

# Lewis Street Primary School

## Inspection report

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<b>Unique Reference Number</b>	105903
<b>Local Authority</b>	Salford
<b>Inspection number</b>	336577
<b>Inspection dates</b>	10–11 May 2010
<b>Reporting inspector</b>	Jennifer Platt

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>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	190
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs N Thompson
<b>Headteacher</b>	Mrs W McCormack
<b>Date of previous school inspection</b>	19 June 2007
<b>School address</b>	Lewis Street Patricroft Eccles M30 0PU
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## Introduction

This inspection was carried out by three additional inspectors. The inspectors visited fourteen lessons and observed eight teachers. Meetings were held with staff, governors and pupils. Inspectors observed the school's work and looked at documentation, including policies relating to the safeguarding of pupils, the school's plan for raising attainment, self-evaluation and records used to monitor pupils' progress. In addition, inspectors analysed 30 questionnaires returned by parents and carers, 10 from school staff and 50 from pupils.

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

- Current attainment at the end of the Early Years Foundation Stage and the provision for outdoor activities.
- Progress of the more able pupils in Key Stage 1 and progress in writing throughout the school.
- The overall quality of teaching, focusing on the use of assessment information.
- The role of managers, including governors, in driving the school forward.

## Information about the school

The school is smaller than most primary schools. The proportion of pupils known to be eligible for free school meals is well above average. The school has an above average number of pupils from minority ethnic groups and most of these speak English as an additional language; numbers are rising with an increase in pupils from Eastern European countries. A considerable number of pupils start and leave school at different times during the school year. The school has had a time of instability with changes in headteachers followed by temporary leadership. The headteacher is new this calendar year. The school has achieved the National Healthy Schools Status and is working towards becoming an eco-friendly school.

**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?**

**2**

**The school's capacity for sustained improvement**

**2**

## Main findings

This is a good and improving school. Pupils are extremely proud of their many achievements. One older pupil explained, 'It has improved my self-esteem and I am far more confident than when I started school.' Behaviour is good and often exemplary for the pupils in Key Stage 2. Care is good and pupils feel safe and happy.

Families from different ethnic backgrounds are warmly welcomed. Bilingual support is available and pupils settle happily and make good progress.

Overall, achievement is good. Many children start school with low levels of skill. They make good progress in the Early Years Foundation Stage although they do not reach expected levels in all areas of learning, especially writing. From Year 1 to Year 6 progress is good and attainment at the end of Year 6 is broadly average and rising, especially in mathematics. Attainment in English is broadly average with strengths in reading. Writing is the weakness in English throughout the school. Although there is a good rise in the number of pupils reaching the level expected for their age in Year 6, as yet not enough pupils exceed this level.

Good teaching and a rich curriculum are key factors bringing about rising standards. Effective management and well-organised lessons ensure that pupils learn in a calm and orderly atmosphere. Classrooms are vibrant learning environments often reflecting the breadth of activities offered. Most lessons are challenging but occasionally assessment information is not used successfully to match work to pupils' ability. The more creative curriculum is linking subjects and making learning more purposeful. The focus on speaking and listening and practical activities is beneficial to pupils who speak English as an additional language.

The current headteacher has brought stability and already 'got to the heart' of previous underachievement by improving the monitoring of progress, although monitoring procedures are not fully embedded. As a result, staff are more accountable for the progress pupils make. Teachers now check pupils' progress termly and make comparisons with national age-related expectations. Currently, not all staff have a secure understanding of the expected levels pupils should reach to ensure that assessments are fully accurate. Governors are supportive but not fully involved in monitoring what is happening in school. Self-evaluation, although modest, is honest, concise and very clear about the way forward for the school. Staff's morale is high and all are pulling in the same direction to provide the best for pupils. Therefore, the capacity to improve is good.

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

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- Raise attainment in writing by:
  - raising expectations, especially of pupils' handwriting
  - ensuring a consistent approach to the teaching of grammar and punctuation
  - making more use of pupils' targets and linking them to the current style of writing being taught.
- Embed the new monitoring procedures on pupils' progress by ensuring the accuracy of assessments and consistently using this information in future planning.
- Strengthen the role of governors by:
  - extending their links with school
  - involving them more in making decisions and setting priorities.

