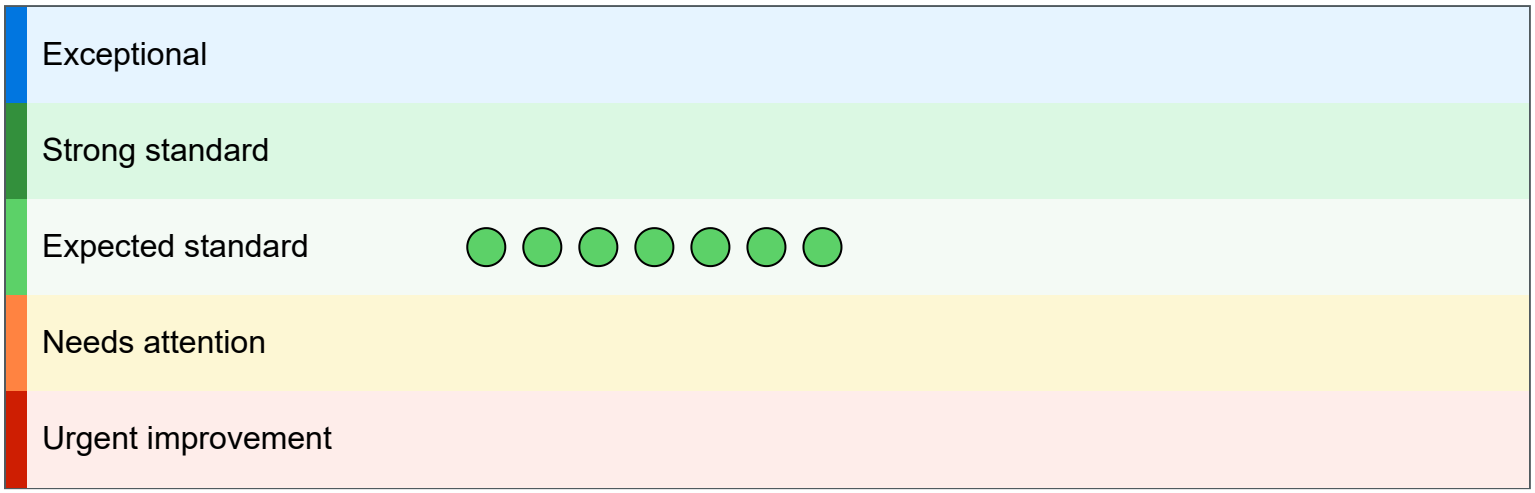
# Poplar Street Primary School

**Address:** Ravenwood Drive, Audenshaw, Manchester, M34 5EF

**Unique reference number (URN):** 145706

# Inspection report: 15 September 2026




## Safeguarding standards met

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, pupils are made safer and feel safe.

**How we evaluate safeguarding**

When we inspect schools for safeguarding, they can have the following outcomes:

- Met: The school has an open and positive culture of safeguarding. All legal requirements are met.
- Not met: The school has not created an open and positive culture of safeguarding. Not all legal requirements are met.

# Expected standard

## Achievement

**Expected standard**

Pupils' attainment in national tests at the end of Year 6 for reading, writing and mathematics has improved year on year. In 2025, it was close to the national average. This has also been the case for disadvantaged pupils, who typically attain well throughout school.

As pupils progress through school, they do not consistently develop fluency, stamina or the ability to communicate their knowledge effectively across different subjects. However, pupils can apply their knowledge and skills in reading and mathematics successfully. In subjects other than reading, writing and mathematics, pupils typically build up their knowledge effectively over time. Pupils with special educational needs and/or disabilities progress well through the curriculum during their time at the school. Some pupils in key stage 2 have gaps in their knowledge or misconceptions that make is more difficult for them to build on prior learning. Even so, pupils are typically prepared well for their next stages of education.

## Attendance and behaviour

**Expected standard**

Leaders have established effective systems that quickly identify attendance concerns. Timely analysis of attendance information highlights patterns of absence and the reasons that sit behind them. When required, leaders take pre-emptive steps that typically reduce the number of pupils who are persistently absent from school. This includes working proactively with external partners. High expectations and well-established processes help to ensure that pupils typically attend school regularly. Leaders have been particularly successful in their approach to sustaining positive levels of attendance for disadvantaged pupils.

