

Chapel Street Primary School

Inspection report

Unique Reference Number	105404
Local Authority	Manchester
Inspection number	336490
Inspection dates	15–16 March 2010
Reporting inspector	Sarah Drake

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	483
Appropriate authority	The governing body
Chair	Ms Rachel Skelton
Headteacher	Mr Jonathan Power
Date of previous school inspection	7 March 2007
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Introduction

This inspection was carried out by four additional inspectors. They visited 17 lessons and observed 16 different teachers. The inspectors held meetings with governors, staff and three groups of pupils. They observed the school's work, and looked at documentation relating to pupils' standards and progress, attendance, school management and procedures related to safeguarding. The inspectors also took into account the questionnaires completed by 100 pupils, 47 staff and 305 parents.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- the rate of progress of different groups of pupils
- the standards achieved in English
- how well the teaching and other provision are adapted to pupils' different needs
- the effectiveness of the support for pupils who have special educational needs and/or disabilities, who speak English as an additional language or who are newcomers to the school
- the capacity of the leadership at all levels, including the governing body, to drive forward improvement.

Information about the school

This large school serves an area in the urban corridor between Manchester and Stockport in which a large proportion of the housing accommodation is rented. Around 50% of pupils are of Pakistani heritage and 75% overall belong to minority ethnic groups. This is much higher than average and an increase since the previous inspection. The proportion of pupils who speak English as an additional language is much larger than usual; more than 30 different languages are spoken at home. An unusually high number of pupils join the school partway through their primary education, many of whom arrive from abroad and around half of whom are new to learning English. The proportion of pupils who are eligible to receive free school meals is above average. The proportion that has special educational needs and/or disabilities is broadly average. Since the last inspection the school has had significant changes in teaching staff; a new assistant headteacher took up her post in January 2010; many new members have joined the governing body over the past year. The school achieved the national Gold Healthy Schools Award in December 2009 and has the Manchester Silver Inclusion Standard.

The after-school club which is run on-site by a private company did not form part of this inspection. A report of its quality can be found on the Ofsted website.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

3

The school's capacity for sustained improvement

2

Main findings

This is a satisfactory school which is improving well. This is due to good quality leadership which has established a strong staff team that has a clear sense of direction and purpose. Everyone on the team is determined to play their part in improving the outcomes for pupils. Rigorous analysis of the provision has identified the most important areas for development and led to the introduction of a number of different actions which are having a positive impact. For example, since the previous inspection there have been improvements in the quality of teaching, the curriculum and pupils' behaviour. However, the legacy of past gaps in pupils' learning means that the impact has not yet been great enough to raise standards in English and mathematics to the national average. Teaching of consistently good or better quality throughout the school means that pupils of different abilities and ethnicity, including those with special educational needs and/or disabilities, are now learning well and making good progress in lessons. Teachers do not yet provide pupils with enough opportunities to take responsibility for their own learning or information about how to do so. In the Early Years Foundation Stage children achieve well in response to the lively provision which places great emphasis on developing their independence.

A major strength of the school is the outstanding quality of the care, guidance and support that all staff provide for pupils. This has a very positive impact on all areas of school life. There have been great strides forward in raising attendance levels, although the punctuality of a significant minority of pupils is not yet good enough. The many newcomers to the school – around two a week over the past year - are warmly welcomed and settle quickly, helping to create a happy and harmonious community. Pupils are sensitive to others' feelings and have a good understanding of the difference between right and wrong. They value others for their personal qualities and actions, and appreciate the wide range of cultures present in each year group. The school reaches out well into the local area and beyond but it does not yet have a set of planned actions to promote community cohesion or any means of evaluating the impact of such work. In general, the leadership closely monitors the impact of its actions and is highly responsive to change. Development planning is firmly directed towards improving pupils' life-chances. Past success, high staff morale and a strong impetus from senior leaders underpin the school's good capacity to improve further.

What does the school need to do to improve further?

- Raise standards in English and mathematics by the end of Year 6 to at least the national average by:

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- consistently providing pupils with clear criteria by which to gauge their success in lessons
- involving the pupils more in assessing the quality of their work
- improving the quality of marking so that it provides pupils with clear guidance about how to improve their work.
- Improve the punctuality of the significant minority of latecomers to school.
- Formalise the analysis of the impact of the school's work to promote community cohesion and develop a plan for promoting it further.
- About 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

Outcomes for individuals and groups of pupils**3**

Pupils enjoy learning, are keen to participate actively in lessons and take pride in the presentation of their work. They follow instructions and listen well, and share resources amicably. They are happy to volunteer ideas and ready to show their appreciation of others' work. For example, in a Year 6 lesson a spontaneous 'wow!' echoed round the room in response to two pupils' use of 'perplexed expression', and others later tried to use 'perplexed' in their own writing. Sometimes, pupils show reluctance to record their ideas and are dependent on teachers to keep them focused on the desired outcome of the activity rather than just its completion.

