

Lewis Street Primary School

Inspection report

Unique Reference Number	105903
Local Authority	Salford
Inspection number	287359
Inspection dates	19–20 June 2007
Reporting inspector	Kathleen McArthur

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	162
School	
Appropriate authority	The governing body
Chair	Mr C Morse
Headteacher	Ms Ros Munro
Date of previous school inspection	26 November 2001
School address	Lewis Street Patricroft Eccles Manchester Lancashire M30 0PU
Telephone number	0161 7894400
Fax number	0161 9211899

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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

This smaller than average school stands near the centre of Eccles and is surrounded by busy major roads and transport links. More than twice the national average of pupils is entitled to free school meals. About one in four pupils, which is twice the national average, speak English in addition to their home language. Of these pupils, about 10 are in the early stages of learning English. Fewer than the average proportion of pupils have learning difficulties and/or disabilities. Since the previous inspection, there have been a significant number of staffing changes including a new headteacher and deputy headteacher in the past year. The school has achieved the Healthy Schools award and the ActiveMark.

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 that gives good value for money. A member of the school council, reflecting the views of others, proudly said 'It's a brilliant school.' The recently appointed headteacher and deputy headteacher are a good leadership team. They quickly united staff and governors with a shared vision and culture for learning firmly fixed on raising standards and improving the school. As a result, pupils achieve well to reach broadly average standards. This is due to good teaching, a good curriculum and good academic guidance, which all stem from the good leadership of the headteacher. Consequently, the inspectors found the overall effectiveness of the school to be good, rather than the school's more modest judgement of satisfactory.

The quality of provision and the standards in the Foundation Stage are satisfactory. When children enter Nursery, their personal, social, communication and mathematical skills are well below those usually expected. They settle happily and are taught satisfactorily so they make satisfactory progress, but it is recognised by the school that there is more to be done to improve provision. In years 1 and 2, good teaching ensures more rapid progress in reading and mathematics, but progress is slower in writing, especially for boys. The majority of pupils reach broadly average standards in English, mathematics and science by the time they leave Year 6, which is good achievement. This is because they are taught well, and often receive outstanding teaching in Year 6. Well targeted support for pupils who speak English as an additional language and for those with learning difficulties and/or difficulties ensures that they make good progress.

The broad and balanced curriculum offers a good range of learning activities and is very well enriched by a wide variety of visits, sports, arts, Spanish and music. This gives all pupils good opportunities to develop interests and skills, which will contribute to their future well-being. Pupils' personal development is good and is strongly emphasised throughout the school, with positive results. They attend regularly, behave well, and work and play together happily. They move around the building and playground safely and with care and consideration for others. Sports and physical activities are very popular and pupils have a good understanding of how to be healthy. Older pupils show a well developed sense of responsibility as they act as monitors. School councillors express their views articulately, and are proud of their input to the healthy menus and their charity work.

Good relationships between home and school make pupils feel confident and secure. Parents are very supportive of the school, and feel that their children are well cared for. Pastoral support is good. Staff know pupils and their families well and the learning mentor provides a sensitive link between home and school for many. Pupils say bullying is not a problem and are confident that staff listen to any of their concerns. Good assessment systems provide teachers with accurate information so they know exactly how their pupils are doing. This enables them to direct extra support quickly where needed, and helps them plan work suitable for the different groups of pupils in their classes. This is used particularly well to provide support and individual guidance for pupils with learning difficulties and/or disabilities and for pupils learning to speak English as an additional language.

What the school should do to improve further

- Improve the quality of provision and standards in the Foundation Stage.
- Raise standards in writing in Years 1 and 2, particularly for boys.

Achievement and standards

Grade: 2

Achievement is good. Cohorts differ in size, proportion of boys to girls and the number of pupils with English as an additional language, so outcomes often vary from year to year. Children start school with skills well below those typical for their age, especially in language, mathematics and personal development. They settle happily and make satisfactory progress due to satisfactory provision. However, few reach the expected learning goals by the end of their time in the Reception class.

Pupils progress well in Years 1 and 2 because they are taught well. Current Year 2 pupils are mostly on course to reach nationally expected levels in reading, writing and mathematics, and nearly half to attain the higher level in mathematics. This represents good achievement. However, performance in writing is not as strong as in other areas, particularly boys' writing which is below the standard reached by girls.

Progress accelerates in Years 3 to 6 due to good and sometimes outstanding teaching, particularly in Years 5 and 6, and standards are broadly average. Pupils currently in Year 6 are on course to meet their targets in all subjects. Individual support for pupils with English as an additional language ensures that they make good progress. Pupils with learning difficulties and or/disabilities progress well because their needs are met well.

Personal development and well-being

Grade: 2

Pupils say that they enjoy coming to school. Attendance is broadly average and punctuality is no longer a problem following decisive action to improve it. Most parents are very supportive of the school and happy with the progress that their children make both socially and academically. Behaviour is good both in lessons and around school. Spiritual, moral, social and cultural development is good. The recently introduced personal and social curriculum is successfully raising pupils' self-esteem. Year 5 pupils, for example, learning to understand the feelings of others, experienced how it felt to be excluded from a group in a lesson on social skills. Some activities in the Foundation Stage lack sufficient adult input, so children's social and emotional development, while satisfactory, is not as rapid as it could be. Cultural development is a strong feature, and the school very successfully raises pupils' awareness of different cultures and religions. Pupils understand the importance of healthy eating and exercise and the school has recently gained Healthy School status and an ActiveMark award. Pupils' contribution to their community is good. For example, there is an active school council, and pupils regularly visit a retirement home and the local church. The 'keys for life' designed in Year 6 typify the school's emphasis on giving pupils valuable life skills for their future.

