

# Chapel Street Primary School

Chapel Street, Levenshulme, Manchester M19 3GH

## Inspection dates

18 to 19 June 2019

<b>Overall effectiveness</b>	<b>Good</b>
Effectiveness of leadership and management	<b>Good</b>
Quality of teaching, learning and assessment	<b>Good</b>
Personal development, behaviour and welfare	<b>Good</b>
Outcomes for pupils	<b>Good</b>
Early years provision	<b>Good</b>
Overall effectiveness at previous inspection	Requires improvement

## Summary of key findings for parents and pupils

### This is a good school

- The school has experienced significant turmoil in staffing since the last inspection. However, well-considered appointments, particularly to the leadership team, have ensured that most of the areas for improvement from the last inspection have been addressed, and that the quality of teaching is good.
- Leaders have brought consistency to the quality of teaching. For example, the teaching of phonics in the early years and key stage 1 is strong. Younger pupils quickly develop skills which are used as the bedrock of the teaching of early reading.
- Leaders have established a culture of high expectations. They have brought about many recent improvements in teaching, which are becoming embedded and making a positive difference to the progress that pupils make.
- A sense of calm and purpose flows through the school. The warm and nurturing atmosphere fosters strong relationships between staff and pupils. As a result, pupils feel safe and respected.
- There is effective support for the high number of pupils who join the school in the early stages of learning to speak English. Staff ensure that these pupils gain the skills required so that they can access learning.
- Pupils with special educational needs and/or disabilities (SEND) achieve well because leaders make sure that their individual needs are met.
- Pupils make good progress from their starting points in a wide range of subjects. Recent improvements to the teaching of writing are not fully embedded. As a result, pupils' progress in writing is inconsistent.
- Middle leaders have good subject knowledge and demonstrate enthusiasm for their areas of responsibility. However, most of them are new to the role and are developing the skills they need to be fully effective.
- From low starting points, children in the early years make strong progress. This is because leaders identify children's needs early and swiftly put support in place for any children who need to catch up. However, teachers sometimes do not make best use of the high-quality environment to promote children's reading, writing and number skills.
- Leaders use the pupil premium funding effectively and, as a result, the progress of disadvantaged pupils is strong.
- Pupils enjoy school. Attendance is close to the national average. They behave well and show good attitudes to learning.

## **Full report**

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

- Further improve the quality of teaching in the early years by ensuring that teachers consistently plan free-choice activities that consolidate children's early literacy and number skills.
- Further strengthen the quality of teaching, and thereby outcomes for pupils, by ensuring that the recent improvements in writing are embedded and sustained over time.
- Enhance the quality of leadership and management of the school by strengthening subject leaders' skills so that they have an even greater positive impact on teaching, learning and assessment.

## Inspection judgements

### Effectiveness of leadership and management

Good

- Since the last inspection, leaders have admirably managed a period of instability, caused by changes in staffing. These changes have not hindered the improvements that were required to ensure that the school provides a good standard of education. Leaders have been astute in their appointments of staff, and this has led to the school's successful journey towards providing a good quality of education.
- Leaders have established a culture of success and an ethos of care and respect. They are determined to improve outcomes for pupils. Leaders know the school's strengths and the areas that need additional development. Their actions have strengthened teaching and improved pupils' outcomes in reading, writing and mathematics. These strong improvements demonstrate that the school is well placed to improve further.
- The headteacher has built strong capacity for further improvement by developing highly effective senior leaders. Despite her unavoidable absence during the inspection, all aspects of school life remained at the same good standard.
- Middle leaders are very enthusiastic and keen to improve their areas of responsibility in the school. Some of these leaders, for example in science and physical education, have already made significant improvements to the quality of teaching, learning and assessment in their subjects. However, this is not consistent across all subjects. Due to changes in staffing, there are a few subject leaders who are new to the role and are still developing the skills they need to be fully effective.
- The curriculum is broad and balanced. Leaders have crafted a curriculum that provides pupils with a strong sense of identity and a deep understanding of the context in which they live. Pupils have access to a wide range of exciting and engaging experiences, which they cherish. Pupils who spoke to inspectors recalled many different trips that had enhanced their learning. These included visits to York as part of their Viking topic, excursions to the beach and residential trips to the Lake District. Through these enhancements, pupils develop skills, knowledge and understanding in a wide range of subjects. Across the curriculum, teachers plan activities that develop pupils' reading, writing and mathematical skills.
- Leaders have prioritised the teaching of reading as they believe that reading empowers children and enables them to be successful learners. Leaders have skilfully planned core texts which are used to hook pupils into learning. This was seen during 'refugee week', when pupils read a range of texts which transported them into the life of a refugee. Across the school, displays and reading areas are enticing and well resourced. Pupils want to read, they enjoy doing so and, consequently, they make strong progress.
- Pupils are well prepared for life in modern Britain. The development of their spiritual, moral, social and cultural understanding is skilfully woven through the curriculum and extra-curricular activities. Leaders provide pupils with a range of opportunities to learn about different faiths and beliefs, which ensures that pupils have a strong awareness of these matters. Pupils proudly told inspectors that they respect each other's differences, and that 'respect' is a key part of the school's new mission statement.