Pupils' achievement over time is satisfactory. In response to the school's concerted efforts, standards are rising, particularly in Key Stage 1 and in reading and writing. The large numbers of pupils who arrive from around the world into each year group have an impact on overall standards but, in 2009, all significantly sized groups of pupils reached standards below or well below those achieved by their peers nationally in English. Most groups also reached below average standards in mathematics. Pupils' current work is at a similar level to last year, with more able pupils clearly working at the higher levels expected for their age. In reading and in writing, the majority of pupils, including those with special educational needs and/or disabilities and those who speak English as an additional language, are making at least the expected rate of progress and many are progressing better than this.

Pupils' good spiritual, moral, social and cultural development means that they show great respect for each other and are very polite. They say that they feel safe in school and that instances of bullying or racism are rare. The majority behave very well all the time but some need reminders, for example, not to chatter in assemblies or to remain self-disciplined at break times. Pupils have very good knowledge about healthy eating, and increased numbers are walking to school, but they are less certain about the effects of harmful substances. They competently carry out their responsibilities, such as school councillors or playground pals. The Eco group is having success in conserving water and growing food to eat. Pupils' good collaborative skills and positive attitudes to learning provide them with a sound basis to support their future economic well-being, although

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their basic skills are not yet high enough. Attendance levels are broadly in line with the national average but some pupils' persistent lateness means that they miss out on the many exciting opportunities for learning offered by the school.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account:	
Pupils' attainment ¹	4
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account:	
Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

The rate of pupils' progress is speeding up because all elements of the school's provision have improved since the previous inspection. Teachers plan and organise lessons well, and usually lead them at a good pace to help sustain pupils' interest. They use a good variety of techniques and resources, including modern technology, to cater for pupils' different styles of learning. Teachers adapt the work according to the abilities of different groups and use other adults well to support those who find learning more difficult or are at an early stage of learning English. However, teachers do not always make sufficiently clear, in their planning or in their lessons, what skills or knowledge they expect individual pupils to achieve. Although teachers provide good oral support in lessons, the guidance provided through marking is not consistently helpful. There are too few opportunities for pupils to evaluate the quality of their own and others' work.

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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Teachers are skilled at questioning pupils in a manner which encourages them to think hard and to extend their speaking skills. Good relationships in the classroom ensure pupils are confident to express their views.

Creative links throughout the curriculum encourage pupils to practise their literacy, numeracy, and information and communication technology skills across a range of subjects. They also provide them with memorable experiences. For example, Year 4 pupils are joining with others to perform 'A Midsummer Night's Dream' in a commercial theatre; Year 5 pupils last year created a book based on the Roma community's traditional stories. Regular analysis of pupils' progress, combined with early, rigorous assessment of the individual needs of new arrivals, leads to a wide range of small group work, designed to fill any gaps. The recent concentration on enabling every child to link letters to sounds and become a reader is having a significant impact on literacy skills throughout the school. Involvement in, for instance, Fairtrade activities and older pupils' visits to another school where they explain their Muslim faith, make a strong contribution to pupils' personal development. A good range of extra activities including clubs, instrumental tuition and coaching by professional footballers adds further interest and enjoyment.

The high quality care provided ensures pupils feel sufficiently at ease in school to be able to make the most of all the opportunities it provides. Sensitive working with families and individuals helps to assuage concerns and to target support according to need, involving external expertise as necessary. An all-embracing atmosphere of welcome and trust pervades the school which means that, in the words of parents and carers, 'children are fantastically happy', and, 'thrive at the school'.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	1

How effective are leadership and management?

High expectations, clarity of vision, determination and good knowledge of how to achieve the desired outcomes underpin the leadership's success in effecting improvement. Rigorous staff recruitment, a strong programme of training and the judicious sharing of responsibilities lead to an energetic, professional approach from staff at all levels. A communal ethos of partnership and support ensures consistency of approach. Regular monitoring of teaching and tracking of pupils' progress, followed by review meetings between managers and class teachers, hold individuals to account and mean the school can respond flexibly to its ever-changing pupil population. Current

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adaptations to the assessment system are making teachers more responsible for tracking the progress of the pupils in their class. The information is also more readily accessible and finely-tuned so that any differences between groups of pupils can be identified quickly. The newly formed governing body reflects well the diversity of the local community and is beginning to gain insights into how best it can hold the school to account. The school is aware that, despite its work within the locality and beyond, it does not have a planned programme to promote community cohesion nor any means by which to evaluate the impact of its actions. Safeguarding arrangements, such as procedures to ensure safety and that adults are suitable to work with children, are of good quality. A determination to break down barriers to learning and to ensure equality of opportunity is central to the school's work and leads to an atmosphere of inclusion. The school's many initiatives to help parents and carers become more closely involved in their children's learning are beginning to bear fruit.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	3

