

# Salisbury Primary School

## Inspection report

---

<b>Unique reference number</b>	101527
<b>Local authority</b>	Brent
<b>Inspection number</b>	376584
<b>Inspection dates</b>	27–28 February 2012
<b>Lead inspector</b>	John Anthony

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

---

<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>	690
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Professor Dorothy Griffiths
<b>Headteacher</b>	Elaine Clarke
<b>Date of previous school inspection</b>	13–14 May 2009
<b>School address</b>	Salisbury Road Kilburn London NW6 6RG
<b>Telephone number</b>	020 7624 0311
<b>Fax number</b>	020 7328 1380
<b>Email address</b>	admin@salisbury.brent.sch.uk

---

<b>Age group</b>	3–11
<b>Inspection date(s)</b>	27–28 February 2012
<b>Inspection number</b>	376584



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit [www.parentview.ofsted.gov.uk](http://www.parentview.ofsted.gov.uk), or look for the link on the main Ofsted website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

[Piccadilly Gate](#)  
[Store St](#)  
[Manchester](#)  
[M1 2WD](#)

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2012



## Introduction

### Inspection team

John Anthony	Additional inspector
Beverley Perin	Additional inspector
Jonathan Moore	Additional inspector
Sharona Semlali	Additional inspector

This inspection was carried out with two days' notice. The inspection team observed 30 lessons taught by 23 teachers. They held meetings with the Chair of the Governing Body, staff and groups of pupils, and met informally with governors, parents and carers. Inspectors took account of the responses to the online questionnaire (Parent View) in planning the inspection, observed the school's work, and looked at documents including strategic plans and curriculum plans, records of pupils' progress and the monitoring of teaching and learning. Inspectors analysed 283 questionnaires returned by parents and carers, as well as 28 from staff and 102 from pupils.

## Information about the school

Salusbury Primary School is much larger than the average primary school. Its pupils come from a wide range of ethnic and social backgrounds, and include a substantial number from refugee families. The largest groups are those of White British and African heritage. One-third of pupils speak English as an additional language, which is above average, and two in five of these are at the early stages of fluency. An average proportion of pupils are known to be eligible for free school meals. The proportion of disabled pupils and those with special educational needs is also average, and includes pupils with moderate or specific learning difficulties, as well as speech, language and communication issues.

Two independent providers offer childcare on the school site. One runs a breakfast club and after-school activities. The other, Salusbury World, is a refugee charity which supports refugee families within the school and which also runs a voluntary weekly homework club. Neither of these providers was visited as they are inspected separately.

Included in its awards the school has the Healthy School Award, Activemark Sports Award and the Unicef Rights Respecting Schools Award.

The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.

**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

<b>Overall effectiveness</b>	<b>4</b>
<b>Achievement of pupils</b>	<b>4</b>
<b>Quality of teaching</b>	<b>4</b>
<b>Behaviour and safety of pupils</b>	<b>3</b>
<b>Leadership and management</b>	<b>4</b>

## Key findings

- In accordance with section 13(3) of the Education Act 2005, Her Majesty’s Chief Inspector is of the opinion that this school requires special measures because it is failing to give its pupils an acceptable standard of education, and the persons responsible for leading, managing or governing the school are not demonstrating the capacity to secure the necessary improvement.
- The school is not satisfactory because teachers’ expectations are often too low and insufficient attention is given to providing work that meets pupils’ individual needs which leads to inadequate achievement. Attainment in English and mathematics has declined since the previous inspection when the school was asked to raise pupils’ attainment through improving the quality of teaching. Too many pupils do not make sufficient progress.
- Although the school is held in high regard by most parents and carers, their written comments to inspectors showed that many do not believe that their children are progressing as well as they could. Many expressed the view that leaders and managers have not been rigorous enough in driving improvement and the inspectors agree. This widespread view was summarised in the comment made by one parent who wrote, ‘The school is very happy ... there are many good teachers’ but added that the school ‘lacks the leadership necessary to really take advantage of all these very good elements’.
- Behaviour and safety are satisfactory. Pupils have generally positive attitudes to learning although some say that they do not enjoy coming to school. Staff have a strong sense of responsibility for pupils’ well-being, but do not share a common vision or focus on what needs to be done in order to improve pupils’ achievement.
- At the previous inspection the school was asked to increase the rigour of evaluation and planning, but these aspects have not been strengthened. The management of teaching and the performance management of staff have not been effective in improving the quality of provision.

