

# Flixton Infant School

## Inspection report

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<b>Unique Reference Number</b>	106319
<b>Local Authority</b>	Trafford
<b>Inspection number</b>	309096
<b>Inspection date</b>	15 May 2008
<b>Reporting inspector</b>	Geoffrey Yates

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>	3-7
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	232
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs Jane Horsfall
<b>Headteacher</b>	Mrs Irene Cooke
<b>Date of previous school inspection</b>	26 January 2004
<b>School address</b>	Mardale Avenue Flixton Manchester Lancashire M41 5SA
<b>Telephone number</b>	0161 7482871
<b>Fax number</b>	0161 7482871

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## Introduction

The school was inspected by an Additional Inspector. He evaluated the overall effectiveness of the school and investigated the following issues: whether current standards were as high as those in previous years; the school's efforts to ensure pupils used their basic skills well in other subjects; the use of assessment information, and the quality of the school's provision for pupils' personal development. Other aspects of the school's work were not inspected in detail, but the inspector found no evidence to suggest that the school's own assessments, as given in its self-evaluation, were not justified, with the exception that the judgement on the Foundation Stage was overgenerous. These other judgments have been included where appropriate in this report.

## Description of the school

Flixton Infant School is a larger than average infant school with its own nursery. The school serves an urban area of owner-occupied properties in the outskirts of Urmston. A below average proportion of pupils has learning difficulties and/or disabilities. Most pupils are of White British heritage. A below average proportion of pupils is eligible for free school meals. The school has achieved many awards including the Healthy Schools' Award and Sports Activemark award.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 1

This is an outstanding school where pupils thrive both academically and socially. As well as making outstanding progress, pupils reach standards which are well above average. The key to the school's success is excellent leadership and management that leave no stone unturned in providing the best possible opportunities for

pupils to achieve outstandingly well. All members of staff encourage pupils' personal as well as academic development very well and ensure that work is interesting. Academic standards continue the five-year trend of being well above average in reading, writing and mathematics. However, this school offers far more than academic excellence. For example, the school has received the silver Eco award celebrating the importance it gives to developing in children the need to care for the environment. Pupils' personal and social development and the care that the school provides are both of an excellent quality. As a result, pupils look forward to school and are a delight to talk to. They are keen to learn and join in all activities enthusiastically. Attendance is above average and the school is over subscribed. Most parents are very happy with what the school provides. One parent's comment sums up the view of many, 'A great school, great teachers and a very happy and caring environment.'

Pupils' attainment when they enter Year 1 is above that typical for the age group. Pupils make excellent progress and as a result, standards in reading, writing and mathematics are well above average by the end of Year 2. Pupils of all abilities, including those with learning difficulties and/or disabilities, achieve well in this inclusive school. The school's assessment records and the standards seen in the pupils' work show that current pupils are achieving outstandingly well and the very high standards have been maintained at the end of Year 2.

Pupils' personal development is a key priority for the school. Pupils' spiritual, moral social and cultural development is outstanding. They have a very good knowledge of the need to not waste materials and talk with great enthusiasm about the importance of recycling materials. Behaviour is exemplary and pupils are polite and helpful. They are confident that the adults in school listen to their views. The Healthy School award and Sports Activemark award show the high priority given to promoting pupils' understanding of keeping healthy and safe. Pupils explain why eating sensibly is so important and how regular exercise is necessary to keep fit. They join in enthusiastically with the lunchtime sporting activities ably led by pupils from the local junior school. They know not to speak to strangers and say they feel very safe in school, 'because the teachers look after us'. School council members are proud of 'their' school. Members of the 'Friendship Team' say, 'we make sure everybody has a friend'.

Teaching and learning are outstanding. High quality relationships in the classroom lead to pupils really enjoying their lessons and valuing the progress they make. Pupils enjoy their learning because they are presented with stimulating work and given good quality information about how well they are doing. For example, those pupils with individual education plans can readily understand what they need to do to improve because the plans are written in such a way as to make them very meaningful to them. Teachers' planning takes into account what pupils know and can already do, and lessons are tailored well to challenge all pupils at their appropriate level. For example, pupils in Year 1 responded well to the challenge of writing about the exploits of 'Pirate Pete,' with a range of tasks carefully designed to stretch pupils' skills. Excellent questioning, high expectations, good use of teaching assistants, and very well planned classroom management are all features of very successful teaching.

