

James Brindley Community Primary School

Inspection report

Unique Reference Number	105918
Local Authority	Salford
Inspection number	287365
Inspection dates	27–28 June 2007
Reporting inspector	Margaret Lewis

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	3–11
Gender of pupils	Mixed
Number on roll	
School	231
Appropriate authority	The governing body
Chair	Cllr B Pennington
Headteacher	Mrs C Ward
Date of previous school inspection	13 January 2003
School address	Parr Fold Avenue Walkden Worsley Manchester Lancashire M28 7HE
Telephone number	0161 7908050
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Age group	3–11
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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

James Brindley is an average sized school. Most pupils come from a favourable social - economic background and a below average proportion of pupils are eligible for free school meals. Almost all pupils speak English as their first language and the vast majority are of White British heritage. The proportion of pupils with learning difficulties and/or disabilities is below average and the school has a few looked after children. It holds the Investors in People Award.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

This is a good school, with outstanding features in pupils' personal and social development and in the way they are cared for, supported and guided. The inspection confirmed the school's view of how effective it is and that it gives good value for money. Parents are kept well informed and the great majority of parents are very happy with the school and all the opportunities it offers to their children.

The headteacher, supported by an enthusiastic senior management team, staff and governors, provides very good leadership in creating a welcoming, bright and well kept school where all pupils are valued and helped to grow into articulate, mature, well-mannered individuals. Children clearly love their school, are very happy there, showing a high level of enthusiasm for all activities. Consequently, attendance is above average and punctuality is good. Pupils' behaviour is excellent. They are polite, friendly and considerate towards each other. As one pupil said, 'Someone will always come and see if you are alright if you fall down or are on your own.' Good academic and social skills ensure that pupils are well prepared for their economic future and life as responsible citizens. Pupils have a very good understanding of conservation issues and an excellent knowledge of the importance of keeping themselves safe and healthy. This is well demonstrated by the large number of pupils attending the pre-school keep fit sessions each morning and in the choice of healthy options at lunchtimes. The very good range of enrichment activities offered by the school of clubs, many visits including a residential visit, and visitors into school makes their learning interesting.

Good teaching and a good curriculum ensure that pupils achieve well and attain standards that are above average. Pupils have good oral skills and very good attitudes to work. They say, 'We work hard and we play hard and enjoy our lessons.' Teachers plan lessons and their assessment well to make learning enjoyable and meaningful. In science, pupils enjoy the regular 'Eureka Days' which contribute well to teacher assessment and provide sustained opportunities to engage in scientific investigations. However, marking of pupils' work is inconsistent between classes. Although some is good, some does not give pupils enough help. Children progress well in the Foundation Stage due to good provision. Good progress continues through Key Stage 1 where standards are consistently average and are improving, especially in writing. In Key Stage 2, although there is an upward trend overall, the pattern of progress and standards dropped a little in 2005. Rigorous actions, put in place by the leadership team in English and mathematics, recovered standards in 2006 to be significantly above average overall. The work of the current Year 6 pupils and assessment information show that standards are similar, although fewer pupils may reach the higher levels in English and mathematics than in 2006.

Many parents commented on the high level of care shown towards their children along with the good provision for pupils with learning difficulties and/or disabilities. The school has very good systems for assessment that track and monitor pupils' progress carefully. Those with learning difficulties and/or disabilities, and the small number who speak English as an additional language, are well supported so that they make good progress. The two issues from the last inspection have been successfully dealt with. The strong commitment of staff and the leadership and management team shows that the school has a good capacity for further improvement.

What the school should do to improve further

- Accelerate the levels of progress of more able pupils so that more reach the higher levels in English and mathematics.

- Ensure that marking is consistent in helping pupils to improve their work.

Achievement and standards

Grade: 2

Achievement is good. All pupils make good progress throughout the school as they build well on their previous learning. By the end of Year 6, standards are significantly above average in English and mathematics, and average in science. Pupils with learning difficulties and/or disabilities make good progress and achieve well, in some cases reaching the nationally expected level in English and mathematics. Over the past four years, standards have fluctuated but generally show an upward and improving trend. The school met its challenging targets in English and mathematics in 2006 and is likely to do so for 2007, although a smaller proportion of pupils in Year 6 are expected to reach the higher levels in English and mathematics.

Children start in Nursery with a wide range of attainment that is broadly average overall but varies from year to year. They make a good start in the Foundation Stage so that by the end of Reception, they are above average in some areas such as personal and physical development, although literacy and mathematical development is average. Good progress continues in Key Stage 1 so that by the end of Year 2, they are in line with national averages in reading and mathematics and above average in writing. Results in both key stages dipped slightly in English over recent years but, as a result of a whole-school priority on reading, writing and drama, these are now showing a recovery.

Personal development and well-being

Grade: 1

The school places a high emphasis on promoting positive relationships and mutual respect. As a result, behaviour and relationships between pupils and between pupils and adults are outstanding. They show a high level of courtesy to each other and to visitors. Pupils have an excellent knowledge of what it means to lead a healthy lifestyle, and the school has achieved the Healthy Schools National Standard. The 'Eco Warriors' initiative has enabled the school to achieve the Eco Schools Silver standard and pupils are proud of their achievements in promoting more sustainable lifestyles. This supports their excellent personal development and enables them to make a positive contribution to their community.

Pupils enjoy their learning and have first rate attitudes to their work. They appreciate the wide range of additional sporting and creative opportunities available to them and say that they feel very safe in school. Pupils' spiritual, moral, social and cultural development is good with cultural awareness being very effectively promoted through links with other European countries. Money is raised for local and national charities using the pupils' ideas. Special responsibilities such as the prefect system and the introduction of a playground leader scheme provide them with very good opportunities to develop responsible attitudes in preparation for adult life.