**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

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

- Raise attainment and accelerate pupils' progress in English and mathematics by ensuring that teachers:
  - raise their expectations and pitch their teaching so that it provides greater challenge in lessons
  - adopt best practice in the teaching of reading
  - encourage pupils to take more of a lead in their own learning, by giving them opportunities to practise their communication skills, to initiate more ideas themselves and learn more independently.
  
- Improve teaching, so that none is inadequate by the end of the current academic year and that most is at least good, focusing particularly on:
  - the effectiveness of lesson planning in meeting the differing needs and interests of pupils so that gaps in the achievement of different groups are narrowed
  - planning activities which raise pupils' aspirations
  - providing more detailed guidance in marking so that pupils know what they have to do to improve and ensuring that pupils respond.
  
- Revise action plans to ensure that they identify the specific key issues for improvement, and implement strategies as a matter of urgency, ensuring that:
  - plans contain sharply focused actions and milestones for measuring progress, which are monitored and evaluated
  - continual professional training for all staff is provided, so that teachers' expectations are raised
  - challenging and attainable goals for pupils' achievement are set.

## Main report

### Achievement of pupils

Pupils' achievement is inadequate because significant groups of pupils are not making good enough progress. Although their attainment is average by the end of Year 6, pupils' learning and progress, as reflected in the school's assessment information, in their written work and as seen during lessons, do not match what most are capable of achieving.

Children enter the Nursery with skills that are broadly in line with those expected for their age and make satisfactory progress in the Early Years Foundation Stage. Although attainment in English and mathematics at the end of Key Stage 1 showed signs of improvement in the 2010 assessments, performance dipped in 2011. At Key Stage 2, attainment in both English and mathematics has followed a downward trend, by comparison with national indicators, since 2009. Standards in reading are

**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

broadly average at the end of both Key Stages 1 and 2, but weaknesses in the teaching of reading limit pupils' progress.

Many pupils are highly articulate, but in lessons they are often not provided with the opportunity to engage in lively discussion, to generate their own ideas, or to develop independent learning skills that would enable all groups to progress equally well. In the lessons observed, activities frequently lacked challenge, and the differing abilities and interests of pupils were not addressed. This led to pupils losing interest and the pace of learning faltered as they slowed down, or in one example, simply stopped working. In some lessons, the insufficient emphasis on pupils generating their own ideas led to a lack of interest in the project and, consequently, little or no discernible progress. In 2011, assessment data showed that many pupils were significantly underperforming in English and mathematics by the time they reached the end of Key Stage 2, particularly those of average ability. There is a wide gap between the achievement of White British pupils and those from other groups, with the former typically attaining higher standards. This is due to insufficient focus on meeting the differing individual needs of all pupils. Strong support for pupils with statements of special educational needs ensures that they learn better than other groups of pupils with most making satisfactory progress from their starting points.

This disparity in achievement is exemplified in the very differing responses from parents and carers, some of whom expressed delight with the school's provision, while others have serious concerns about the progress their children are making. More rigorous assessment processes have been put in place, but the monitoring of learning is not sufficiently robust to ensure that teaching methods are aligned closely to pupils' needs. This inspection evidence supports the views of parents and carers who have concerns about their children's progress.

### **Quality of teaching**

There are considerable variations in the quality of teaching, but overall, teaching has insufficient impact on pupils' learning and progress over time. In the best teaching, for example an English lesson where pupils assessed their partner's written work, the teacher's excellent delivery and highly focused questioning gripped the attention of pupils who gave very articulate and well-informed answers. This high standard is not replicated throughout the school and most teaching did not keep the pupils' attention. This was reflected in the words of one parent who said that her child is, 'bored at school and doesn't want to go'.

In mathematics, teaching did not enthuse pupils, who tended to be unsettled and therefore did not concentrate well. This was because pupils were unable to contribute sufficiently in lessons, and the lesson's content did not meet their varying learning needs. School managers require phonics (letters and the sounds they make) to be taught systematically throughout the school. However, more than one approach was found in the Early Years Foundation Stage and not all staff pronounced the sounds correctly. Although teaching promotes pupils' social, moral, cultural and spiritual development effectively, which was evident in their interested

**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

and responsive attitudes in a well-structured assembly, the impact of the planned curriculum on learning is inconsistent. This is because teachers' expectations of their pupils are frequently not high enough and there is a limited focus on planning activities that raise pupils' aspirations.

Teachers' marking is usually limited to corrections and telling the pupils how well they have done. Teachers do not check pupils' work and progress consistently or thoroughly enough, and sometimes mistakes are not corrected. Many pupils do not understand what they have to do to improve. Over a quarter of pupils indicated in their questionnaires that they only sometimes, or never, know how well they are doing at school. Most parents and carers who returned a questionnaire informed inspectors that they feel their children are taught well. However, the views of pupils reflect their awareness of inconsistencies in the quality of teaching. Inspectors found that teaching has had an inadequate impact on pupils' progress over time.

