

Urmston Infant School

Inspection report

Unique Reference Number	106315
Local Authority	Trafford
Inspection number	355929
Inspection dates	2–3 February 2011
Reporting inspector	James Kilner 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	262
Appropriate authority	The governing body
Chair	Mrs Gill Stock
Headteacher	Miss Fiona Bee
Date of previous school inspection	29 April 2008
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Introduction

This inspection was carried out by two of Her Majesty's Inspectors and one additional inspector. They observed 16 lessons and nine teachers including the Nursery and Reception classes for shorter observations to cover a range of activities. Meetings were held with the headteacher, pupils, governors and other staff with leadership and management responsibilities and the School Improvement Partner. Inspectors observed the school's work and looked at a range of documentation including the school improvement plan, monitoring records, pupils' progress records and safeguarding procedures. Questionnaires from 128 parents and carers were received and analysed.

The inspection team reviewed many aspects of the school's work. Inspectors looked in detail at a number of key areas.

- In the light of consistently high levels of attainment, how well do pupils progress during their time in school?
- The effectiveness of a cross-curricular approach in teaching and learning in meeting the individual needs of the pupils.
- The impact of the senior leaders and managers on school improvement.
- The impact of the provision in the Early Years Foundation Stage in improving outcomes for the youngest children in school.

Information about the school

Urmston Infant School is a larger than the average-sized primary school. The percentage of pupils from minority ethnic groups is much lower than that found nationally at around 15% of the school population. The proportion with special educational needs and/or disabilities is below average. The proportion of pupils known to be eligible for free school meals is much lower than average.

The school makes provision for the Early Years Foundation Stage in a Nursery class and Reception classes; one of the latter classes is vertically grouped with Year 1 pupils. The school has Basic Skills quality mark, Active School accreditation, Healthy School status as well as an award for outstanding achievement.

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

Urmston Infant School provides a good education for its pupils. A friendly harmonious atmosphere ensures that pupils grow in confidence, have above average attendance and enjoy their time in school. Pupils are encouraged to take on responsibilities such as supporting their classmates by being one of 'Ted's Friends' or being selected by their peers to be on the school council. Children join the Nursery with skills and understanding that are generally at the levels expected for their age. As a result of bright and stimulating provision, children in the Early Years Foundation Stage make good progress. This momentum is maintained through the rest of the school so that, by the end of Year 2, pupils' attainment is high and their achievement and enjoyment are outstanding. The majority of parents and carers are delighted with the levels of care and support their children receive, although some would welcome more detailed information about their children's attainment so as to further support their learning at home. Teachers support pupils' learning well and mostly meet their different needs effectively. The good teaching is exemplified by good relationships and a happy and industrious working environment. Rates of progress for pupils can stall where undemanding work does not challenge them or provide sufficient opportunities for independent learning. When given, pupils are keen to share their targets with adults, although they do not always have sufficient information as to how they can achieve the next levels of their learning.

The headteacher, senior leaders and governors work closely together to evaluate the school's strengths and areas for development. For example, the thorough analysis of results in mathematics by the subject leader has resulted in focused intervention work to tackle identified underperformance in the subject by girls. Actions planned to remedy this are already in place throughout the school and early indications are that they are proving effective. Systems for safeguarding pupils are satisfactory. During the recent handover of senior leadership of the governing body there has been some slippage in previously good safeguarding practice. While statutory requirements are met, some policies and procedures related to risk assessments require a greater degree of rigour. All in school are committed to giving pupils the best possible start to their education. Through good self-review procedures senior leaders and middle managers have an accurate picture of the school's strengths and a clear vision of how it will continue to improve, demonstrating good capacity to improve further.

What does the school need to do to improve further?

- Ensure that the governing body re-establishes its good practice in monitoring risk assessments, enabling issues to be identified promptly and resolved effectively.
- Improve the quality of pupil's learning by ensuring:

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- teachers make better use of assessment information to ensure pupils of all abilities are consistently challenged throughout the lesson
- that pupils are more aware of their targets and how they might improve their work in order to fully achieve them.
- Provide parents with clearer information about the progress their child is making towards the levels expected for their age.

Outcomes for individuals and groups of pupils**2**

When they start in Year 1, the majority of pupils have already exceeded the expected levels for their age. This good progress continues so that by the end of Year 2 the majority achieve highly with a significant number exceeding the national average for their age. Some identified underperformance of girls in mathematics is being remedied. Pupils who speak English as an additional language and pupils with special educational needs and/or disabilities make similar progress to others. All pupils with special educational needs have an individual education programme and are well supported during taught and practical sessions.