Leaders have established an orderly and nurturing environment where bullying and discrimination are seldom seen. Leaders carefully track and monitor behaviour incidents. If behaviour falls below expectations, including online behaviour, leaders take prompt action to address it.

Generally, pupils have positive attitudes to learning. This helps to create classrooms where pupils can focus on their activities. Pupils know and typically demonstrate the school values in their interactions with others. Treating people with respect is a moral code that many pupils hold dear. Pupils know and trust that staff will help them with any worries or concerns. Those who need extra help in managing their emotions are supported well by caring staff.

## Curriculum and teaching

**Expected standard**

Since the last inspection, leaders have designed a curriculum that is ambitious and organised carefully from the Nursery Year through to Year 6. It sets out the important knowledge that pupils should learn and when this should be taught.

Overall, the curriculum is taught as intended. In many subjects, teachers design learning activities that help pupils to build up their knowledge well over time. This includes essential knowledge linked to reading, writing and mathematics. However, writing opportunities beyond English are limited.

When needed, teachers adjust their teaching to enable pupils with special educational needs and/or disabilities or other barriers to learning to access the same learning as their peers.

Typically, teachers check on what pupils know and remember. They usually identify and address pupils' misconceptions or gaps in their knowledge. However, this is more variable in key stage 2. At times, assessment information is not used as leaders intend. Some misconceptions and key gaps in pupils' knowledge are not addressed in a timely manner. Furthermore, on occasion, the checks carried out by leaders have not identified or addressed this variability as promptly as they could.

## Early years

**Expected standard**

Leaders and staff have designed a curriculum in the early years that carefully builds up children's knowledge and skills. What children learn in the Nursery Year is carefully consolidated and extended when they join the Reception Year. The curriculum places a focus on ensuring that children develop the building blocks they need for the future in reading, writing and mathematics.

Across the different areas of learning, activities help children to build on what they already know and to develop their independence. Staff use assessment information accurately to inform what they focus on when working with children. Through their interactions with children, staff ensure that they introduce and explain new and interesting words. A range of carefully selected books are also used to enhance children's exposure to new vocabulary.

When needed, staff make considered adjustments that enable children with special educational needs and/or disabilities to learn the same content alongside their peers. Staff successfully support children who need extra help in developing their communication and language.

Children feel cared for and safe. This can be seen in the way in which they confidently seek out a member of staff when they are worried. By the time that children leave the Reception Year, they are typically well prepared for the demands of Year 1.

## Inclusion

**Expected standard**

Leaders have established effective approaches that identify the barriers to learning that pupils may have. These approaches are used well from early years through to Year 6. They ensure that, when needed, appropriate support is put in place from an early stage of a child's education.

Across the school, pupils with special educational needs and/or disabilities (SEND) typically receive support that helps them to succeed. Pupils with SEND are helped to develop their independence in readiness for moving to secondary school. Leaders have worked in close collaboration to ensure that pupils with an education, health and care plan are provided for well. Effective guidance and training for staff contribute to the effectiveness of support that pupils with SEND receive. Where alternative provision is used, leaders ensure that it complements the work of the school.

Leaders have been highly effective in their use of the additional funding they receive for disadvantaged pupils through the pupil premium. The approaches taken by leaders have ensured that disadvantaged pupils attend school regularly. Purposeful use of the funding has also led to an improvement in disadvantaged pupils' attainment in reading, writing and mathematics.

## Leadership and governance

**Expected standard**

Since the previous inspection, leaders have prioritised appropriate actions for development and taken suitable action to bring about positive change. They have had a positive impact on improving the curriculum. Notably, leaders have been especially effective in improving the academic attainment of disadvantaged pupils so that they typically leave the school ready for the demands of Year 7. Leaders typically understand the strengths and areas for development within the school. On some limited occasions, the checks that leaders carry out in relation to curriculum and teaching have not identified or addressed elements of variability in a timely manner. The trust, members of the local governing body and school leaders have ensured that pupils with an education, health and care plan are appropriately supported in school. Decisions are made in the best interests of pupils.