Early Years Foundation Stage

Children's skills vary on entry to Nursery between below and well below those expected for their age. For many, it is their first experience of sharing with others, taking the initiative about what they choose to do, or learning to speak English. In the vibrant, well-resourced environment with high levels of intervention from well-trained adults, they make good progress so that by the time they join Year 1, many are working within the expected levels for their age in most areas of learning. However, they have not all consolidated these skills and are not always able to transfer what they know to different

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circumstances. It is only in recent years that they have left their Reception Year so well equipped for Year 1. Teachers adapt the activities very successfully according to children's different abilities and needs, with support staff playing a strong role in extending children's learning beyond the suitably short periods of intensive adult input. Children delight in practising their skills independently whether writing a letter to a naughty dragon or adventurously manoeuvring a tricycle over a wobbly bridge. Adults know well the individuals' skills and abilities and carefully monitor their progress in reading and writing. They are at an early stage of recording their observations of children's development in other areas. While there are examples of some very good practice, the records of progress for most children contain few entries and, of these, few are dated or identify the next steps in learning that the individual needs to take. Good quality leadership has created a strong team and consistency of approach within the different areas. Staff greatly encourage parents and carers to support their children's learning within school and at home.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

A very large proportion of parents and carers responded to the inspection questionnaire and, of these, the great majority were extremely positive. 'Staff are highly committed to the educational and emotional well-being of the children,' and, 'the school has played a big part in the development of my daughter into a thoughtful, tolerant, independent and enquiring child', are typical of their comments. A few wrote that they would like to receive more information about their children's work. The school has already identified this as a concern from its own seeking of opinion and is taking action to improve this element of its partnership with parents and carers. A very small number expressed dissatisfaction about the way that staff treat their children. The inspectors saw or heard no evidence to support their concerns but, rather, much to praise in the way that staff identify and support individuals' needs.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Chapel Street Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 305 completed questionnaires by the end of the on-site inspection. In total, there are 483 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	214	70	85	28	2	1	0	0
The school keeps my child safe	199	65	100	33	4	1	0	0
The school informs me about my child's progress	161	53	122	40	16	5	1	0
My child is making enough progress at this school	151	50	129	42	14	5	1	0
The teaching is good at this school	181	59	115	38	5	2	1	0
The school helps me to support my child's learning	145	48	129	42	22	7	2	1
The school helps my child to have a healthy lifestyle	161	53	131	43	8	3	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	142	47	131	43	15	5	4	1
The school meets my child's particular needs	142	47	138	45	16	5	2	1
The school deals effectively with unacceptable behaviour	137	45	139	46	14	5	5	2
The school takes account of my suggestions and concerns	121	40	157	51	17	6	1	0
The school is led and managed effectively	138	45	145	48	5	2	3	1
Overall, I am happy with my child's experience at this school	178	58	119	39	5	2	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> ■ The school's capacity for sustained improvement. ■ Outcomes for individuals and groups of pupils. ■ The quality of teaching. ■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships. ■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



17 March 2010

Dear Pupils

Inspection of Chapel Street Primary School, Manchester, M19 3GH

Thank you very much for the warm welcome that you gave to the inspection team when we visited your school recently. We know that you have lots of experience at making newcomers feel at ease and we were delighted to see how well all of you, whatever your ethnicity or abilities, get on together. This, as well as your good behaviour, helps you to feel safe in school and means that you can concentrate well on your learning. Some of the other good things about the school are the great time that children in the Nursery and Reception classes have, and also the way that all adults take such good care of you.

At the moment your school is judged to be satisfactory. You are lucky to have such a strong team of teaching and other staff who provide you with many interesting things to do. They adapt them well according to how easy you find it to learn or how new you are to learning English. We have asked them to help you make even better progress, especially in your English and mathematics, so that you reach at least the standards reached by pupils nationally. To do this, we have asked the teachers to help you to understand more clearly exactly what they are looking for in your work and what you need to do to improve it. We have also asked them to give you more opportunities to check the quality of your own and others' work, not just to show them whether or not you think you have understood the content of the lesson.

Your attendance at school has improved a lot this year – well done. Now all of you need to make sure you arrive on time. I know many of you do so but, as you told us, there are still too many latecomers. Finally we have asked the senior teachers to think about all the different community links that you have, to decide whether or not they are making a difference to developing good relationships in and out of school, and to take action to make the partnerships even stronger.

Yours sincerely

Mrs Sarah Drake

Lead inspector

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