

# James Brindley Community Primary School

Inspection report

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<b>Unique Reference Number</b>	105918
<b>Local authority</b>	Salford
<b>Inspection number</b>	377322
<b>Inspection dates</b>	15–16 November 2011
<b>Reporting inspector</b>	Sarah Quinn

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

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	270
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Bernard Pennington
<b>Headteacher</b>	Eilish Peliza
<b>Date of previous school inspection</b>	27 June 2007
<b>School address</b>	Parr Fold Avenue Walkden Worsley M28 7HE
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## Introduction

This inspection was carried out by three additional inspectors. Inspectors observed 20 lessons taught by ten teachers. Meetings were held with senior leaders, groups of pupils, staff and members of the governing body, and inspectors spoke to parents and carers informally. The inspection team observed the school's work, and looked at pupils' work, the school's tracking of pupils' progress, school policies and procedures, school leaders' monitoring of teaching and learning, the school development plan, minutes from meetings and the questionnaires received from 149 parents and carers, as well as responses from staff and pupils.

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

- The quality of learning and progress of all pupils across the school, especially in mathematics, and how many pupils make good progress.
- Whether provision through the Early Years Foundation Stage is consistently good.
- Whether leaders and managers at all levels, including governance, are effective in driving the school to meet ambitious targets.

## Information about the school

The school is larger than average in size. A new cohort in Reception joined the school this year following a request from the local authority. The percentage of girls is higher than usual, particularly in some year groups. The proportion of pupils known to be eligible for free school meals is below average. Almost all pupils are from a White British heritage. The proportion of pupils with special educational needs and/or disabilities is below average. Few children have a statement of special educational needs. The school has achieved a number of awards; Investors in People, Healthy Schools, Green Flag, Basic Skills Quality Mark, Artsmark, Full International award and Heartstart.

**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

James Brindley Community Primary School is a good school. There are some aspects of the school that are outstanding. Pupils' behaviour is exemplary and their awareness of safety issues and the extent to which they feel safe is excellent. Pupils receive outstanding care, guidance and support and their attendance is high. The leaders and managers have worked well together to drive improvement at the school and most staff have a clear understanding of the vision for the school and what the staff team are aiming to achieve. Focused and challenging targets have brought about the right changes to improve teaching, raise attainment and increase progress for pupils. Pupils say they love being at school because teachers make learning fun, and they have lots of things to do. The school is accurate in its self-evaluation, and its success in bringing about change for the better demonstrates a good capacity for sustained improvement. However, not all staff are, as yet, contributing fully to the school's processes of self-evaluation and target setting.

Most children join the Reception classes from the school's Nursery provision. However, this year, an extra class has been formed in Reception including children from a range of other settings. This is in response to requests from the local authority and has been managed well by school leaders and managers, including the governing body. Most children enter the Early Years Foundation Stage with skills and knowledge that are in line with the expected levels for their age. Children's progress in the Early Years Foundation Stage is good but they learn more quickly in the Reception class than in the Nursery where activities are not always well-matched to their learning needs. The good curriculum, good teaching and the support that pupils receive in lessons mean that they make good progress and achieve well by the time they leave. Boys and girls make similar progress and those pupils with special educational needs and/or disabilities are well supported and make at least good progress. Teachers are very knowledgeable and use a wide range of strategies to embed learning. Marking in books includes helpful comments about what pupils need to do next. Teaching assistants are involved in assessing the needs of the pupils and are well informed so that they make a good contribution to pupils' learning.

The school is dedicated to ensuring that every pupil has equal opportunities to learn and participate in a wide range of experiences and take on responsibilities. For example, pupils with additional learning needs are fully involved in school life and the curriculum, and their learning is celebrated by staff and by the pupils. They are supported well by the staff and through the strong partnerships the school has

developed with appropriate professionals beyond the school. The school has developed a strong sense of community and purpose, with an admirable awareness of its place in the community. Further links with communities in other countries successfully develop pupils' knowledge of the world. Pupils feel very proud to be part of their school. The school works hard to engage parents and carers and is successful in involving them in the life of the school.

## What does the school need to do to improve further?

- Ensure children make consistently good progress throughout the Early Years Foundation Stage by:
  - sharing good practice between the Nursery and Reception groups
  - developing the knowledge and understanding of the Early Years Foundation Stage staff to enable them to plan activities that support children's independent learning.
  
- Ensure all staff contribute fully to the evaluation of the school and future target setting by:
  - enabling them to understand and contribute to the vision and direction of the school
  - delegating responsibilities to more staff to develop their management skills.

## Outcomes for individuals and groups of pupils

2
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From their starting points, the majority of pupils make good or better progress through the school and their attainment is above average. The focus on improving skills in mathematics means that progress seen in lessons is good and sometimes better. In lessons, pupils make good progress because tasks are well matched to their abilities and needs. This includes for those pupils with special educational needs and/or disabilities, who are provided with tasks that are appropriately adapted and supported. A practical approach, using for example chocolate squares, meant that pupils enjoyed learning about equivalent fractions and worked with others to problem solve, independently of the teacher. Good strategies are embedded so that pupils are confident to attempt more difficult work and they support each other in finding a solution. While they know the staff will help them if they need it, pupils' independence is very effectively developed. Pupils enjoy their learning and their achievement is good.