- Strong leadership from the inclusion leader has resulted in excellent provision for pupils with SEND, and for disadvantaged pupils. Leaders identify any barriers to learning that these pupils may have and take swift action. Leaders use pupils' assessment information to provide well-targeted support programmes and resources. Alongside this, additional funding is used effectively. Across the school, these pupils are supported well, and they make strong progress.
- Leaders use the sport premium effectively. Action plans are rigorous and demonstrate the impact that the funding has on improving pupils' skills in sports. The school takes part in a wide range of competitive sports, and pupils enjoy representing their school.
- Parents are kept well informed about life in school and of their children's progress. Throughout the year, they are welcomed into special events, for example the recent international food festival. Leaders provide support for parents so that they have the necessary knowledge, skills and understanding to support their children's learning at home. The vast majority of parents and carers are positive about the school. They talk positively about the changes that leaders have made, which are improving the school. A typical comment was, 'This is a very caring school with excellent staff who want the best for my children.'
- The local authority provides strong support for the school. It has helped the school to make rapid progress since the last inspection. Reports provided to the school from the local authority are accurate and honest and make focused recommendations for improvement. Leaders promptly act on this advice as they strive for excellence.

## **Governance of the school**

- The arrangements for safeguarding are effective.
- Throughout a period of significant change, governors have ensured that leadership has been further strengthened to address a legacy of underachievement. Strong governance contributes to the school's effectiveness.
- Governors choose to visit the school regularly to evaluate its effectiveness. They display a deep understanding of the strengths and weaknesses of the school, and they support leaders effectively. They ask relevant questions and hold school leaders to account for the use of additional funding.
- Governors regularly review the pupil premium funding to make sure that it is having a positive impact on the progress that disadvantaged pupils make.
- Governors are aware of their statutory duties for safeguarding, and they receive relevant training to develop their skills and knowledge further. They check that the school's systems are followed appropriately.

## **Safeguarding**

- The arrangements for safeguarding are effective.
- There is a strong culture of safeguarding in the school. Well-trained staff have relevant and up-to-date knowledge of safeguarding. They understand their obligations and, as a result, they are quick to identify, report and record any concerns regarding a pupil's

safety in a timely manner.

- Safeguarding records are of a high quality and demonstrate the priority that leaders have placed on keeping pupils safe. Leaders take appropriate action when necessary and work with outside agencies to make sure that pupils get the support that they need quickly.
- Leaders have ensured that all safeguarding procedures and processes are fit for purpose. For example, the necessary pre-employment checks that the school carries out on new staff are rigorous. A number of governors have had training in safer recruitment. They use this information to better inform their roles.
- Pupils said that they feel safe and talked about how they trust the adults in school who look after them. The majority of parents who responded to Parent View agreed that the school looks after their children well.