Quality of provision

Teaching and learning

Grade: 2

The quality of teaching and learning is good in Years 1 to 6 and as a result, pupils achieve well. In the Foundation Stage, it is satisfactory because some planned activities lack sufficient challenge and staff do not sufficiently plan for the outdoor curriculum to broaden children's learning. Where teaching is good, lessons move along at a lively pace with interesting work to challenge pupils. Consequently, pupils enjoy learning, work hard and make good progress.

Particularly outstanding teaching in Year 6 results from the excellent rapport between teacher and pupils, the rapid pace and tasks that make pupils think hard and rise to the challenge. Teaching assistants usually provide good support, especially for those pupils finding learning difficult. Learning in some lessons is hampered by slow pace or activities that are not planned well enough to interest pupils or meet their needs. The assessment of pupils' attainment and progress is good. Information from assessments is used well to ensure that work is planned which successfully builds upon previous knowledge and results in most pupils making good progress.

Curriculum and other activities

Grade: 2

The broad, balanced curriculum motivates pupils through good learning activities so they work hard and achieve well. Provision in the Foundation Stage is satisfactory as there is insufficient depth to the curriculum. Good provision for literacy and numeracy ensures that pupils gain suitable skills on which to build future learning. Pupils use information and communication technology (ICT) well as a learning tool, for example to research a history topic on the internet. Recent input is making an impact on pupils' skills and confidence as writers, but there is more to be done to improve boys' writing in Key Stage 1. Pupils with learning difficulties and/or disabilities and those learning to speak English as an additional language progress well because the curriculum is suitably adapted to meet their needs. A good programme for personal and social development enables pupils to reflect on feelings and emotions and helps them become increasingly mature and considerate. A wide range of enrichment activities and popular after-school clubs enhance the curriculum most effectively. Productive links with other schools and the local authority provide expertise in physical education, music, art, ICT and Spanish. Pupils spoke enthusiastically about their educational visits and plans for the school's centenary celebrations.

Care, guidance and support

Grade: 2

The school generally provides good care, advice and support within a strong, supportive family atmosphere. In the Nursery and Reception classes guidance and support is satisfactory. Teaching children to share is promoted well here, but adults tend to observe rather than become involved in children's activities to extend their learning. Throughout the school, skilfully used praise and rewards lead to positive attitudes and good behaviour. Trophies for punctuality and attendance, for example, are prized by the winners. Academic guidance is good. Teachers' marking of pupils' work has been significantly improved since the previous inspection and clearly shows pupils how to further improve their work. In Year 6, marking is exemplary. Pupils' individual learning targets are regularly reviewed. Pupils with learning difficulties and/or disabilities are given good support by teaching assistants, often in small groups working just outside the classroom. This intensive individual support helps them to make good progress. Support for pupils who have English as an additional language is very well organised. Individual tuition by the highly skilled learning mentor ensures that pupils make rapid progress. Procedures to ensure health and safety, including child protection, are in place and reviewed regularly. Strategies to improve attendance and punctuality have proved to be effective with both improving.

Leadership and management

Grade: 2

The new headteacher's very clear vision for school improvement has created a happy learning community where pupils enjoy school and achieve well. Working closely with the able deputy headteacher, she has the confidence of staff, governors, parents and pupils. Very thorough self-evaluation ensures that all staff have a good understanding of the school's strengths and weaknesses. An identified focus for improvement is the quality of provision and standards in the Foundation Stage. Management of the provision for special needs and for pupils with English as an additional language is good. Subject coordinators audit provision and plan future development; this is particularly effective in mathematics. Governance is satisfactory. Governors are well informed and supportive, but have limited input to planning or monitoring standards. The budget is managed very stringently to support improvement. Issues from the previous inspection have been tackled effectively. The school's rigorous actions for improvement have been successfully reinforced by the local authority's Intensive Support Programme. Consequently, there is good capacity for further improvement.

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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	3
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	3
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?	2
The extent of learners' spiritual, moral, social and cultural development	2
The behaviour of learners	2
The attendance of learners	3
How well learners enjoy their education	2
The extent to which learners adopt safe practices	2
The extent to which learners adopt healthy lifestyles	2
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?	2

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	3
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

You will remember that two inspectors visited your school this week. We enjoyed our time at your school and everyone we met was very friendly, polite and helpful. You talked about the plans to celebrate your school's centenary: can you imagine all the children who have attended Lewis Street during those one hundred years? What they would have thought about your new computers and all your playground equipment!

We thought you would like to know what we found out about your school.

You have a good school. The headteacher is a good leader and you have good teachers. They give you lots of work that you say is fun, so you work hard and make good progress in most of the things you learn. You have lots of extra things like Spanish, sports, music and art. We heard some very good singing, too. You told us that you like the healthy menus and feel safe in school.

You behave well and care for others. We were pleased to see how well the monitors and school councillors do their jobs. It was good to hear that you try hard to help people who are less fortunate.

Your parents are pleased with the school because it cares for you well, so you feel secure and happy and attend regularly.

We have asked your school to do two things to make the school even better:

- improve the activities for children in the Nursery and Reception classes so they make faster progress in their learning
- make sure the boys in Key Stage 1 do better with their writing.

You can help your teachers by working hard and doing your best, and making sure you continue to be as friendly, helpful and caring towards others as you were when we visited you.

Thank you once again for helping us to enjoy our visit and complete our work.