

Lewis Street Primary School

Lewis Street, Patricroft, Eccles, Manchester, Lancashire, M30 0PU

Inspection dates 1–2 July 2014

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Teaching is good. In mathematics it is outstanding. As a result pupils make good progress in lessons and over time.
- By the end of Year 6, standards in mathematics are above average and broadly average in reading and writing. Pupils' progress from their various starting points is outstanding in mathematics and good in English.
- Carefully tailored support for pupils with special educational needs and those supported by pupil premium funding enables these pupils to make good progress and participate fully in all activities.
- The school's own evaluation of its work is accurate and based upon the rigorous analysis of pupils' progress. This information is used well by senior leaders to improve the quality of teaching and pupils' achievement.
- Behaviour is good and attendance is broadly average. Pupils have positive attitudes towards their learning, enjoy coming to school and have good relationships with each other and with adults. They feel safe in school. Pupils with particular behaviour needs make significant improvements in their behaviour and are able to learn effectively alongside their classmates.
- Strong links with the partner school enable teachers and leaders to share good practice and provide effective opportunities for them to develop their roles through collaboration.
- The school's commitment to equality of opportunity and the good promotion of pupils' spiritual, moral, social and cultural development enables them to thrive in a very supportive learning community.

It is not yet an outstanding school because

- Teaching is not yet outstanding in all subjects. Work is not always precisely enough matched to pupils' capabilities so that they do not always achieve their full potential.
- Pupils are not always given the precise guidance they need to improve their work, particularly their writing.
- Subject leaders are not yet fully involved in driving improvement in teaching and learning in their subjects and across the wider curriculum.

Information about this inspection

- Inspectors observed 16 lessons and made short visits to other activities led by teachers and trained assistants, including 'The Leaf', resource unit. Six of these observations were carried out jointly with the executive headteacher and the head of school.
- Two groups of pupils met with inspectors. Discussions were also held with staff, including senior leaders. Meetings were conducted with the Chair and Vice Chair of the Governing Body and with a representative from the local authority.
- There were too few responses to the online questionnaire (Parent View) but inspectors took into account parents' responses to recent parental surveys carried out by the school and 17 responses to the staff questionnaire.
- Inspectors scrutinised pupils' work with senior leaders and read a range of documents. These included documents about the school's strategies to enable leaders to gain an accurate view of its performance, school-improvement plans, pupils' current progress, policies and records on safeguarding, behaviour and attendance.

Inspection team

Judith Tolley, Lead inspector	Additional Inspector
Stephen Helm	Additional Inspector
David Fann	Additional Inspector

Full report

Information about this school

- Lewis Street is a smaller than average-sized primary school.
- The proportion of pupils from minority ethnic groups is above average, as is the proportion of pupils who speak English as an additional language.
- The proportion of pupils supported by pupil premium funding (additional funding for pupils known to be eligible for free school meals and those looked after by the local authority) is much higher than that usually found.
- The proportion of pupils supported at school action is well-above average as is the proportion supported at school action plus or with a statement of special educational needs.
- The school has a number of awards including Healthy School status.
- The school meets the government's current floor standards, which are the minimum expectations for pupils' attainment and progress in reading, writing and mathematics.
- Since the previous inspection there have been changes in staff; several new teachers, including some middle leaders have joined the school. Since September 2012 the school has worked in partnership with Christ Church, Church of England Primary School with an executive headteacher overseeing the work of both schools.
- The school has a Behaviour, Emotional and Social Development resource provision, 'The Leaf', which caters for Salford pupils in Early Years Foundation Stage and Key Stage 1. It also hosts a confidential counselling service, 'Place2Be', which is available for both parents and pupils twice a week.

What does the school need to do to improve further?

- Improve teaching so that it is consistently outstanding across the school and thereby raise pupils' standards of attainment and increase the rate of progress they make in English by:
 - ensuring pupils are always given an appropriate level of challenge, whatever their ability
 - making sure pupils are always given precise guidance about how to improve their work, particularly the accuracy of their writing.
- Further develop the role of middle leaders by ensuring they are fully involved in improving teaching and learning in their subjects to achieve the high level of consistency that already exists in mathematics.

