

# Irlam Endowed Primary School

## Inspection report

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<b>Unique Reference Number</b>	105939
<b>Local Authority</b>	Salford
<b>Inspection number</b>	324300
<b>Inspection dates</b>	30 June –1 July 2009
<b>Reporting inspector</b>	Joe Peacock

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

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<b>Type of school</b>	Primary
<b>School category</b>	Voluntary controlled
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School (total)	244
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs Christine Callaghan
<b>Headteacher</b>	Ms Jill Da Costa
<b>Date of previous school inspection</b>	27 February 2006
<b>Date of previous funded early education inspection</b>	Not previously inspected
<b>Date of previous childcare inspection</b>	Not previously inspected
<b>School address</b>	Chapel Road Irlam Manchester Lancashire M44 6EE
<b>Telephone number</b>	0161 7752911
<b>Fax number</b>	0161 7760451

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<b>Age group</b>	3–11
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## Introduction

The inspection was carried out by two additional inspectors.

## Description of the school

The school is on the outskirts of Salford and is average in size. Provision for the Early Years Foundation Stage is in a Nursery class and a Reception class. There is also a resourced unit for 8 children from 4 to 7 years who have specific communication and language difficulties. Almost all pupils are of White British heritage. The proportion of pupils entitled to free school meals and the proportion with learning difficulties and/or disabilities are broadly average. The number with a statement of educational needs is very high. There is privately run provision for before- and after-school care on site. This was inspected at the same time but by a different team. Its report can be read separately on the Ofsted website. The school has a number of awards including Investor in People, Healthy School and Activemark awards.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 2

The school has come a long way since the previous inspection and is now good in almost all aspects with a few features which are outstanding. It is providing good value for money. The two prime reasons for the improvement are the highly effective leadership and management of the headteacher and the school's two-year involvement in an intensive support programme. The remit of this was to improve the accountability and effectiveness of key staff and raise standards in English. The school has successfully devolved management responsibilities and improved reading but improving writing skills is proving to be a slower process.

The good level of care, support and guidance provided by the staff team reflects the dedication the headteacher has for the school and the school's strong commitment to its pupils. As a consequence, pupils' personal development is good. Parents' comments such as 'absolutely brilliant' and 'sense of community and belonging' reflect the school's popularity and the growing waiting list for places. Pupils clearly enjoy coming to school and say that they feel safe and valued by staff. Their excellent behaviour ensures all have a positive attitude towards the school community. They invariably achieve well in almost all subjects and leave well prepared for the next stage of their education. This demonstrates the school's good provision for equality and diversity. In addition, their knowledge of a healthy lifestyle is excellent because of their work to gain the Healthy School Award.

The good provision in the Early Years Foundation Stage means that all children settle quickly and make good progress. Teachers' effective teamwork ensures that all, including those in the resourced unit, continue to achieve well from their different starting points as they move through the school. Currently, standards are above average by the end of Year 6 except in English where they are average. This reflects the improving trend resulting from the school's involvement in the intensive support programme. It is the pupils' lower attainment in writing which continues to affect overall standards in English. The school recognises this and has implemented a range of strategies which have still to have the desired impact on raising standards. There is still plenty of room for improvement in the number attaining expected and above average standards in writing. A well-embedded system for closely tracking pupils' progress is in place, which means that pupils progress well by the end of Year 2 and 6. Pupils who need additional support are quickly identified. The use of more demanding targets is reflected in the significant improvement in standards for the current Year 6, especially for the more able pupils.

The consistently good quality of teaching and learning ensures pupils enjoy lessons, evident from the way they listen attentively and constantly try to improve their work. Most are becoming proficient in assessing their own work and progress. The close support and guidance provided by the above average number of teaching assistants for those with a statement of educational needs and other pupils with learning difficulties and/or disabilities enable these pupils to make good progress. Pupils especially enjoy using the spacious grounds for different learning experiences and the school minibus adds a further dimension to the effective curriculum with frequent trips away from school. The many after-school clubs further enhance the curriculum, adding further valuable learning experiences.

The overall quality of leadership and management is good. The highly respected headteacher inspires staff. Teachers and teaching assistants work effectively as a team to provide challenging and interesting learning experiences, which motivate pupils to learn. Staff are fully involved in

monitoring the quality and effectiveness of their teaching and in regularly assessing pupils' achievement. The process is providing a constant flow of information which informs pupils how well they are doing and staff how they can be more effective. Inevitably, their collective involvement highlights many aspects to improve, resulting in an over-long list of 'priorities' to improve. It is not always clear to staff which the key priorities are and these do not always get the full attention they deserve. Governance is good. Governors are very supportive and have a good knowledge of the school through their frequent monitoring visits. Improvement has been good since the last inspection when the school was judged as satisfactory and it has a good capacity to go on improving.

