



Irlam Endowed Primary School

Inspection Report

Unique Reference Number 105939
LEA Salford
Inspection number 277448
Inspection dates 27 February 2006 to 28 February 2006
Reporting inspector Mrs Sarah Drake CfBT Lead Inspector

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

Type of school	Primary	School address	Chapel Road
School category	Voluntary controlled		Irlam
Age range of pupils	3 to 11		Manchester, Lancashire M44 6EE
Gender of pupils	Mixed	Telephone number	0161 775 2911
Number on roll	248	Fax number	0161 776 0451
Appropriate authority	The governing body	Chair of governors	Mrs Christine Callaghan
Date of previous inspection	19 June 2000	Headteacher	Ms Jill Da Costa

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Introduction

The inspection was carried out by three additional inspectors.

Description of the school

Irlam Endowed is an average sized school. The overwhelming majority of pupils are of white British heritage. Average numbers have learning difficulties and/or disabilities (LDD) but the proportion of pupils with statements of special educational need is high. This is because the school incorporates an eight place resource base for children up to the age of seven who have speech or communication difficulties. Slightly higher than usual numbers are eligible for a free school meal. The school has achieved the Healthy Schools award and Investors in People status. The headteacher took up her post in January 2004.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 3

Irlam Endowed is a satisfactory and improving school that provides sound value for money. The quality and standards in the Foundation Stage are good so that children make rapid progress within the stimulating and purposeful environment. Although standards at the end of Year 6 have been below average for the past three years, the school's actions are now helping pupils to make satisfactory progress and current standards are only slightly below expectations. Pupils' personal development is good, with particularly strong emphasis placed on healthy living. Pupils in the resource base are particularly well supported so that they make very good progress. Teaching and learning are satisfactory though teachers' marking and use of assessment data is not yet consistently strong and pupils are not always clear about the precise next steps to take in their learning. The curriculum is well enhanced by extra activities but, other than in literacy and numeracy, it does not ensure that pupils develop their understanding and skills progressively and in sufficient depth. This particularly affects achievement in science.

Staff cater very well for pupils' pastoral needs so that they feel secure in school. Good partnership with parents and outside agencies strengthens the overall provision for pupils. Leadership and management are competently guiding the school forward from a period of weak performance. The school has a reasonably accurate, but somewhat over-generous view of its strengths and weaknesses. However, information about pupils' achievement is not yet used sufficiently well to identify and prioritise areas for development. Improvement since the last inspection in relation to the nursery has been very good but elsewhere progress has been less strong. There is satisfactory capacity to improve further.

What the school should do to improve further

Build on developing practice in marking to ensure that teachers give pupils suitably precise guidance on how to improve their work and that they are suitably challenged.

Make better use of the information gained from assessing pupils' progress to guide the leadership's thinking about the school's development.

Ensure that pupils can develop their scientific knowledge, skills and understanding systematically and in sufficient depth.

Achievement and standards

Grade: 3

Pupils' attainment on entry to school is below average. They now make good progress in the nursery and Reception classes, so that by the time they enter Year 1, the majority are achieving the expected levels for their age. This has been the case for two years.

Standards achieved in statutory tests at the end of Year 2 have been broadly average over four years, apart from a drop in 2003. This is reflected in the average results in

2005, but in this year above average numbers gained the higher level 3 in writing. In response to good quality teaching, pupils in Years 1 and 2 are now making good progress overall. This includes pupils in the resource base, many of whom integrate smoothly into mainstream schooling.

Standards achieved in end of Year 6 tests have been erratic but below average over the past three years. In 2005 the proportion of pupils achieving the higher level 5 was low in English, mathematics and science, particularly so in writing and science. The school failed to reach its targets and, as it recognises, these pupils did not make satisfactory progress through the key stage. Recent action to raise standards in writing and mathematics in particular are having some effect. The achievement of pupils in Key Stage 2, including those with learning difficulties and/or disabilities, is now satisfactory, and for older pupils is improving on their slower progress in previous years. Standards at the end of Year 6 are currently still below average but not significantly so as they were in recent years. Pupils' achievement is picking up and they are making satisfactory progress.

Personal development and well-being

Grade: 2

Pupils' personal development and well-being are good. They behave well and act safely, treat others with respect and have a good sense of right and wrong. Pupils collaborate well and use the school council to effect change, for example establishing a quiet area in the playground. They run clubs and are generous charitable fund-raisers. They have a good awareness and respect for their own and others' cultures, supported by the interesting curriculum and extra activities. Pupils' spiritual development is satisfactory with opportunities missed to promote this better, for example through experimentation or creative writing.

Pupils enjoy their education and relationships throughout the school are very good. They say the behaviour has improved since the introduction of 'Golden Rules' and that the rare instances of bullying or other harassment are dealt with effectively. The school's action to improve attendance is also effective so that it is now broadly in line with national averages. Pupils' development of life-skills is satisfactory and their awareness of healthy living is exceptionally strong. They eat healthily and large numbers participate in the wide range of sporting activities. All the above contributes to the creation of a happy school.

Quality of provision

Teaching and learning

Grade: 3

The quality of teaching and learning is satisfactory and improving. There are examples of good teaching throughout the school but learning is more consistently of good quality in the Foundation Stage and Key Stage 1 than in Years 3 to 6.