### **Quality of teaching, learning and assessment**

**Good**

- The quality of teaching, learning and assessment has significantly improved since the last inspection. Teachers have high expectations for pupils' behaviour and conduct. They have established an atmosphere of mutual respect and trust in which pupils thrive. Positive relationships between adults and pupils mean that time in lessons is productively spent on learning.
- Teachers have good subject knowledge in a wide range of subjects, including English, mathematics and science. The work in pupils' books showed that they use this information to plan lessons that are interesting to pupils. During the inspection, pupils were asked a range of questions to challenge their views and to deepen their learning across the curriculum. Pupils were engaged and keen to contribute. For instance, as they talked about a range of natural disasters, like hurricanes and tornadoes, they shared ideas which demonstrated their knowledge and understanding of geography.
- Leaders have ensured that the teaching of writing has been a focus for school improvement this year. Teachers have had relevant and targeted training so that they have the necessary knowledge and skills. Consequently, teachers plan lessons that build up the technical skills and vocabulary pupils need. Pupils have regular opportunities to review and improve their learning through drafting and editing. They also have opportunities to write for a real purpose. For example, pupils recently took part in a multi-cultural, national writing competition called 'Mother Tongue-Other Tongue'. It was a multi-lingual poetry competition that celebrates cultural diversity and the many languages spoken in schools across the North West. A winning entry from the school presented an Urdu poem with the English translation.
- The work in pupils' books shows that pupils are making good progress because the improvements to the teaching of writing have been effective. However, leaders recognise the need to ensure that these improvements become embedded so that pupils sustain this good progress over time.
- Mathematics is taught well in school. Lessons start with a review of prior learning to consolidate knowledge and understanding. Teachers use this time to address any misconceptions before pupils' learning moves on. The work in pupils' books shows that they have many opportunities to practise their problem-solving and reasoning skills.

Pupils' good progress in mathematics is having a positive impact on attainment, which has been rising over the last two years in Year 2 and in Year 6.

- The teaching of reading is fundamental to the work of the school. This starts as soon as children begin school, with the systematic, structured teaching of phonics. Leaders have promoted a love of reading across the school. Teachers show their love of stories and pupils talk enthusiastically about books that they have read. Leaders have purchased high-quality and suitably challenging texts that engage and interest pupils across the curriculum.
- Teaching across a wide range of curriculum subjects is good. Teachers demonstrate the same high expectations that they have in English and mathematics. They plan well-thought-out topics to promote pupils' learning across the curriculum. The teaching of science is particularly strong and is brought to life for pupils. For example, in collaboration with local secondary teachers and science college students, pupils recently had the opportunity to dissect animals' hearts. The work in pupils' books shows that they have many opportunities to plan investigations and make predictions, using relevant scientific language.

## Personal development, behaviour and welfare

**Good**

### Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- The school is an integral part of the local community. The needs of pupils and families are known, and leaders ensure that targeted support is provided when required.
- Pupils work well with each other and on their own. They understand what makes a successful learner, and the majority of pupils demonstrate that they have these skills. In a wide range of activities, pupils engage well and show that they are keen to succeed.
- Pupils know how to keep themselves safe in a wide range of situations. They understand how to stay safe online and when they are in the community. Pupils know that they need to keep personal information safe and the risk that strangers can pose.
- Pupils who spoke to inspectors said that they felt safe in school, and most pupils said that bullying was rare. They all agreed that if it did happen, adults acted quickly to sort things out. Most parents who responded to Parent View agreed that their children are safe and well looked after.
- Pupils' spiritual, moral, social and cultural awareness and development are a strength of the school. Pupils displayed a good understanding of different faiths and of British values such as tolerance and respect.

### Behaviour

- The behaviour of pupils is good.
- The strong relationships that are promoted across the school ensure that pupils conduct themselves well in lessons and around the school. Pupils are polite and well-mannered. They listen well to teachers and show respect for the views of others. Pupils

enjoy playtimes and play cooperatively in the playground.