## **Effectiveness of the Early Years Foundation Stage**

### **Grade: 2**

When children start the Early Years Foundation Stage, the majority can do less than most children of their age. A significant number have much lower than expected speaking and listening skills and children from the resourced unit add further to this number. Specialist support from knowledgeable staff ensures that children from the unit as well as all the other children in Nursery and Reception make good progress. By the end of Reception, they reach broadly average standards but standards in writing are below average. Children make particularly good progress in their personal, social and emotional development and many reach above average standards. They work and play well together and are keen to learn because of the consistently good quality of teaching.

Staff plan work that matches children's needs and ensures that what they learn meets the requirements of the Early Years Foundation Stage curriculum. A good mix of child-initiated and adult-led activities means that the curriculum also encourages enjoyment and good quality learning. Children loved being pirates and took care not to hurt one another when handling toy swords and hooks. Staff make good use of the spacious and well-organised outdoor area and learning experiences here reflect the same good quality as those indoors. Staff make careful observations of children's progress and use the information well to plan the next steps for learning.

The Early Years Foundation Stage is led and managed well. This means that staff have a common purpose and have effective strategies to ensure all children are safe and able to learn in a supportive environment. Children are looked after well and this has a positive impact on their personal development, helping them to make rapid progress. Parents are well informed about their children's progress and development. Typical comments from parents are 'he loves school' and 'she has thrived since starting school'.

### **What the school should do to improve further**

- Raise standards in writing throughout the school.
- Ensure that the school has a more realistic number of priorities for improvement.

## **Achievement and standards**

### **Grade: 2**

All achieve well from their starting points due to the consistently good quality of teaching. As a result, current standards are above average in reading and mathematics at Year 2 and in reading, mathematics and science at Year 6. This represents good achievement for most Year 6 pupils. There has been a significant rise in standards throughout as more pupils achieve

expected and above average standards. Overall, standards in English are average. Standards in reading are above average but weaknesses in writing are the main reason that standards in English are not higher. Standards in writing are rising, but not as fast as in other subjects. There is the potential for them to be higher to match pupils' performance in reading. The general acceleration in pupils' progress has been facilitated by the school's involvement in an intensive support programme with consultants from the local authority advising and supporting staff. Pupils with learning difficulties and/or disabilities and those in the resourced unit make good progress largely due to the wide range of effective intervention strategies which are designed to support their learning and boost their confidence.

## **Personal development and well-being**

### **Grade: 2**

Pupils' spiritual, moral, social and cultural development is good. They have a good understanding of right and wrong and positive attitudes to learning. This is reflected in their exemplary behaviour and their enthusiasm and participation in lessons. This is a key feature that helps to ensure good progress. Attendance is satisfactory. Pupils say how much they enjoy their time in school. They show a good understanding and appreciation of people from different cultures and backgrounds. They have an excellent understanding of how to lead healthy lifestyles and are well aware how to avoid unnecessary risks. Pupils, for example, knew how to stay safe in the hot weather at the time of the inspection by using hats, sunscreen lotion and drinking plenty of water. They make a good contribution to the school and local community. Members of the school council are rightly proud of the work they do to improve the school. They raise and manage funds to help to make these improvements, enhancing their business and enterprise skills. Pupils are well prepared for the future because they achieve well and have good social and cooperative skills. Pupils in the resourced unit gain confidence and do well. This enables most to re-join their main schools.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

Teaching is consistently good, ensuring that all pupils enjoy learning. Teachers establish high standards of behaviour and create an effective learning environment in which pupils achieve well. Parents commented on the bright, stimulating classroom displays. Good relationships with staff give pupils confidence to contribute in lessons. In all classes, teachers place a very strong emphasis on developing basic literacy and numeracy skills and regular opportunities are provided for pupils to work with partners or in small groups. Pupils in the resourced unit benefit greatly from this support and from working with other pupils in class. All teachers are skillful in planning challenging tasks. Work is usually planned to match the different abilities of pupils. However, in some of the lessons observed, introductions were too long and not sufficiently tailored to meet the different needs of pupils. Teaching assistants make a very positive contribution by effectively supporting individuals, groups and those with learning difficulties and/or disabilities. All pupils have benefited from the emphasis given by teachers to improving reading and writing skills but the improvement in writing is not yet as pronounced as it is in reading. Occasionally, where teaching and learning are outstanding, it is because pupils are highly motivated by enthusiastic teaching and excellent use is made of computers to support developing literacy skills.