Established systems and processes provide trustees with an accurate understanding of the school's work across different areas. This is used well to inform ongoing priorities. The local governing body carries out its duties effectively. This includes providing informed challenge and support to leaders regarding the school improvement priorities. Leaders ensure that staff are supported to manage their workload and wellbeing. The majority of staff are highly positive about the actions taken by the trust and school leaders regarding this area. Staff value the training and support they receive. This has contributed to the continued improvements for pupils since the last inspection.

Many parents and carers are positive about what is provided for their children at the school. Those with children in the early years appreciate how staff support the transition into school life. Many parents state that they would recommend the school to others.

## Personal development and wellbeing

**Expected standard**

Understanding important elements of what makes a healthy lifestyle begins in the early years. Children learn the importance of dental hygiene and make sure that they brush their teeth after lunch in school. As pupils get older, they learn what makes a balanced diet and how regular exercise complements their overall wellbeing.

Pupils develop an understanding of important moral values, such as knowing right from wrong. Leaders ensure that pupils learn the value of empathy and the merits of being kind. Examples of this include the charitable work that pupils take part in. For instance, they collect donations for a local food bank and raise money for community and national charities.

Pupils develop an understanding of and respect for fundamental British values. They appreciate concepts such as democracy and the rule of law and why they matter. Pupils have a developing level of understanding of different faiths and cultures. They learn how to manage risks. These range from knowing how to keep themselves safe online through to

safety around railways and open water. Pupils learn age-appropriate relationships education and understand the changes that they will go through as they get older.

Leaders ensure that pupils have the opportunity to experience roles of responsibility. These include being head boy or head girl, serving as active members of the eco-committee or school council, and acting as wellbeing ambassadors in Year 6. Pupils enjoy a range of trips, such as going to the beach and exploring local museums. Visitors to the school also enhance pupils' experiences. For example, pupils get to work alongside visiting theatre and dance groups.

Pastoral support makes a positive difference to pupils. It provides tailored help and guidance for pupils during their times of need. School clubs such as the Sunshine Squad provide extra support to Year 6 pupils as they approach the transition to secondary school.

Leaders ensure that disadvantaged pupils and pupils with special educational needs and/or disabilities fully benefit from the personal development and wellbeing opportunities provided.

## What it's like to be a pupil at this school

Pupils enjoy learning in a school that is happy, safe and welcoming. This contributes to their regular attendance. Pupils are respectful towards one another. They appreciate the need to treat others in a way that they would like to be treated themselves. If behaviour issues, including bullying, arise, staff address them quickly. Pupils trust that they will be supported by staff in times of need. They value the help that is available to them from classroom staff and the pastoral team.

Pupils have benefited from the changes to the curriculum that leaders have put in place since the last inspection. These changes help pupils to build up and connect their learning. Children in the early years make a confident start to their journey of education. They build up the important knowledge and skills they need in reading, writing and mathematics. Over the past few years, disadvantaged pupils have attained increasingly well in national tests at the end of Year 6. In all key stages, disadvantaged pupils make secure progress through the curriculum. Pupils with special educational needs and/or disabilities progress well through the curriculum during their time at the school. This is all supported by the successful ways in which their barriers to learning are reduced in school. Overall, pupils, including those who face disadvantage, are suitably prepared for their next steps in education.

Pupils make the most of the wider opportunities that are provided for them in school. Clubs such as debating, choir and dance help pupils to discover new talents and interests. Some of these talents are used to give back to the local community. For example, members of the choir perform at a local nursing home. Such experiences help pupils to broaden their understanding of how they can bring moments of happiness to others.

## Next steps

- Leaders should ensure that teachers in key stage 2 consistently use assessment information so that misconceptions and gaps in pupils' knowledge are addressed in a timely manner.
- Leaders should ensure that pupils have appropriate opportunities to practise and refine their extended writing across a range of curriculum subjects.

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## About this inspection

This school is part of the Victorious Academies Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer (CEO), Karen Burns, and overseen by a board of trustees, chaired by the Andy Hodgkinson.

Inspectors carried out this full inspection under section 5 of the Education Act 2005.

This inspection took place on 15 and 16 September 2026.

Following our renewed inspection framework, all inspections are now led by His Majesty's Inspectors (HMIs) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

The inspectors spoke with the headteacher, other school leaders and members of staff.

The lead inspector spoke with the chair of the local governing body and the CEO of the trust.