Pupils are extremely knowledgeable about safety and know how the school supports their well-being. They are articulate and passionate about e-safety and looking after each other. Pupils enjoy good opportunities to take on significant responsibilities as 'Eco warriors', play leaders, prefects, librarians and school council members. Their involvement with the governing body and staff, in evaluating aspects of the school, is developing. Pupils get along very well and are particularly sensitive to the complex needs of some of their peers. Pupils are developing their understanding of the beliefs and lifestyles of pupils from different backgrounds. For example, they enjoyed singing with pupils from many different backgrounds and participate in local and national events. Pupils demonstrate strong awareness of the school's links with

Kenya and talk knowledgeably about the cities in Kenya. Their spiritual, moral, social and cultural development is good. Art and music are strong at the school and the art work displayed is of high quality. The drumming club and various other musical activities are popular and pupils thoroughly enjoy them. Pupils are passionate about fund raising and take part in organising class charities for causes closely linked to the Eco curriculum such as endangered animals, Fairtrade and the RSPCA, thereby developing enterprise skills. They enjoy using information and communication technology during lessons and competently 'check out' books on the library computers.

*These are the grades for pupils' outcomes*

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

## How effective is the provision?

Work is well matched to pupils' different needs through imaginative learning opportunities. Learning is well paced and lessons are lively and cover diverse topics so pupils are interested and make good progress. Enthusiastic delivery by teachers develops very positive attitudes to learning, for example, cross-curricular writing lessons are skilfully planned to stir pupils' imagination. Marking, pupils' individual targets, and the comments teachers make about their work help pupils know what they need to do next. However, responses by pupils to teachers' comments are infrequent. The 'gold book' is an effective record of the progress that pupils make in writing. Pupils have the opportunity to contribute to the assessment of their own work through self-assessment strategies, such as 'thumbs up', and they also sensitively comment on each other's work.

The curriculum is extended to make good use of cross-curricular links and pupils' interests. Pupils learn about the environment, for example, through the 'wetlands' project. The links that the school has with Kenya are of high quality and contribute well to learning and pupils' well-being. Links with parents and carers, the community, partners and with local businesses have helped to inspire pupils to have high aspirations. The wide range of enrichment opportunities is popular and uptake is good. Pupils enjoy the cookery club, gardening club and a wide range of other clubs, and 'Diddy Dancing' is very popular, where younger children can dance together.

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

Care, guidance and support are excellent because all staff promote high expectations of behaviour, manners and respect. Pupils respond very well to this and consequently show high levels of respect. Pupils who are experiencing difficulties in their lives, or having a difficult day, are very swiftly and sympathetically supported by staff and other pupils. Staff recognise their place as a lead agency in seeking the correct guidance for pupils and families and are tenacious in their pursuit of support for all pupils. Transition arrangements are very well organised and the integration of the new cohort in Reception has been admirably managed to ensure existing and new pupils are comfortable and reassured.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</b>
Taking into account: The use of assessment to support learning	2
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>1</b>

## How effective are leadership and management?

The determined and well-focused leadership in the school ensures there is an ambitious vision for the ongoing development of the school. Senior leaders and managers are passionate about giving every pupil the best possible opportunity to succeed. All staff are committed to this vision, but as yet not all are fully involved in the school's processes of identifying areas of development, and so do not contribute as much to that vision as they could. The extent to which the school promotes equality of opportunity is good.

Improvements are carefully considered, strategically planned and then energetically implemented. This has led to steady improvement. The impact on outcomes for pupils is beginning to be evident through the school. Monitoring of teaching and learning is well organised and highly effective in identifying strengths and areas where support or training is needed. As a result, teaching is good and staff are keen to work together to make teaching outstanding. Senior leaders and managers are implementing strategies to ensure all staff develop the skills necessary for successful school evaluation.

Engagement with parents and carers is good. Parents and carers are encouraged to attend events and assemblies. The proportion of parents and carers who actively engage with the school and with their children's learning is continually growing. The impact of the school in developing community cohesion within the local, national and international community is good. As a result, diversity is well promoted, discrimination is not tolerated, and staff are effective in ensuring that they build attitudes of respect and understanding in the pupils.

Members of the governing body are well informed and bring a range of expertise to ensure the school is efficiently run. They ensure that policies and procedures are in place. At the time of the inspection, all safeguarding requirements were met well and rigorous risk assessment, effective partnership working and vigilant supervision

ensure pupils' ongoing protection. The governing body is developing strong links with the teachers and pupils, and has 'adopted' a class. Members are clear about the direction of the school and how they can challenge and support the school. The governing body is monitoring closely the impact of the new Reception cohort and the children's smooth integration into the school. It is aware that some parents and carers remain concerned about this and has ensured that they are well informed.