**Outcomes for individuals and groups of pupils****2**

In lessons pupils enjoy learning and finding things out for themselves. They show genuine pleasure in sharing their knowledge and skills with others. For example, budding actors and actresses showed off their talents using the play scripts they had written. Pupils have a very positive attitude to learning and this accounts for their good progress. Overall, attainment at the end of Year 6 is broadly average. The results of national tests show a rising trend, especially in Key Stage 2, in response to some very challenging teaching. Skills in writing are not as secure as other subjects with few pupils reaching above average. Pupils' books show that their level of skills in handwriting, punctuation and grammar are holding down attainment. The warm and effective support provided for pupils with special educational needs and/or disabilities and those who speak English as an additional language enables them to make good progress. A few pupils with complex needs make very good progress because of the swift response to their needs.

Pupils understand right from wrong and are polite and courteous. It is a pleasure to observe the respect that they show to each other. They are energetic and have a good understanding of healthy lifestyles. This is mirrored in their choice of healthy food and knowledge of which foods make up a balanced diet. Pupils recognise potential dangers and know the importance of trusting relationships. They feel safe in school and are adamant there is no bullying. Pupils make a good contribution to the school community and appreciate that their voice is heard. The lunchtime equipment officers, peer mediators and school council all play a full role in school. Pupils also enjoy being involved with the wider community. For example, the school has two members on the junior board of the Museum of Science and Industry in Manchester. Attendance is average. Pupils are soundly prepared for the future.

*These are the grades for pupils' outcomes*

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<sup>1</sup> 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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<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account: Pupils' attainment <sup>1</sup>	3
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
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>3</b>
Taking into account: Pupils' attendance <sup>1</sup>	3
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

### How effective is the provision?

Teaching includes many strengths and some excellent practice was observed in Key Stage 2. In these outstanding lessons the pace was very brisk with pupils being given clear time limits which led to a concerted effort and completed tasks. Throughout the school teachers plan a variety of activities to make learning interesting. Lessons are well prepared and support staff thoroughly understand their roles and make a positive contribution to learning. Occasionally, it is unclear what the overall outcome of the lesson is and time is not used effectively to extend pupils' knowledge and skills. Expectations are usually high, although are not always high enough in relation to pupils' presentation of their work. Teachers set individual targets but in writing these are not as helpful as they could be as they do not relate closely enough to the current style of writing being taught.

Very good enrichment of pupils' learning, through numerous well-supported clubs, visits and visitors, nurtures pupils' talents and promotes an appreciation of the wider world. Year 6 pupils are looking forward to their 'treats', following their national tests, which include swimming and bowling. Pupils' awareness of life in a multicultural society is enhanced by visits to different places of worship as well as speakers sharing the traditions of different cultures. Provision for pupils' personal and social development is very well organised and has a pronounced impact on the school's harmonious environment. The curriculum is adapted effectively for pupils who require additional language and learning support and more attention is now being given to supporting the more able pupils, especially in writing.

Staff show a high level of commitment to their pupils which is founded on a detailed

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understanding of their personal needs. Learning mentors play a crucial role in supporting not only pupils but also their families. Weekly workshops enable parents and carers to be involved in their children's learning. The 'blue lagoon' room is a comfortable, quiet space available at lunchtime for those pupils needing extra help. The promotion of good attendance through weekly trophies and information for parents and carers, translated into different languages, is improving attendance effectively.

*These are the grades for the quality of provision*

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

**How effective are leadership and management?**

The headteacher's strong drive for improvement is based on an audit of provision. This has resulted in a clarity of vision for the school. Effective monitoring of teaching by the senior leadership team has led to shared good practice and more effective teaching. Historically, assessments have not been fully accurate and this has led to class targets not being sufficiently challenging. The newly established procedures to monitor progress are a step in the right direction to tackle this problem and staff have an increasingly informed view of the amount of progress pupils should be making. School targets at the end of Year 6 are challenging and met. The school's plan to raise attainment identifies the correct priorities for the school and detailed actions are in place. Governors are supportive of the school but they rely too heavily on the headteacher for information. They intend to link with specific classes to gain more direct insight into daily life in school.

Equality of opportunity is good. A strength is in the inclusion of pupils from different ethnic backgrounds and the pupils whose circumstances make them more vulnerable than others. The school is now placing more emphasis on meeting the needs of the more able; the impact of actions can be seen in the rising number of pupils reaching above average standards in mathematics.

The school gives good attention to ensuring that safeguarding procedures are effective. All staff are checked for their suitability to work with children and child protection training is fully in place. Effective partnerships with other agencies contribute to safeguarding as advice and support from professionals is regularly sought to help staff and pupils. The school is tightening up some record-keeping procedures.