Pupil's good behaviour and enthusiasm in lessons ensure that learning is fun and purposeful. In a mathematics lesson pupils were enthralled at the 'magic' of being able to double numbers, checking with their partners to decide on the accuracy of the answers to problems. In a minority of lessons where work is not clearly matched to pupils' needs, their behaviour becomes unsettled. Pupils respond well to the school's behaviour management strategies, although some of the younger pupils are not always reminded of the meaning of the symbols of 'clouds' and 'sunshine' used. Clapping songs and rhymes unobtrusively bring children back on-task or together for a discussion in lessons.

Pupils say they feel safe in school. Presentations by the police and fire services provide pupils with information about fire safety and road safety. They welcome the support of adults and all know who to go to if there is a problem. Pupils sometimes overlook the need for keeping an eye on each other at break times during over-enthusiastic play. Issues such as this are dealt with through the schools 'Friendship groups' which meet weekly and which pupils report as being effective. During break times pupils are given the opportunity to be active. Pupils and adults thoroughly enjoy being involved in the daily 'wake and shake' sessions led by older students from the nearby academy.

While pupils are given ample opportunity to make a contribution to the school community, the school is still exploring opportunities in the wider community.

Pupils' spiritual, moral, social and cultural development is good and they have a particularly strong moral awareness. Assemblies give opportunities for pupils to focus on solutions to dilemmas and think of others. For example, a Year 2 pupil gave a moving interpretation of the life for the Jewish people in Germany during the Second World War. Pupils' understanding of the variety of faiths and cultures beyond their own is underdeveloped and a key priority in the school's action planning.

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These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	1
Taking into account: Pupils' attainment ¹	1
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
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	2
Taking into account: Pupils' attendance ¹	2
The extent of pupils' spiritual, moral, social and cultural development	2

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

How effective is the provision?

Pupils are responsive to the enthusiasm of their teachers, enjoying the levels of challenge set in some lessons. Practical lessons ignite the imagination of the pupils and they are eager to find out more for themselves. For example, in a successful science lesson conducted outside, all pupils were keen to put forward ideas as to why some of their inflated balloons went further than others in the gusty winds. Effective use of questioning allows even the youngest pupils to explain their reasoning. In less challenging lessons where the purpose is not clear and assessment information has not been well used to match tasks to pupils' abilities, they can veer off-task and become disinterested. Teaching assistants provide valuable support for pupils with special educational needs and/or disabilities, especially in developing their reading skills.

Links between subjects provide good opportunities for pupils to use their basic skills in all areas of the curriculum. In this way, they become increasingly confident and adept at displaying their knowledge and skills in subjects such as history and science. For example, a music lesson allowed pupils to combine their literacy, and information and communication technology (ICT) skills in identifying instruments through sound and pitch. Pupils appreciate the range of additional activities provided.

Pupils are made to feel safe and valued. Induction arrangements for children new to the school and for the transition on leaving are strong, particularly for those pupils whose circumstances have made them vulnerable and those who are looked after by the local

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authority. Effective links with key agencies and families to support these pupils ensure they make the same rates of progress as their peers. There are planned opportunities for pupils to meet with adults and discuss their interests and progress on a weekly basis. The focus of these groups is not consistent in guiding pupils to improve their progress towards achieving their targets so that some pupils lack a clear understanding of how to move on in their learning.

These are the grades for the quality of provision

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

How effective are leadership and management?

Despite attainment being consistently high, the headteacher and governors are never complacent and are aware that the school can improve. Through effective systems of shared leadership all the work of the school is monitored regularly and action plans are designed to tackle any identified weaknesses. For example, subject action plans are based on accurate self-analysis and are clearly linked to seeking improved outcomes for pupils. Plans are ongoing to develop a consistent tracking system for the Early Years Foundation Stage and Key Stage 1 pupils to further improve rates of progress.

The governing body is highly supportive of the school and has a good understanding of current trends in attainment and how to interpret data. All safeguarding procedures are in place and meet current requirements ensuring staff are appropriately checked for their suitability to work with children. Some recent changes in the leadership of the governing body have meant risk assessment procedures, although satisfactory, are not as rigorous as they had been previously.

Effective links with a range of professionals and organisations such as the speech and language services have resulted in improved achievement for pupils with special educational needs and/or disabilities. The school is effective in ensuring that there is equality of opportunity for all pupils. Where any gaps appear in performance, such as with the achievement of girls in mathematics, the school is swift to remedy the situation.