Quality of provision

Teaching and learning

Grade: 2

The quality of teaching and learning is good, with examples of outstanding teaching. The best teaching is enthusiastic and lively, based on secure knowledge of the curriculum and how pupils learn best. In these lessons, teachers have high expectations of pupils' learning and behaviour,

and relationships are excellent. Such lessons move at a brisk pace, with resources fully used and all pupils challenged to achieve well. However, in some lessons, pupils' work is not always tailored precisely enough to all their needs, especially those of the more able pupils. Some marking of pupils' work is good but the quality is inconsistent between classes. Support from teaching assistants is very effective and enables all pupils to take part in lessons, including those with learning difficulties and/or disabilities. Parents appreciate the work that all the staff do to promote the learning and well-being of their children.

Curriculum and other activities

Grade: 2

The curriculum meets statutory requirements and makes a good contribution to pupils' progress and personal development. There is an impressive range of additional sporting and creative activities, such as daily early morning keep fit sessions, a drama club, a school band and choir. The Foundation Stage makes provision for all areas of learning and the outdoor areas offer scope to provide a good range of experiences, although they could be used more extensively for free play throughout the day. The youngest children enjoy singing and speaking in French and they are confident learners.

A start has been made on building creativity and relevance into the curriculum, in particular, through the school's 'Salford Wall' project, which enables pupils to learn more about local history and make links to national events. Residential trips and visits to museums, places of worship and local businesses bring the curriculum more alive for pupils. Information and communication technology is used well for demonstration in lessons and to enhance the curriculum.

Care, guidance and support

Grade: 1

The school takes extremely good care of its pupils and all the required procedures are firmly in place. Staff are vigilant about risk assessment and child protection procedures are robust. Pupils say that they feel safe and secure in school and are looked after very well. Parents are pleased with the care their children receive. Pupils are confident that they can rely on staff to be fair, helpful and encouraging and there is always at least one person they can talk to. There is very good provision for pupils with learning difficulties and/or disabilities. It works very well with outside agencies. The school holds the Basic Skills Quality Mark. Academic support and guidance are good because systems for tracking pupils' progress are thorough and result in targeted action being taken.

Leadership and management

Grade: 2

Since the last inspection the headteacher has moved the school forward with the good support from the deputy headteacher, senior management team and governors. Standards have risen overall and pupils achieve well. School evaluation is mostly accurate. The school has undergone extensive refurbishment and pupil numbers have increased. Recent staff changes and appointments have been well handled and subject leaders are beginning to develop their roles effectively. The budget is very well managed and the school is very well resourced. Good partnerships with outside agencies, particularly for pupils with learning difficulties and/or

disabilities, those with English as an additional language and with the local secondary school help pupils make good progress. The school takes full account of parents', pupils', staff and governors' views and acts upon them. Consequently, priorities for improvement are agreed.

Individual progress is tracked from term to term and year to year to enable intervention to take place for pupils when needed. Senior staff monitor the effectiveness of teaching effectively and analyse pupils' test results and teacher assessments thoroughly and regularly. As a result, the school knows what needs to be done to raise standards further and plans effectively in these areas.

Governance is good. Governors are kept well up to date and informed closely about the school's performance. They also know about the school through involvement with its life and its work enabling them to play an effective part in the management of the school.

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Annex A

Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	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
How well does the school work in partnership with others to promote learners' well-being?	2
The quality and standards in the Foundation Stage	2
The effectiveness of the school's self-evaluation	2
The capacity to make any necessary improvements	2
Effective steps have been taken to promote improvement since the last inspection	Yes

Achievement and standards

How well do learners achieve?	2
The standards ¹ 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 disabilities make progress	2

Personal development and well-being

How good is the overall personal development and well-being of the learners?	1
The extent of learners' spiritual, moral, social and cultural development	2
The behaviour of learners	1
The attendance of learners	2
How well learners enjoy their education	1
The extent to which learners adopt safe practices	1
The extent to which learners adopt healthy lifestyles	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

How effective are teaching and learning in meeting the full range of the learners' needs?	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?	1

¹ 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.

Annex A

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	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 performance is monitored, evaluated and improved to meet challenging targets	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	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

Text from letter to pupils explaining the findings of the inspection

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

Thank you very much for your help when we inspected your school. You made us so welcome and you were especially polite that it was a delight to be with you. We enjoyed seeing your lessons, looking at your work and talking to you. I would like to say a special thank you to the members of the school council who came to talk about school life and to those of you who talked to the inspectors at lunchtime and as we went around the school.

All the adults in your school look after you very well. They work exceptionally well to help you grow into responsible and mature young people. You learn to care for each other, the environment and how to keep yourselves safe, fit and healthy. We were very impressed by the keep fit sessions that you enjoy before school each day and so pleased to see how keen you all are to take part!

You enjoy your lessons, behave extremely well and do a lot of work so that you achieve well. The teachers make your lessons interesting and teach you well. There are plenty of after school clubs for you to enjoy and lots of visits to interesting places. Your headteacher leads the school very well. She and your teachers know exactly how each of you is doing. The headteacher is proud of you all, encourages you to work hard but also wants you to enjoy school life especially in sports and in learning about your local history.

You do well in your school results but we would like you to do even better so that more of you reach the higher levels in tests. I'm sure you will try to do this. We have asked the teachers to make sure that when they mark your work they consistently tell you how you can improve it even more.

We hope you keep on working hard and enjoying school.