The school makes a strong contribution to community cohesion by analysing the social make-up of the school and reaching out locally and beyond. Pupils recognise their role in society and support many local events and global charities. The 'celebration board' is

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covered with pupils' photographs and their origins which suitably symbolises this harmonious community.

*These are the grades for leadership and management*

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

## Early Years Foundation Stage

Children in the Nursery and Reception classes are taught together in a single unit. This enables children to experience a wide range of activities that are closely matched to their individual needs. When they start school, the level of children's skills varies but, overall, it is well below what is expected for this age range. Effective teaching ensures that children make good progress from their individual starting points. Attainment as children enter Year 1 varies with the ability of the cohort. It is stronger in social skills, knowledge and understanding of the world and physical development, which are average. Other skills are not as high and writing and the use of number to solve simple problems are below average.

Children arrive happily because they know a warm welcome and variety of experiences awaits them. The opening session to chat and choose activities is enjoyed by all. The stick insects led to great squeals of delight. Adult-led activities are organised well with a clear focus on learning through first-hand experiences. The children enjoyed finding out whether their models sank or floated and enjoyed tasting the fruit the 'hungry caterpillar' ate. Staff are deployed well and all understand their roles. The outdoor provision is restricted by difficulties related to access. Careful planning ensures a good variety of activities, although occasionally, with only one member of staff, it is difficult to interact with children.



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Leadership is effective and the unit runs smoothly. Parents and carers have every confidence in staff. The school is encouraging them to make a fuller contribution to children's individual progress files. Assessment procedures are improving so that the school will be able to check more closely on children's progress from their start in the Nursery to the end of Reception.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
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

Only a few parents and carers returned the questionnaires sent out before the inspection. Virtually every reply was positive and a very small number parents and carers made written comments. No significant concerns were raised.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Lewis 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 30 completed questionnaires by the end of the on-site inspection. In total, there are 190 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	21	70	8	27	1	3	0	0
The school keeps my child safe	16	53	13	43	1	3	0	0
The school informs me about my child's progress	16	53	14	47	0	0	0	0
My child is making enough progress at this school	16	53	14	47	0	0	0	0
The teaching is good at this school	18	60	11	37	1	3	0	0
The school helps me to support my child's learning	15	50	13	43	2	7	0	0
The school helps my child to have a healthy lifestyle	15	50	13	43	0	0	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)	12	40	14	47	0	0	0	0
The school meets my child's particular needs	12	40	16	53	2	7	0	0
The school deals effectively with unacceptable behaviour	11	37	19	63	0	0	0	0
The school takes account of my suggestions and concerns	14	47	13	43	2	7	0	0
The school is led and managed effectively	16	53	12	40	0	0	0	0
Overall, I am happy with my child's experience at this school	21	70	8	27	0	0	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

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

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 is for the period 1 September to 31 December 2009 and is the most recently published data available (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

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"> <li>■ The school's capacity for sustained improvement.</li> <li>■ Outcomes for individuals and groups of pupils.</li> <li>■ The quality of teaching.</li> <li>■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.</li> <li>■ The effectiveness of care, guidance and support.</li> </ul>
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.**



12 May 2010

Dear Pupils

Inspection of Lewis Street Primary School, Manchester, M30 0PU

Thank you very much for the friendly welcome you gave the inspectors when we visited your school. We appreciated you talking to us and telling us all about your school. Lewis Street Primary is a good school. You clearly enjoy learning and it was a delight to see how energetic you are at play. Your teachers make sure you are given the information you need to keep safe and healthy. Your behaviour is good and in some lessons observed it was exemplary. The good teaching and interesting activities provided enable you to make good progress. Your school is well managed and is improving.

To help your school to become even better, I have asked your headteacher and governors to do these things.

- Help you to improve your writing, by making sure you always write as neatly as possible using the correct punctuation and grammar. Your teachers are going to make it clearer to you how you can check your own work and remind you more about your targets.
- Monitor your progress closely and check that you are making as much progress as possible.
- Make sure that your school's governors find out more about what is happening in your school and play a bigger part in deciding how the school can improve.

You can help by attending regularly and continuing to work hard. Try always to write as neatly as possible. I am sure you will all have some amazing memories of the happy times you have had in school. I wish you all the very best for the future.

Yours sincerely

Jennie Platt

Lead Inspector

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