*These are the grades for the leadership and management*

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

## Early Years Foundation Stage

The bright, busy atmosphere of the Early Years Foundation Stage means that children enjoy their learning. Older children are encouraged to develop their independence and make good progress because the provision of activities and opportunities is good. Staff ensure all areas of learning are covered, both indoors and outdoors. Recent improvements have taken place because the leadership is good, and staff work well as a team. Children independently learn and problem solve together as they make models together using 'junk' or write letters in the 'home' area, but this practice is not reflected in the Nursery. Children are happy in the Nursery because staff take good care of them and they enjoy many of the activities. However, their learning slows when opportunities are missed for them to implement their own ideas and to develop their independence as learners. Children show good levels of enjoyment as they use the interactive whiteboard or play with construction toys and they thoroughly enjoy playing in the igloo.

Staff work well with parents and carers. Good records of children's learning inform further planning and are used to communicate with parents and carers. This information is also used to ensure that children with special educational needs and/or disabilities are swiftly identified. The staff work well with appropriate partners to clarify and provide support to help children overcome difficulties.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation stage</b>	<b>2</b>
Taking into account:	2
Outcomes for children in the Early Years Foundation Stage	2

The quality of provision in the Early Years Foundation Stage The effectiveness of leadership and management in the Early Years Foundation Stage	2
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## Views of parents and carers

The number of questionnaires from parents and carers received by the inspection team represented just over half of the pupils. The large majority agreed or strongly agreed with most of the statements.

A very small minority of parents and carers expressed dissatisfaction in the information given to them about the new cohort in Reception and the way in which the school's leaders managed this event. This was investigated carefully during the inspection and inspectors' findings are included in the report. The school demonstrates that all complaints and concerns are taken seriously and investigated. Responses to parents and carers are appropriate and investigations thorough.

A small minority of parents and carers were unsure that their children are making enough progress, or that the school deals effectively with unacceptable behaviour. Analysis of the school's records of pupils' progress and lessons observed shows that progress is good for the very large majority of pupils. Inspectors found that the school has good strategies to support and manage the behaviour of all pupils.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at James Brindley Community Primary 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 149 completed questionnaires by the end of the on-site inspection. In total, there are 270 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	104	70	41	28	2	1	1	1
The school keeps my child safe	110	74	36	24	1	1	1	1
The school informs me about my child's progress	81	54	56	38	7	5	2	1
My child is making enough progress at this school	85	57	53	36	5	3	1	1
The teaching is good at this school	91	61	53	36	2	1	1	1
The school helps me to support my child's learning	81	54	59	40	5	3	2	1
The school helps my child to have a healthy lifestyle	88	59	55	37	5	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)	72	48	59	40	2	1	2	1
The school meets my child's particular needs	86	58	56	38	4	3	0	0
The school deals effectively with unacceptable behaviour	65	44	63	42	8	5	2	1
The school takes account of my suggestions and concerns	61	41	62	42	13	9	2	1
The school is led and managed effectively	65	44	67	45	10	7	1	1
Overall, I am happy with my child's experience at this school	99	66	43	29	1	1	2	1

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	43	47	10	0
Primary schools	6	46	42	6
Secondary schools	14	36	41	9
Sixth forms	15	42	41	3
Special schools	30	48	19	3
Pupil referral units	14	50	31	5
All schools	10	44	39	6

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 is for the period 1 September 2010 to 08 April 2011 and are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 2010/11 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"> <li>■ The school's capacity for sustained improvement.</li> <li>■ Outcomes for individuals and groups of pupils.</li> <li>■ The quality of teaching.</li> <li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li> <li>■ The effectiveness of care, guidance and support.</li> </ul>
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.**



17 November 2011

Dear Pupils

**Inspection of James Brindley Community Primary School, Worsley M28 7HE**

Thank you for the warm welcome you gave us and for telling us what you think about your learning and your school. We thoroughly enjoyed seeing the exciting work you were doing. We looked at many things in your school and have judged that it is a good school. These are some of the things we found.

The leaders and managers of your school have made sure that your school continues to improve and as a result, the teaching is good, and you make good progress. The topics you study are interesting, and you told us that teachers make the lessons fun, so you like coming to school. Consequently, your attendance is high. Well done; you can be very proud of this! Although many of you have joined the school in a new class this year, you get along very well. Your behaviour is always outstanding and the school has very good ways to help you remember what you should do. The teachers show excellent care for you. You are good at helping each other and you take on some very difficult responsibilities, like school council and prefects, very well. You are very knowledgeable about how to keep yourselves safe, especially when using the computers. The art and music around the school is very good and the inspectors particularly enjoyed the drumming, singing and 'Diddy Dancing'!

We know that your headteacher, governing body and teachers want the school to be even better. We have asked the school to help younger children to be more independent in the Early Years Foundation Stage. We have asked that all teachers are involved in evaluating how good the school is and what needs to be done to make it even better.

You can be proud of the important part you play in making your school such a happy and friendly place to learn. We wish you every success for the future.

Yours sincerely,

Sarah Quinn  
Lead Inspector

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