- Pupils enjoy their time at school and the activities that teachers plan for them. Pupils respect the school rules and know that there are consequences if these are broken. As a result of the actions taken by leaders, the incidence of low-level behaviour is declining rapidly.
- Leaders have established highly-effective systems to promote good attendance. Their work is slowly changing the culture of parents taking holidays during term time. Consequently, attendance is improving and is now close to the national average, and the number of pupils who are regularly absent has declined.

## Outcomes for pupils

**Good**

- As a result of inaccurate historical data at the end of key stage 1, and high mobility, the published assessment information does not paint a consistently true picture of pupils' previous performance and must be treated with caution.
- Mobility across the school is high. Many pupils join the school soon after arriving in the country and, often, the English language is a barrier. The care and support that these pupils receive enables them to settle quickly into the school family. By the end of Years 2 and 6, many of these pupils have not spent sufficient time in the school to ensure that they have the knowledge, skills and understanding to reach the expected standards for their age in reading, writing and mathematics. Despite these factors, all pupils get a good start to their education and make strong progress.
- Throughout the school, pupils' progress in reading, writing and mathematics has improved and is now good. The work in pupils' books shows that current pupils are making strong progress in reading, writing and mathematics, often from low starting points.
- The proportion of pupils who meet the expected standard in the Year 1 phonics check has been rising over the last three years. In 2018, this was in line with the national average. This stems from the consistent approach to the teaching of phonics across the early years and key stage 1.
- Over the last three years, attainment at the end of key stage 1 has continued to rise. In 2018, pupils' attainment at the expected standard in reading and mathematics was close to the national average. In addition, a higher proportion did well for their age, especially in writing. In contrast, pupils' attainment in writing at the expected standard has not increased. However, this does not reflect the strong progress that pupils make.
- Pupils' attainment in the spelling, grammar and punctuation tests at the end of key stage 2 has also been rising and, in 2018, attainment at the expected standard or better was in line with the national averages. Pupils are using their increasing knowledge and skills to good effect in their writing.
- Over the last two years, there has been an increase in the number of pupils who achieve the expected standard in reading and mathematics at the end of key stage 2. Alongside this, the proportion of pupils who reach the expected standard in reading, writing and mathematics has nearly doubled.
- By the end of key stage 2 in 2018, the progress that pupils made in reading was above the national average. This was due to the concerted actions that leaders have taken to



ensure that reading is at the heart of school improvements. Pupils' progress in mathematics has been broadly average for the last two years.

- In 2018, pupils' achievement in writing at the end of key stage 2 declined. This was due to high pupil mobility across key stage 2 and pupils' individual needs. Leaders have taken swift decisive action to improve the teaching of writing. Work in pupils' books confirms that pupils are making good progress, and that attainment is improving quickly.
- Over time, the achievement of disadvantaged pupils has lagged behind that of other pupils nationally. However, as a result of the effective use of pupil premium funding, along with good teaching, this difference is now diminishing. In all year groups in the school, disadvantaged pupils are making strong progress in line with their peers. In 2018, the progress that these pupils made by the end of key stage 2 was at least in line with the national average in reading and mathematics.
- Excellent use is made of the SEND funding. Leaders have ensured that pupils with SEND receive high-quality support that is targeted to their individual needs. The school is highly inclusive and pupils with SEND enjoy all aspects of school life. Consequently, in all year groups, these pupils make strong progress.

## Early years provision

**Good**

- The leadership and management of the early years are good. Leaders have a good understanding of the strengths and the areas that need further improvement. Staff have a good understanding of how young children learn. Detailed assessments identify what the next steps in children's learning need to be, and teaching is good.
- Most children enter Nursery and Reception with skills below those typical for their age. Barriers to learning are identified and targeted support is implemented to meet children's individual needs. As many of these children are disadvantaged, leaders make sure that the early years pupil premium funding is used well to support them.
- Across the early years, children make strong progress. For the last two years, the proportion of children who moved into key stage 1 with a good level of development was broadly in line with the national average. Evidence from children's work and from the school's assessment information show that this is being sustained.
- Staff have excellent relationships with children. They promote children's independence well and, as a result, children are confident to explore the well-planned activities that are available.
- Children are friendly, happy and inquisitive. Most children cooperate well, both in the indoor and the outdoor learning environments. Across these environments, children chatter as they play, sharing their ideas with each other. They also have a good understanding of how to care for others. An example of this is how children were looking after the class owl, which had fallen from the roof. They told inspectors that he had damaged his arm and that they had to bandage it with help from the teacher.
- Phonics is taught well, and children quickly acquire phonics skills which are used as the bedrock of the teaching of reading. Children use their knowledge of sounds and letters to develop their writing, such as in lists and labels. During the inspection, children were practising writing their names, taking care with letter formation.