Teachers clearly outline to pupils the learning objectives of the lesson and prepare good starter activities that engage pupils' interest, often making effective use of interactive whiteboards. They use subject specific vocabulary well and ask open questions that require pupils to extend their thinking. Especially in the Foundation Stage and resource base, activities are very well suited to pupils' individual needs, based on careful, on-going assessment. Throughout the school, pupils with learning difficulties and/or disabilities are well supported and teaching assistants generally make a good contribution towards helping pupils learn effectively. However, particularly in Key Stage 2, teachers' expectations of pupils' concentration and quality of effort when working independently vary as is demonstrated by some pupils' unfinished and untidy work.

Pupils' standards are regularly assessed. However, current systems do not provide ready access to data to identify and easily track the progress of individuals and groups. Similarly, teachers' marking now gives pupils some useful feedback about how to improve their work but this seldom relates to targets, and the good practice does not extend to all teachers or to subjects other than English.

Curriculum and other activities

Grade: 3

The curriculum is satisfactory rather than good as judged by the school. It complies with requirements and is significantly enriched by a broad range of very popular after school activities, together with visitors and visits to places of interest. Good concentration on health and relationships education promotes pupils' personal development well.

Planning to promote pupils' literacy and numeracy skills is satisfactory with suitable attention being paid to the development of writing and to providing challenge for higher ability pupils. For other subjects, the curriculum is arranged in topics which engages pupils' interest and helps them to make connections between subjects. However, there are not strong enough systems in place to ensure that pupils develop their knowledge, skills and understanding progressively and in suitable depth. In science, for example, the significant variation in the quality of work between classes has an impact on pupils' ability to attain the higher level in this subject.

Care, guidance and support

Grade: 2

The school judges the care, guidance and support for pupils as outstanding whereas inspectors judge them to be good. Parents and pupils express high levels of trust in the staff. Pupils readily approach staff if they have concerns, confident that they will receive sensitive help. They say that 'everyone takes care of each other in our school.' Staff provide outstanding support for pupils in the speech and communications resource base which enables them to make very good progress and become fully integrated into school life. Arrangements to ensure child protection are robust. Health and safety procedures are effective and pupils are well aware of how to act safely. They grow in self-esteem and confidence in response to staff members' genuine interest in them

and effective use of praise. Support for pupils' personal development is strong but, without the help provided by good quality comments in teachers' marking, pupils do not know sufficiently precisely what they need to do next to improve their work.

Leadership and management

Grade: 3

Leadership and management are satisfactory. The school's actions, informed by analysis of its areas of weakness, mean that pupils are now making satisfactory progress after a period of inadequate achievement. The nursery provision has improved significantly since the last inspection and is now an area of strength underpinning pupils' good progress in the Foundation Stage. The proportion of pupils achieving the nationally expected Level 4 in mathematics at the end of Year 6 improved in 2005 in direct response to school action. However, priorities identified in school development planning do not focus sufficiently closely on raising pupils' achievement across a range of areas.

The quality of teaching and learning is monitored regularly. Observers provide useful feedback for teachers and suitable training is provided when necessary. The views of all those with an interest in school activities are taken into account when making decisions and all staff are clear about the priorities to work on.

There is good partnership with parents and outside agencies, particularly in relation to sporting activities and pupils' well-being. Parents are very supportive of the school and particularly praise the approachability of staff. The school runs smoothly on a daily basis and resources are used well. Finances are prudently managed, taking suitable account of the planned reduction in pupil numbers. Governors are actively involved in school life and ensure statutory requirements are met. They fulfil their role of critical friend satisfactorily.

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Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall	16-19
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	3	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	2	NA
The effectiveness of the school's self-evaluation	3	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

Achievement and standards

How well do learners achieve?	3	NA
The standards ¹ reached by learners	3	NA
How well learners make progress, taking account of any significant variations between groups of learners	3	NA
How well learners with learning difficulties and disabilities make progress	2	NA

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	2	NA
The attendance of learners	3	NA
How well learners enjoy their education	2	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	1	NA
The extent to which learners make a positive contribution to the community	2	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	3	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	3	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	3	NA
How well are learners cared for, guided and supported?	2	NA

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	3	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	3	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3	NA
How effectively and efficiently resources are deployed to achieve value for money	3	NA
The extent to which governors and other supervisory boards discharge their responsibilities	3	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

The extent to which schools enable learners to be healthy	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
The extent to which providers ensure that learners stay safe	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
The extent to which learners make a positive contribution	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
The extent to which schools enable learners to achieve economic well-being	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

Text from letter to pupils explaining the findings of the inspection

Thank you for making us feel welcome in your school and for helping us to understand what you value about it.

Here is a list of things that we liked about Irlam Endowed:

- you get on well with each other and enjoy your learning so you have a happy school
- you have a particularly good time and make good progress in the nursery and Reception classes
- staff give very good support to those of you who have speech and language difficulties so that many of you can join in ordinary class lessons
- you take part in lots of extra activities, many of which help you to develop a healthy life style
- staff know you well as individuals and provide you with good care so that you feel comfortable in school.

This is the list of things that we have asked your teachers to do now to help you make better progress and achieve higher standards in your work:

- make sure that teachers' marking helps you to understand more clearly what you need to do to improve your work and that you are suitably challenged
- make better use of the information they keep about your progress to guide their thinking about school developments
- make sure that you develop your skills in science regularly and in enough depth.