their written work, which inhibits them from reaching better standards in their writing. There has been a recent change in the teaching of spelling, but it is too early to be able to measure the impact of this.
- Teaching assistants are used well to support groups of pupils and individuals with particular needs. Support for disabled pupils, those who have special educational needs and those who are disadvantaged is good across the school. As a result, they make good and sometimes better progress from their starting points.

The achievement of pupils is good

- As a result of improvements in the quality of teaching, standards are rising rapidly across the school. Pupils now achieve well from their different starting points and make good progress.
- The standards reached in reading, writing and mathematics by the end of Key Stage 1 have improved since the last inspection because teaching has been consistently good. From standards which were well below average in 2012, almost all pupils achieved the expected levels in reading, writing and mathematics in 2014. The proportion that reached the higher levels in reading, writing and mathematics was similar to that found nationally and is an improvement since the last inspection.
- By the end of Key Stage 2, overall standards have improved from well below average in 2012 to slightly above average in 2014. This is a rapid improvement from those reported in the last inspection report. In 2014, the majority of pupils reached the expected levels in reading, writing and mathematics. The proportion that reached the higher levels was above the national average in reading and similar to the national averages in writing and mathematics.
- The proportion of pupils that reached expected and above expected levels in spelling, grammar and punctuation has improved and in 2014 was in line with that found nationally. This is because pupils are taught about these features during lessons. However, pupils are not consistently accurate in their use of punctuation and spelling in their written work, which inhibits them from reaching higher standards.
- Internal tracking data and pupils' work shows that across school pupils are now making faster progress, particularly in reading and mathematics, than in recent years. As a result, pupils' progress throughout the school is good and improving rapidly. Almost all of the current Year 6 pupils are on track to make the progress expected of them in reading, writing and mathematics, and a good proportion are doing better than this.
- In 2014, the proportion of pupils who met the standard for the end of Year 1 phonics check was in line with the national figure. Pupils read regularly and with increasing fluency. The teaching of phonics is good and pupils build successfully on their knowledge of letters and the sounds they make to read and write words.
- The number of disadvantaged pupils in each year is too small to compare the standards they reach with others nationally or with their peers in the school. Pupil premium funding is used effectively to support these pupils. The effectiveness of this support through small-group support and additional programmes is checked carefully and regularly. As a result, pupils who benefit from this funding make progress equally as

good as that of their classmates.

- Disabled pupils and those who have special educational needs are supported well by staff who know their needs well. As a result of well-planned support and additional programmes, these pupils make good and sometimes better progress from their different starting points.
- The most-able pupils make good progress. The proportion of pupils working at the higher levels has increased over the last two years, particularly in mathematics. They are now similar to the national average in writing and mathematics and above in reading. The most-able pupils apply their skills well across a range of subjects and enjoy tackling more challenging work. The school has provided the most-able pupils in Year 6 with additional sessions to extend their mathematical understanding, for example. However, occasionally the work set does not challenge pupils enough for them to reach their potential.

The early years provision

is good

- Most children start in Reception with skills and development typical for their age. Each year, some children start with skills and development below those typical for their age. As a result of consistently good teaching, children make good progress from their different starting points.
- The proportion of children reaching a good level of development is above the national average and equates to the majority of children being ready to tackle the work in Year 1. Children in Reception are taught alongside pupils in Year 1 and so there is a smooth transition between the two year groups. Expectations of what they are able to achieve are high.
- The quality of teaching in the early years is good. The teacher and teaching assistant work well together as a team. They share responsibility for both the year groups in the class and ensure that the activities are well matched to the different needs and ages of the children. Occasionally, activities do not fully challenge the most-able children.
- Phonics is taught well. Children use both the indoor and outdoor setting to learn and consolidate sounds. For example, from identifying the sounds in the classroom children went on a treasure hunt outside to find words with the sounds which were real or nonsense. They showed good ability in this task.
- Good questioning by staff deepens pupils' understanding. Different activities constantly reinforce basic skills, such as odd and even numbers, and so children's mathematical understanding develops at a good rate.
- The early years is led and managed well. Relationships are highly positive and children are confident and happy, mixing well with all their classmates. Behaviour is good and sometimes exemplary. Children are kept safe because staff are well trained and well aware of the needs of the individuals.
- Interesting topics keep children's interests and good links with learning are made between the different activities. Children were encouraged to make comparisons between the present and the past, commenting on the differences in how telephones work and different musical bands, including The Beatles, for example. As part of their topic work, Reception children demonstrated their musical abilities by performing their rendition of *Yellow Submarine* to their peers, showing they could keep to a rhythm on their instruments.
- There is a good balance between teacher-led activities and activities which the children can choose. In one session, a group of boys were creating food in the mud kitchen, while others were building a bridge from bricks, assessing its stability and showing good levels of concentration. Alongside this, the teacher and teaching assistant were building on children's early literacy and numeracy skills. They checked on their understanding of odd and even numbers and of different sounds, intervening appropriately to make sure learning moved on.
- Records of children's progress, known as learning journeys, show that there is a good balance of activities in the different areas of learning and that children have good opportunities to develop their writing skills. Writing is often linked to their topic, such as the life cycle of a frog or the visit of a bearded dragon to the class, and so children are inspired to write.
- Links between the on-site pre-school staff and school staff are good. This supports children's smooth transition into Reception. Good links exist with parents, who are invited to stay with their children for some sessions in the first term. There are ongoing opportunities for parents to liaise with staff and to discuss their child's learning.

What inspection judgements mean

School	Grade	Judgement	Description
	Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
	Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
	Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
	Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	111362
Local authority	Warrington
Inspection number	462300

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

Type of school	Primary
School category	Voluntary aided
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	104
Appropriate authority	The governing body
Chair	John Patterson
Headteacher	Elaine Morgan
Date of previous school inspection	13 June 2013
Telephone number	01925 763234
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