

Inspection of a school judged outstanding for overall effectiveness before September 2024: Glodwick Infant and Nursery School

Glodwick Road, Greater Manchester, Greater Manchester OL4 1AJ

Inspection dates:

25 and 26 February 2025

Outcome

Glodwick Infant and Nursery School has taken effective action to maintain the standards identified at the previous inspection.

What is it like to attend this school?

This is an exceptional school. Pupils live and breathe its inspirational vision, 'be the best we can be'. The foundations of pupils' exceptional attitudes to their learning are set in the Nursery and Reception Years. Children receive an excellent start to their education and continue to flourish throughout the school. Glodwick Infant and Nursery School is an exciting and happy place in which to learn.

Pupils from early years to Year 2 find the curriculum deeply engaging. Those with special educational needs and/or disabilities (SEND) receive support that is precisely adapted to their needs. Pupils achieve exceptionally well across the curriculum.

The school enhances pupils' learning by providing carefully planned visits. These visits inspire pupils' thirst for knowledge. They find this learning irresistible.

All staff have high expectations of pupils' behaviour. Pupils readily rise to these expectations. Older pupils often support younger pupils. This reflects the caring culture that leaders have established. If pupils struggle, they are taught strategies to manage their own emotions. They use these strategies well. From early years onwards, pupils behave exceptionally well and recognise the importance of their learning. Lessons are calm and focused.

What does the school do well and what does it need to do better?

The school has implemented an ambitious curriculum. The knowledge that pupils need has been carefully selected. Teachers routinely check that pupils remember this

knowledge. Teachers skilfully create interesting activities that immerse pupils in their learning. Pupils quickly become confident learners, and they eagerly share their new knowledge. For example, pupils explain the different climate regions and how sunlight changes from the equator to the polar regions.

Pupils with SEND learn the same ambitious curriculum as their peers. The school identifies pupils' needs quickly and precisely. Teachers make sure that pupils with SEND rehearse new learning until it is mastered. Pupils with SEND flourish with this support.

The way that the school's curriculum and teaching enables pupils to connect their knowledge together is exemplary. For example, pupils link their visit to a statue of Annie Kenny to their learning about important historical figures and their impact on society. In mathematics, pupils use their secure knowledge of number to calculate different amounts of money.

In the early years, children quickly master the knowledge that they need for future learning. For instance, children link the word 'hydrate' to the conditions needed for seeds to grow. They quickly learn to spot different mathematical amounts and shapes. By the time pupils leave the school at the end of Year 2, they are very well prepared for their future education.

Children in the early years develop secure knowledge of phonics. From the beginning of their time in Nursery, staff help children to use a wide vocabulary. Children practise this language confidently in their play. Staff expertly teach children in Reception to read. Children rapidly become fluent readers. Older pupils receive an exceptional reading curriculum. They read widely and often. This inspires their wider curiosity. For example, pupils select texts about the ocean to find new information before their visit to an aquarium. The school invests in carefully chosen literature. Staff share this literature with pupils daily. They bring stories to life for pupils.

Attendance is a priority for leaders in this school. The school carefully checks pupils' attendance. While pupils' rates of absence remain high, they are improving significantly.

Pupils' personal development sits at the heart of this school. Pupils develop an impressive understanding of how to look after their health. They know the importance of exercise and a balanced diet. Pupils accept their differences and treat each other with the utmost respect. The school provides many opportunities for pupils to develop their sense of citizenship. This inspires pupils to contribute as leaders in many aspects of school life.

Pupils actively help their school to run smoothly. For example, some pupils help collect the registers while others organise snack time for their classes. A number of pupils work as elected members of the school council. Others support their peers at playtime by helping with games and activities. Pupils take these roles seriously. They see themselves as role models for younger children. They rise to these responsibilities and conduct themselves exceptionally well.

Those responsible for governance know their school well. They use their experience to challenge and support leaders. Governors check that the school is taking the right actions in the best interests of pupils. The school provides highly effective support and professional development for staff at all levels. Leaders carefully consider the workload of staff and support them well. Staff are very proud to work at this school.

Safeguarding

The arrangements for safeguarding are effective.

Background

Until September 2024, on a graded (section 5) inspection we gave schools an overall effectiveness grade, in addition to the key and provision judgements. Overall effectiveness grades given before September 2024 will continue to be visible on school inspection reports and on Ofsted's website. From September 2024 graded inspections will not include an overall effectiveness grade. This school was, before September 2024, judged outstanding for its overall effectiveness.

We have now inspected the school to determine whether it has taken effective action to maintain the standards identified at that previous inspection. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school's work has improved significantly or that it may not be as strong as it was at the last inspection, then the next inspection will be a graded inspection. A graded inspection is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the first ungraded inspection since we judged the school to be outstanding for overall effectiveness in February 2019

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

In the report, 'disadvantaged pupils' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	105645
Local authority	Oldham
Inspection number	10347971
Type of school	Infant
School category	Maintained
Age range of pupils	3 to 7
Gender of pupils	Mixed
Number of pupils on the school roll	365
Appropriate authority	The governing body
Chair of governing body	Miriam Rizwan Begum
Headteacher	Jane Brierley
Website	www.glodwick.oldham.sch.uk
Date of previous inspection	6 February 2019 under section 8 of the Education Act 2005

Information about this school

- The school does not currently use alternative provision.
- The school has a Nursery provision for three-year-old children.
- The school runs a number of after-school clubs for pupils.

Information about this inspection

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the school and has taken that into account in their evaluation of the school.
- The inspector met with senior leaders, subject leaders and teachers.
- The inspector held a meeting with governors, including the chair of governors.
- The inspector visited a sample of lessons, spoke to some pupils about their learning

and looked at samples of pupils' work.

- To evaluate the effectiveness of safeguarding, the inspector: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- The inspector scrutinised a range of other documentation, including governor meeting minutes and leaders' evaluation of the school.
- The inspector spoke informally to pupils to gather their views on school life.
- The inspector took account of the responses to Ofsted Parent View, including the free-text comments.
- The inspector took account of Ofsted's online staff survey and met formally with staff to gather their views.

Inspection team

Jen Sloan, lead inspector

His Majesty's Inspector

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Piccadilly Gate
Store Street
Manchester
M1 2WD

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