Inspection judgements

The achievement of pupils is good

- The proportion of pupils making and exceeding the progress expected of them from their starting points compares favourably with national figures. Many children enter the school in the Early Years Foundation Stage with skills and knowledge well below those typical for their age. They make good progress during the Early Years Foundation Stage, particularly in their speaking, listening, personal development and in their reading and writing. As a result many enter Year 1 with skills that are close to those typical for their age and are confident learners, well prepared for the Key Stage 1 curriculum.
- Overall, pupils make good progress from their individual starting points. They make outstanding progress in mathematics. By the end of Year 6, standards in reading and writing are broadly average and in mathematics they are above average.
- Work seen during the inspection indicates that standards have risen since the previous inspection and the rate of pupils' progress has increased so that the proportion of pupils making more than the progress expected of them has also increased.
- The most able pupils usually make outstanding progress from their starting points in mathematics and good progress in reading and in writing, with some reaching the highest levels by the end of Year 6. However, there is scope to provide even more challenge for these pupils in their writing.
- Pupils write effectively for a variety of purposes and audiences and use a good range of vocabulary and structures. However, inaccuracies in spelling and occasional poor presentation sometimes mar their work.
- Progress in reading is good. Pupils are taught phonics (letters and the sounds they make) effectively and are able to apply their knowledge in reading and writing.
- Pupils of all ages, even the youngest, are enthusiastic about their reading. By the end of Year 6, most pupils read a variety of texts with a good level of fluency and understanding. Most are able to talk in detail about what they have read, and can talk about books they have enjoyed.
- Disabled pupils and those with special educational needs make the same good progress as their peers as a result of the extra help they are given, according to need, both in class and in groups. Pupils who are at the early stages of learning to speak English as an additional language make good progress because of the extra help they receive and the strategies used across the school to help them extend their vocabulary and develop their confidence in speaking.
- The extra support, such as extra help in the classroom and support from teaching assistants, that the school provides with the additional funding for pupils eligible for the pupil premium enables these pupils to reach their targets and to make the same good progress as their peers. Gaps between the attainment of pupils known to be eligible for free school meals in English and mathematics and their classmates have closed. They reach the same standards as other pupils.

The quality of teaching is good

- Teaching is typically good across the school and there are examples of outstanding practice, particularly in mathematics.
- Whole class, group and paired activities effectively increase pupils' confidence and their speaking skills. For instance, pupils regularly work in groups and pairs to share ideas and to hone their story telling skills. Pupils who speak English as an additional language rapidly improve their understanding and their speaking skills in English in this way.
- The imaginative use of video clips and other resources engage pupils' interest and deepen their knowledge and understanding. For example, pupils immediately understood more about ancient Roman life by watching a video which took them on a tour of a typical Roman villa.
- In Reception and Nursery, activities such as acting out a story about a pirate are designed not only to interest children but to effectively extend their learning.

- Teachers and teaching assistants work well together and ask pupils searching questions to see how much they have understood, and practical activities enable them to experience things for themselves. Year 2 pupils made swift progress with their addition of tens and units because activities were very well matched to their needs. Demonstrations about how to put their calculations on paper were very easily understood because they were linked directly to practical activities they had completed themselves. However, this is not always the case. On occasions, pupils find tasks too easy or too difficult because work is not always precisely matched to their capabilities.
- Pupils' work is marked regularly and, particularly in mathematics, there are examples of outstanding practice. Where this is the case information about pupils' progress determines next steps for individual pupils and this feeds directly into lesson planning. Pupils themselves maintain a dialogue with teachers about what they need to do next and are given extra challenges to complete. However, in English and in other subjects, marking and advice is not always to this high standard. Pupils do not always receive the specific guidance they need to help them improve their writing, particularly their presentation and the accuracy of their spelling.
- Reading is taught effectively and even the youngest take pleasure in applying their knowledge of phonics to read and write words and simple sentences or read out what they have written.
- The impact of teaching on pupils' spiritual, moral, social and cultural development is good and pupils' moral and social development is particularly strong. Pupils have frequent opportunities to increase their understanding of cultures and languages other than their own.