The school's promotion of community cohesion is satisfactory and it is developing plans to improve the pupils' deeper understanding of cultures and faiths outside the immediate community. The school deploys resources well to achieve good value for money.

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These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	3
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

Good leadership of the Early Years Foundation Stage ensures that both Nursery and Reception class settings employ a consistent approach to their daily routines, record keeping and links with parents and carers. As a result, from starting points which are at the expected levels for their ages, children achieve well and exceed the goals for all areas of their learning by the time they join Key Stage 1. The recently appointed leader has been instrumental in refining the tracking procedures to record children's progress to dovetail with the tracking system in Key Stage 1. There are good links with parents and carers to ensure smooth transitions from Nursery to Reception and into Year 1.

All adults are enthusiastic in their roles, providing a safe, welcoming and stimulating environment for the children. Regular assessments of progress are used to ensure activities are geared to individual needs and interests. For example, in their exploration of Chinese culture through celebration of the New Year festival, children understood why they were using chop-sticks in their role-play restaurant and why the colour red was meaningful to Chinese people. They danced enthusiastically to Chinese music. Children develop their early reading and writing skills very well, as there are many opportunities to write for practical purposes such as menus and gift bags. Teachers have high expectations for children's behaviour, encouraging good levels of independence in learning and social activities. Parents and carers are able to record their children's personal achievements at home and these form part of the very informative assessment document, the 'Learning Journey'.

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These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
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

Parents and carers are in the main delighted with all aspects of the school's work. The overwhelming majority of those who completed the questionnaire agree that their children enjoy school, are well cared for and kept safe. A very small minority do not feel that they are given sufficient information about their child's levels of attainment and progress on a regular enough basis. The inspection found that there was scope for the school to improve pupils' learning by providing parents with more information about their child's progress. The inspectors fully endorse parents' and carers' positive views about the school.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Urmston Infant 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 128 completed questionnaires by the end of the on-site inspection. In total, there are 262 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	91	71	37	29	0	0	0	0
The school keeps my child safe	94	73	32	25	2	2	0	0
My school informs me about my child's progress	62	48	60	47	5	4	1	1
My child is making enough progress at this school	62	48	62	48	3	2	0	0
The teaching is good at this school	71	55	54	42	0	0	0	0
The school helps me to support my child's learning	80	63	44	34	3	2	0	0
The school helps my child to have a healthy lifestyle	87	68	37	29	4	3	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)	69	54	49	38	1	1	0	0
The school meets my child's particular needs	64	50	58	45	4	3	0	0
The school deals effectively with unacceptable behaviour	63	49	59	46	2	2	0	0
The school takes account of my suggestions and concerns	52	41	62	48	7	5	1	1
The school is led and managed effectively	76	59	50	39	1	1	0	0
Overall, I am happy with my child's experience at this school	84	66	42	33	0	0	0	0

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 all 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

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	59	35	3	3
Primary schools	9	44	39	7
Secondary schools	13	36	41	11
Sixth forms	15	39	43	3
Special schools	35	43	17	5
Pupil referral units	21	42	29	9
All schools	13	43	37	8

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 are for the period 1 September 2009 to 31 August 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

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 pupils' 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.



4 February 2011

Dear Children

Inspection of Urmston Infant School, Manchester, M41 5AH

I am writing to thank you for making us so welcome when we visited your school and for talking to us about your work. We thought that you were all polite and friendly, even the Chinese Dragon we met in the playground. You are right to enjoy coming to Urmston Infants because it is a good school and your teachers are enthusiastic and keen for you to do well. These are some of the things we found.

- Your behaviour is good and your enthusiasm to learn helps you make good progress.
- Your hard work pays off so that by the time you go to the juniors you are doing exceptionally well in your reading, writing and mathematics.
- Those of you in the Nursery and Reception classes get off to a great start to your time in school.
- Your parents and carers are really pleased that you come to this school.

There are some things which we think can make your school even better.

- Everyone makes sure that you are safe in school and we have asked the grown ups to, not only keep this up, but to make it even better.
- We want all of your lessons to be as good as the very best ones and we would like your teachers to make sure that they always plan work that is just at the right level for each of you so you can learn even faster.
- We also think that knowing about your targets and how to achieve them will help you to get to the next steps in your learning.
- We agree with your parents that it would be useful for them to know more often how well you are doing at school.

We really enjoyed talking to you and watching you learn. You can help your teachers by continuing to work hard and keeping your enthusiasm for learning.

Yours sincerely

James Kilner

Her Majesty's Inspector

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