### **Behaviour and safety of pupils**

Pupils' behaviour over time is satisfactory. It was judged to be good at the previous inspection and the school assesses behaviour to be good still, which in some respects it often is. Pupils conduct themselves well around school and their behaviour in lessons is generally satisfactory. However, less than half of the pupils who completed a questionnaire felt that behaviour was good and some said that they were not always happy to come to school. Attendance is broadly average.

Most pupils confirmed that they are provided with a safe environment, although a small minority said that they were concerned about bullying, mainly name calling and teasing. A few parents and carers also commented that there is bullying, and that it is not taken seriously enough by the school. The inspection team found that the school does not tolerate bullying, but that its approach to dealing with it is not always seen as firm enough. Pupils have confidence in their teachers to look after their security well, and the overwhelming majority of parents and carers agree that the school provides a safe environment, noting particularly the school's strong pastoral care of their children.

### **Leadership and management**

Leadership and management are inadequate because the school has been too slow to implement measures to improve teaching which, as a result, is not good enough to enable pupils to achieve their potential. Leaders recognise the need for school improvement plans to focus on improving the quality of teaching, but these plans lack clear goals, high aspirations, and challenging and attainable targets for pupils' achievement. The school's self-evaluation does not provide an accurate or critical evaluation of the school's performance, or reflect a stringent commitment to improvement. Governors have recognised these shortcomings and under the determined lead of a new Chair have reorganised the governing body to lead the drive for improvement. In the words of one parent: 'The new governors are a great new strength in the school.' However, it is too soon for the impact of this initiative to

**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

be evident.

The curriculum promotes pupils' social, moral, spiritual and cultural development adequately. Discrimination is not tolerated and the school is inclusive, promoting equal opportunities for pupils including disabled pupils and those with special educational needs. However, gaps in the achievement of different groups of pupils remain and not enough has been done to eliminate these inequalities. The curriculum provides many enriching activities, in particular much high quality music and art work. A wonderful green space for outdoor activities enables pupils to experience, for example, bird-watching, conservation and horticulture. Pastoral care of pupils is a strength of the school, as seen, for example, in the provision of the counselling service which is available to pupils throughout the week. Safeguarding procedures meet statutory requirements.

Many parents and carers expressed their concerns about the school's overall effectiveness. The school has not successfully addressed the issues raised for improvement by the previous inspection, a point identified by some of the parents and carers. The pace of change in the school has been too slow and so it has not demonstrated sufficiently the capacity to improve.



## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all 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	46	46	8	0
Primary schools	8	47	40	5
Secondary schools	14	38	40	8
Special schools	28	48	20	4
Pupil referral units	15	50	29	5
All schools	11	46	38	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 31 August 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add exactly to 100.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Attendance:	the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.
Behaviour:	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and 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 governors and 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:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
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.
Safety:	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

**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.**



29 February 2012

Dear Pupils

### **Inspection of Salusbury Primary School, London NW6 6RG**

Thank you very much for welcoming my colleagues and me to your school. On behalf of the team, I would like to thank those of you who met with us to tell us about the many interesting things that you do. There are some things that your school does well, but there are many things that need improving to help you to learn well enough to be better prepared for the next stages of your education. We have judged that your school needs 'special measures'. This means that it will be visited regularly by inspectors to see how well it is improving.

- You are responsible, friendly and kind to each other, and although most of you behave satisfactorily, you think your behaviour could improve more.
- You want to work hard, but do not always get the help and guidance you need to make good progress in your lessons.
- Although some of you are concerned that there is sometimes bullying in the school, most of you say that you feel safe and that adults look after you well.
- You have a lovely green space next to your school where you take part in many very healthy and enjoyable activities.

We have asked your headteacher, staff and members of the governing body to do the following to make your school better.

- Help you to make better progress in English and mathematics by having higher expectations of your abilities and providing you with more detailed guidance.
- Enable you to participate more in your lessons, so that you can learn from each other, and have more opportunities to develop your independent learning skills. Provide more training for staff and put in place clear plans for improvements.

You can all help by telling your teachers if you find your work too easy or too hard. Again, thank you for your kind welcome, and for your friendly and very interesting conversations with us.

With best wishes for the future.

Yours sincerely

John Anthony  
Lead inspector

**Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone **0300 123 4234**, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).**