## **Curriculum and other activities**

### **Grade: 2**

The enthusiastic staff work together well to provide a curriculum that successfully motivates all pupils. All statutory requirements are met. There is a strong emphasis on numeracy and literacy with a particular focus on improving writing skills. A structured approach to writing and developing skills through work in all subject areas has recently been introduced but has yet to show its full impact on standards. The deputy headteacher has ensured that the school is well on its way to developing a creative curriculum with a wide range of topic themes which pupils enjoy. Pupils are keen to attend after-school and lunchtime activities and sports clubs such as skiing and golf. These have been instrumental in forging links with other schools, outside agencies and community links when, for example, the school competes against others. Visitors and trips using the school's own minibus add further breadth to the curriculum. Personal, health and social development is well supported through visitors and a wide social education programme. Staff are just beginning to reintroduce French to the curriculum after they used the curriculum time to concentrate on raising standards in reading and writing.

## **Care, guidance and support**

### **Grade: 2**

All safeguarding procedures are in place and meet government requirements. The school knows its pupils well and provides a high level of pastoral support. The pastoral support worker helps pupils with particular concerns very effectively. Pupils feel safe in school and say there is very little bullying or other misbehaviour. They learn how to stay safe and healthy in lessons and during other activities such as the anti-rust club where senior citizens share advice with pupils on how to keep fit and healthy. Effective systems to assess pupils' achievement are well embedded and the information is used well to plan future work and to decide what extra support or challenge is needed. Teachers set challenging targets for pupils' learning and review them regularly. Pupils find these helpful and know this gives them something to aim for. Teachers' marking comments usually, but not always, provide pupils with guidance on how to further improve work. Pupils' own evaluation of their work means they have a good knowledge of their own learning.

## **Leadership and management**

### **Grade: 2**

The headteacher, with the support of her deputy headteacher and the subject leaders, has created a considerable momentum for improvement. Management is being successfully delegated and all key staff are fully involved in evaluating the school's effectiveness. As a result, all are aware of strengths and areas which need improving. In their keenness to speed up the journey of improvement, however, too many priorities are being identified to be realistically tackled by staff. Governors are strongly supportive of the school. They ask key questions to hold the school to account and are beginning to find out for themselves how effectively the school is performing. School self-evaluation is fairly accurate, being based on the performance data for 2008 and earlier. Judgements reflect the school as it was before the impact of the intensive support programme began to have its effect on standards and the quality of teaching and learning. The school is now setting increasingly challenging targets for pupils in all subjects.

The strong links with the local community and wider links show how well the agenda for community cohesion is established. This is reflected in the International Foundation award.



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## Annex A

## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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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?	2
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well being?	2
The capacity to make any necessary improvements	2

### Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	2
How well do children in the EYFS achieve?	2
How good are the overall personal development and well-being of the children in the EYFS?	2
How effectively are children in the EYFS helped to learn and develop?	2
How effectively is the welfare of children in the EYFS promoted?	2
How effectively is provision in the EYFS led and managed?	2

### Achievement and standards

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

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

## Personal development and well-being

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

## The quality of provision

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

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination eliminated	2
How well does the school contribute to community cohesion?	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

**Annex B****Text from letter to pupils explaining the findings of the inspection**

Inspection of Irlam Endowed Primary School, Salford, M44 6EE

A big pat on the back is due to each and every one of you for helping your hardworking headteacher and staff to improve the school from satisfactory to solidly good in just about everything. Well done!

Thank you for your warm welcome when my colleague and I inspected your school. We are sorry that we could not meet Year 6 who were busy doing other things. We were most impressed with your outstanding behaviour, friendliness and good manners. It was also pleasing to see that your knowledge about a healthy lifestyle is just as outstanding as it was the last time the school was inspected. The anti-rust club is a great idea to help you appreciate the importance of keeping fit and well. We enjoyed looking around your bright, stimulating classrooms and seeing the fascinating range of achievements by artists, writers and famous people along your 'inspiration' corridor.

It is plain to see that you enjoy school and all the extra activities that the staff provide. You are very fortunate to have your own minibus to help with the many trips and visits. Some of the most memorable things we saw were the powered models in Year 6, how well Year 3 used computers in their literacy session and how sensible the pirates were with their hooks and swords in Reception. Your concentration in lessons and much better attendance are helping standards to improve in English, mathematics and science. There is certainly plenty of help and support for those of you who find some things hard to understand. The way you are assessing your own work and always trying to improve it shows how determined you are to reach higher standards.

Your headteacher, governors and staff also deserve a special mention. They all work so well together and are helping your school to keep its good reputation. They have found lots of things that they want to make even better but we think that they should not try to improve them all at once. Also, we hope that throughout the school you all try even harder with your writing skills as these are still not as good as they could be.

I hope the ice-pop sales make you enough money for your trips. We are sure that you will enjoy the end of term and look forward to another exciting year.