The school provides an excellent curriculum that gives pupils interesting and exciting opportunities to learn. The focus on developing basic skills is successful in ensuring pupils attain very high standards. Well planned study units ensure that pupils are given an abundance of opportunities to use their skills very well in other subjects. For example, as part of a visit to the Trafford shopping centre pupils interpret a plan of the centre in order to identify various areas. They use their writing skills very well in descriptive accounts of their visit to a local war memorial. The daily timetabled reading sessions provide valuable opportunities for pupils to enjoy reading. These sessions undoubtedly contribute to the very high standards of reading that pupils achieve. High standards in basic skills, combined with well developed personal skills, ensure that pupils are very well prepared for the next stage of their education. The school is developing some excellent cross-curricular links. Pupils particularly appreciate the opportunity to use their artistic skills. They are rightly proud of the Mexican masks they have created. The care, guidance and support provided for pupils are outstanding. Support staff provide good encouragement and assistance, so pupils with learning difficulties and/or disabilities are included in all lessons and achieve well. Very good procedures for assessing and tracking pupils' progress are in place. The information is used effectively to ensure pupils make the progress they should.

Leadership and management are outstanding because the headteacher and the recently reorganised senior leadership team know the school very well. The headteacher provides strong determined leadership and management and ensures that the pupils entrusted to her care receive the best possible learning opportunities. The school's evaluation of itself is accurate and is firmly based on excellent strategic planning. The school's development plan is firmly focused on continuous improvement. Governance of the school is very strong. The governors are knowledgeable about the school because they are kept well informed, and this enables them to be both supportive and challenging. The school gives excellent value for money and its capacity to make further improvement is outstanding.

## **Effectiveness of the Foundation Stage**

### **Grade: 2**

Children enjoy school, and work and play together well. Good attention is given to developing pupils' basic skills. Pupils are keen to learn and concentrate well, as witnessed to the attention a group of Nursery children gave to looking at a frog that had been found in the school grounds and temporarily brought into the classroom. Older pupils clearly enjoyed the opportunities provided to develop their skills as veterinary surgeons in the role play area. Skills on entry are in line with those typically found for children of the same age nationally. As a result of good teaching, achievement and progress are good. By the time they leave the Reception class most children are exceeding the level expected for their age. Management of the curriculum is good, as is the quality of teaching and learning. All adults have a good understanding of all the required areas of learning and of how young children learn. Teachers maintain good records of progress for each child. Strategies recently introduced to further develop the effectiveness of the Foundation Stage are starting to work well and are bringing about planned improvements. However, in spite of the school's efforts to improve the use made of the school's outside area, there is still room for improvement. At times, the use of the area is restricted to only a half hour session per day, which places severe limitations of the way it supports pupils' learning.

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

- Ensure more effective planned use is made of the school's outside area by pupils in the Foundation Stage.

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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?	1
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?	1
The effectiveness of the Foundation Stage	2
The capacity to make any necessary improvements	1

### Achievement and standards

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

### 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	1
The extent to which learners adopt healthy lifestyles	1
The extent to which learners adopt safe practices	1
How well learners enjoy their education	1
The attendance of learners	2
The behaviour of learners	1
The extent to which learners make a positive contribution to the community	1
How well learners develop workplace and other skills that will contribute to their future economic well-being	1

### The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	1
How well do the curriculum and other activities meet the range of needs and interests of learners?	1
How well are learners cared for, guided and supported?	1

<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.

## Annex A

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	1
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1
How effectively leaders and managers use challenging targets to raise standards	1
The effectiveness of the school's self-evaluation	1
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1
How effectively and efficiently resources, including staff, are deployed to achieve value for money	1
The extent to which governors and other supervisory boards discharge their responsibilities	1
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**

What a lovely school you attend!

Thank you so much for the very warm welcome you gave me when I inspected your school last week. I was really impressed with the confident and enthusiastic way you talked about all the excellent things your school provides for you. I loved seeing you enjoying interesting lessons and was very impressed with the masks you have made in your artwork. I really enjoyed talking to a group of Year 2 children who gave up part of their lunchtime on a lovely sunny day to talk to me.

This is what I have said about your school in my report:

- Flixton Infant School is an outstanding school and it is led and managed exceptionally well
- your achievement is outstanding and you reach well above average standards by Year 2
- you are exceptionally well cared for, guided and supported
- children in the Nursery and Reception classes make good progress
- teaching and learning, your personal development and the range of subjects you study are all outstanding.

This is what I have asked your school to do now:

- give younger children more opportunities to use the outside area to support their learning.

I know that you and your parents really appreciate what an excellent school yours is. Please continue to attend school regularly and work with your teachers to achieve the very best you can.