The behaviour and safety of pupils are good

- The behaviour of pupils is good. The school's work to keep both pupils and staff safe is also good.
- Pupils are courteous and considerate to each other and work and play very well together. They take responsibility very seriously and are proud of their contribution to the school, for example as school councillors and as anti-bullying ambassadors and mentors for other children.
- Pupils work responsibly and with enthusiasm. They support each other well, for example, when working with a partner. They listen carefully to others and respect each other's views.
- Pupils have very good relationships with adults. Pupils feel safe and are confident that any poor behaviour is dealt with promptly and effectively. They are aware of the different forms of bullying, such as name-calling and cyber-bullying that can take place and know how to deal with it.
- Children joining the Early Years Foundation Stage settle down well to routines, learn to take turns and play together well. They enjoy the exciting range of activities, such as those about the seaside and pirates, planned for them to help them learn both inside and in the outdoor area.
- Pupils know how to stay safe and have a good understanding of the importance of a healthy lifestyle. They are enthusiastic about the wide range of extra-curricular activities, including sport and competitions, that are provided and which have a positive impact on their health and well-being.
- Attendance is broadly average. It has improved over the last three years and persistent absence has decreased as a result of the school's work with families whose children do not attend regularly enough.
- Pupils who may have challenging behaviour are supported very effectively to make good choices in 'The Leaf' resource unit and, as a result, they are able to learn effectively and make good progress alongside their classmates. Incidences of poor behaviour are very rare.

The leadership and management are good

- The executive headteacher and the head of school have an accurate understanding of the strengths of the school and what could still be improved. This is based on a rigorous and regular analysis of the progress pupils make. Underachievement is rapidly identified and remedied.

There are frequent meetings to check the progress of all pupils both through assessment information and through the work in their books.

- Senior leaders provide very clear direction and there are detailed plans focused on raising standards and improving teaching and learning further. They make excellent use of the very strong links with their partner school to spread and share good practice, make sure assessments are accurate and provide coaching and mentoring for teachers and middle leaders. Teachers from both schools work closely together in this way on a regular basis. As a result of this partnership they are fully involved in the local community as well as providing support for other schools.
- Teaching and learning are monitored closely by senior and middle leaders. Teachers new to the school are well supported both by the school and through links with the partner school. However, not all subject leaders are yet fully involved in working alongside teachers to improve the consistency and quality of teaching in their subject areas. This is why there remains some inconsistency in teaching and learning in some subjects including English.
- A comprehensive system of appraisal and performance management, which is linked closely to pupils' progress and financial reward, is used to determine training needs.
- Safeguarding meets government requirements and discrimination in all its forms is rejected. The school works very hard to ensure all of its pupils are able to participate in all activities on offer, such as school trips, including residential ones, extra-curricular activities, and sports competitions and learning to play an instrument.
- The school works very effectively with local agencies and with parents to ensure pupils settle well to learning. The school is committed to ensuring equality of opportunity and to removing any barriers to learning. To this end the learning mentor works with pupils and parents and the school also provides a confidential mentoring service for both pupils and parents to help resolve any problems.
- The curriculum meets the needs and interests of pupils well. Pupils benefit from frequent opportunities to learn about and celebrate different cultures. Topics provide a good range of opportunities for pupils not only to practise their basic skills of reading, writing and mathematics but also to develop their skills as linguists, geographers, historians and scientists. Pupils also benefit from specialist teaching in Spanish, music and physical education. The curriculum is enriched by a wide variety of activities, including sport and music.
- The new primary sports funding is being used effectively to provide coaching for sports activities and to improve the skills of class teachers. It is also used to allow pupils to pursue their interests at local sports clubs and take part in competitions further afield. This is not only promoting pupils' physical development and well-being effectively but also ensuring continuing good practice in physical education.
- **The governance of the school:**
 - The governing body has a good understanding of the school's strengths and areas which need to be improved. They check the school's performance, including data that shows pupils' standards of attainment and progress and have a clear understanding of the quality of teaching and the performance of staff, including how good performance is rewarded and any underperformance is tackled. The efficiency of spending is scrutinised: the effectiveness of the use of primary sports funding and of pupil premium funding, for example. Governors ensure that safeguarding requirements are met. They have supported the school through a period of change and uncertainty. They are actively involved in the life of the school and effectively hold leaders to account.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	105903
Local authority	Salford
Inspection number	444244

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 of pupils on the school roll	253
Appropriate authority	The governing body
Chair	Vania Burnell
Headteacher	Wendy McCormack
Date of previous school inspection	10 May 2010
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