- The inside and outdoor learning environments are vibrant, creative and well-resourced. A wide range of learning activities engages children's imaginations and includes opportunities for children to count, read letters and develop their language. However, some children do not eagerly engage in reading, writing and mathematical activities in their independent play.
- Parents and carers are involved well in their children's learning. Staff have developed strong relationships with parents and they support families well. For example, many parents come into school to attend English and phonics workshops. Parents are highly positive about the early years and a typical comment from a parent was, 'From the first day my child started Nursery, all the worries and concerns I had were eliminated.'
- Statutory welfare requirements are met, and safeguarding is effective. Children show that they feel safe in the early years.

## School details

Unique reference number	105404
Local authority	Manchester
Inspection number	10087818

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

Type of school	Primary
School category	Maintained
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	710
Appropriate authority	The governing body
Chair	Sarah Donaldson and Tobias Latham
Headteacher	Sally Lowe
Telephone number	0161 224 1269
Website	<a href="http://www.chapelstreetprimary.co.uk">www.chapelstreetprimary.co.uk</a>
Email address	<a href="mailto:admin@chapelstreet.manchester.sch.uk">admin@chapelstreet.manchester.sch.uk</a>
Date of previous inspection	21 March 2017

## Information about this school

- This is a much larger than average-sized primary school.
- Almost all pupils are from minority ethnic groups. Pupils of Pakistani heritage make up the largest group in the school. A high proportion of pupils speak English as an additional language.
- The proportion of pupils with SEND is broadly average.
- The number of pupils who receive support through the pupil premium funding is above the national average.
- A large proportion of pupils enter the school at different times of the year than is seen nationally. Most of these pupils are at the earliest stages of speaking English when they join.
- There have been significant changes to the leadership team and staffing since the last inspection.
- The headteacher was unavoidably and temporarily absent during the inspection.

## Information about this inspection

- Inspectors observed teaching and learning in each class, including undertaking some joint observations with senior leaders.
- Inspectors held meetings with senior and middle leaders, office staff, and the family work coordinator.
- The lead inspector met with three members of the governing body, including the chair.
- Inspectors spoke to teaching staff and lunchtime supervisors.
- The lead inspector also met with a representative of the local authority and spoke with a representative from the local authority.
- The lead inspector met with a group of pupils. Inspectors also talked with others informally around the school.
- Inspectors looked at examples of pupils' work from across the curriculum and talked with pupils about their work. They also considered pupils' behaviour at the start of the school day and during breaktimes and lunchtimes.
- Inspectors listened to pupils read and talked to them about the books they enjoyed and those they are currently reading.
- Inspectors took account of the 358 responses to Ofsted's online questionnaire for pupils. They also took account of responses from 41 members of staff who completed the staff survey.
- Inspectors considered a range of documentation, including the school's evaluation of its own performance and its areas for improvement. They also looked at attendance and behaviour records.
- Inspectors reviewed safeguarding documentation, considered how this relates to daily practice, and spoke with staff and pupils.
- Inspectors took account of the 43 responses to Ofsted's online questionnaire, Parent View, and the 17 free-text responses from parents. Inspectors also spoke with parents at the start of the school day.

## Inspection team

Julie Barlow, lead inspector	Her Majesty's Inspector
John Shutt	Ofsted Inspector
Maggie Parker	Ofsted Inspector
Stephen Rigby	Ofsted Inspector

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