The inspectors confirmed the following information about the school:

The school currently uses one unregistered alternative provision.

Headteacher: Helen Fletcher

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**Lead inspector:**
David Robinson, His Majesty's Inspector

**Team inspectors:**
Shoab Uddin, Ofsted Inspector
Andrew Marlow, Ofsted Inspector
Chris Priddey, Ofsted Inspector

## Facts and figures used on inspection

This was the data available at the time of the full inspection, taken from different sources. More recent data may have been published since the full inspection took place.

The inspector(s) used this data during the full inspection on 15 September 2026

## School and pupil context

### Total pupils

**447**
Well above average

### What does this mean?

The total number of pupils currently at this school and how this compares to other schools of this phase in England.

National average: 268

### School capacity

**443**
Above average

### What does this mean?

The total number of pupils who can attend the school and how this compares to other schools of this phase in England.

National average: 300

### Pupils eligible for free school meals (FSM)

**42.29%**
Above average

### What does this mean?

The proportion of pupils eligible for free school meals at any point in the last 6 years.

National average: 26.5%

### Pupils with an education, health and care (EHC) plan

## 1.79%
Below average

**What does this mean?**

The proportion of pupils with an education, health and care plan. This covers pupils with more support than is available through special educational needs support.

National average: 4.1%

**Pupils with special educational needs (SEN) support**

## 15.21%
Close to average

**What does this mean?**

The proportion of pupils with reported special educational needs support at the school.

National average: 15%

**Location deprivation**

## Well above average

**What does this mean?**

Based on the English indices of deprivation (2019) and the school's location, we have calculated whether the school is located in a more or less deprived area.

**Resourced provision or SEND Unit (if applicable)**

## No resourced provision

**What does this mean?**

Whether school has Resourced provision or SEND unit (if applicable).

## All pupils' performance

**Pupils reaching the expected standard in reading, writing and mathematics**

The percentage of pupils meeting the expected standards in a combined reading, writing and mathematics measure.

| Year | This school | National average | Compared with national average |
|---|---|---|---|
| **Latest 3 year average** | 52% | 61% | Below |
| **2024/25 (final)** | 60% | 62% | Close to average |
| **2023/24 (final)** | 53% | 61% | Below |
| **2022/23 (final)** | 44% | 60% | Below |

### Pupils reaching the expected standard in reading

The percentage of pupils meeting the expected standard in reading.

| Year | This school | National average | Compared with national average |
|---|---|---|---|
| **Latest 3 year average** | 66% | 74% | Below |
| **2024/25 (final)** | 70% | 75% | Close to average |
| **2023/24 (final)** | 64% | 74% | Below |
| **2022/23 (final)** | 64% | 73% | Below |

### Pupils reaching the expected standard in teacher-assessed writing

The percentage of pupils meeting the expected standard in teacher-assessed writing.

| Year | This school | National average | Compared with national average |
|---|---|---|---|
| **Latest 3 year average** | 64% | 72% | Below |
| **2024/25 (final)** | 65% | 72% | Below |
| **2023/24 (final)** | 63% | 72% | Below |
| **2022/23 (final)** | 64% | 71% | Below |

### Pupils reaching the expected standard in mathematics

The percentage of pupils meeting the expected standard in mathematics.

| Year | This school | National average | Compared with national average |
|---|---|---|---|
| **Latest 3 year average** | 65% | 73% | Below |
| **2024/25 (final)** | 70% | 74% | Close to average |
| **2023/24 (final)** | 63% | 73% | Below |
| **2022/23 (final)** | 62% | 73% | Below |

## Disadvantaged pupils' performance

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after.

### Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics.

| Year | This school | National average | Compared with national average |
|---|---|---|---|
| **Latest 3 year average** | 46% | 46% | Close to average |
| **2024/25 (final)** | 61% | 47% | Above |
| **2023/24 (final)** | 38% | 46% | Close to average |
| **2022/23 (final)** | 31% | 44% | Below |

### Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading.

| Year | This school | National average | Compared with national average |
|---|---|---|---|
| **Latest 3 year average** | 60% | 62% | Close to average |

| Year | This school | National average | Compared with national average |
|---|---|---|---|
| **2024/25 (final)** | 72% | 63% | Close to average |
| **2023/24 (final)** | 52% | 62% | Close to average |
| **2022/23 (final)** | 50% | 60% | Close to average |

**Disadvantaged pupils reaching the expected standard in teacher-assessed writing**

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing.

| Year | This school | National average | Compared with national average |
|---|---|---|---|
| **Latest 3 year average** | 53% | 59% | Close to average |
| **2024/25 (final)** | 64% | 59% | Close to average |
| **2023/24 (final)** | 43% | 58% | Below |
| **2022/23 (final)** | 46% | 58% | Close to average |

**Disadvantaged pupils reaching the expected standard in mathematics**

The percentage of disadvantaged pupils meeting the expected standard in mathematics.

| Year | This school | National average | Compared with national average |
|---|---|---|---|
| **Latest 3 year average** | 55% | 60% | Close to average |
| **2024/25 (final)** | 72% | 61% | Close to average |
| **2023/24 (final)** | 38% | 59% | Below |
| **2022/23 (final)** | 46% | 59% | Below |

## Disadvantaged pupils' performance gap

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after. The school disadvantage gap is the difference

between the performance of the school's disadvantaged pupils compared to the performance of all non-disadvantaged pupils nationally.

### Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics, including the disadvantaged gap.

| Year | This school | National non-disadvantaged score | School disadvantage gap |
|---|---|---|---|
| **Latest 3 year average** | 46% | 68% | -22 pp |
| **2024/25 (final)** | 61% | 69% | -8 pp |
| **2023/24 (final)** | 38% | 67% | -29 pp |
| **2022/23 (final)** | 31% | 66% | -36 pp |

### Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading and the disadvantaged gap.

| Year | This school | National non-disadvantaged score | School disadvantage gap |
|---|---|---|---|
| **Latest 3 year average** | 60% | 80% | -19 pp |
| **2024/25 (final)** | 72% | 81% | -9 pp |
| **2023/24 (final)** | 52% | 80% | -27 pp |
| **2022/23 (final)** | 50% | 78% | -28 pp |

### Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing and the disadvantaged gap.

| Year | This school | National non-disadvantaged score | School disadvantage gap |
|---|---|---|---|
| **Latest 3 year average** | 53% | 78% | -25 pp |
| **2024/25 (final)** | 64% | 78% | -14 pp |
| **2023/24 (final)** | 43% | 78% | -35 pp |
| **2022/23 (final)** | 46% | 77% | -31 pp |

### Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics and the disadvantaged gap.

| Year | This school | National non-disadvantaged score | School disadvantage gap |
|---|---|---|---|
| **Latest 3 year average** | 55% | 80% | -24 pp |
| **2024/25 (final)** | 72% | 81% | -8 pp |
| **2023/24 (final)** | 38% | 79% | -41 pp |
| **2022/23 (final)** | 46% | 79% | -33 pp |

## Absence

### Overall absence

The percentage of all possible mornings and afternoons missed due to absence from school (for whatever reason, whether authorised or unauthorised) across all pupils.

| Year | This school | National average | Compared with national average |
|---|---|---|---|
| **2024/25 (3 term)** | 5.3% | 5.2% | Close to average |
| **2023/24 (3 term)** | 6.3% | 5.5% | Above |
| **2022/23 (3 term)** | 5.4% | 5.9% | Close to average |

**Persistent absence**

The percentage of pupils missing 10% or more of their possible mornings and afternoons.

| Year | This school | National average | Compared with national average |
|---|---|---|---|
| **2024/25 (3 term)** | 13.7% | 13.0% | Close to average |
| **2023/24 (3 term)** | 18.5% | 14.6% | Above |
| **2022/23 (3 term)** | 14.6% | 16.2% | Close to average |

## Our grades explained

**Exceptional**

Practice is exceptional: of the highest standard nationally. Other schools can learn from it.

**Strong standard**

The school reaches a strong standard. Leaders are working above the standard expected of them.

**Expected standard**

The school is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

**Needs attention**

The expected standards are not met but leaders are likely able to make the necessary improvements.

**Urgent improvement**

The school needs to make urgent improvements to provide the expected standard of education and/or care.

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Piccadilly Gate
Store Street
Manchester
M1 2WD

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