

Tribal
1-4 Portland Square
Bristol
BS2 8RR

T 0300 123 1231
Text Phone: 0161 6188524
enquiries@ofsted.gov.uk
www.ofsted.gov.uk

Direct T 0117 311 5319
Direct F 0117 315 0430
Direct email: matthew.parker@tribalgroup.com



29 November 2012

Mrs L Kiernan
Headteacher
Salisbury Primary School
Salisbury Road
Kilburn
London
NW6 6RG

Dear Mrs Kiernan

Special measures: monitoring inspection of Salisbury Primary School

Following my visit with Maria Coles, Additional Inspector, to your school on 27–28 November 2012, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to confirm the inspection findings.

The inspection was the second monitoring inspection since the school became subject to special measures following the inspection which took place in February 2012. The full list of the areas for improvement which were identified during that inspection is set out in the annex to this letter. The monitoring inspection report is attached and the main judgements are set out below.

Progress since being subject to special measures – satisfactory

Progress since previous monitoring inspection – satisfactory

Newly qualified teachers may not be appointed.

This letter and monitoring inspection report will be posted on the Ofsted website. I am copying this letter and the monitoring inspection report to the Secretary of State, the Chair of the Governing Body and the Director of Children's Services for Brent.

Yours sincerely

Hilary Macdonald
Her Majesty's Inspector

Annex

The areas for improvement identified during the inspection which took place in February 2012

- 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 more 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.

Special measures: monitoring of Salusbury Primary School

Report from the second monitoring inspection on 26–27 November 2012

Evidence

Inspectors observed 21 lessons, of which 17 were conducted jointly with senior members of staff. Inspectors met with the headteacher, the two deputy headteachers, assistant headteacher and staff responsible for leading mathematics, reading and writing. Meetings were also held with the Chair of the Governing Body, a representative of the local authority and the Executive Head of Park Federation. Inspectors scrutinised school documentation including the school success plan,

newly implemented policies, minutes of meetings and evidence regarding staff training.

Context

Since the last visit, over 20 members of staff, including teachers and support staff, have left the school. Attempts to recruit a permanent headteacher were unsuccessful and the consultant headteacher will remain in post until the end of this academic year. An assistant headteacher, with responsibility for assessment and data management, has recently been appointed. One member of senior staff is on long-term sick leave. Five classes are being taught by teachers who are not currently permanent employees of the school. Plans are in place for the school to become an academy from September 2013.

Achievement of pupils at the school

The latest Key Stage 2 national test results show a substantial improvement on those of the previous year. High expectations, challenging activities and targeted support to ensure pupils made up for previous lost ground during Year 6 were successful. Although progress through the school is erratic, overall, attainment and rates of progress for the oldest pupils in school have improved and are at the nationally expected levels. The proportion reaching the higher Level 5 increased, but this was not the case for mathematics. Pupils in Key Stage 2 now make steady progress towards more-challenging targets. Disabled pupils and those with special educational needs make consistently good progress throughout the school as a result of highly specific, well-planned support. Rates of progress through Key Stage 1 remain uneven, as evidenced through past results which declined this year, observations of teaching and scrutiny of pupils' workbooks. It is accepted that school information on pupils' progress has been insufficiently accurate over time and, while this inadequacy has now been addressed, it remains impossible to use historic assessment information, particularly from Key Stage 1, as a tool to accurately measure pupils' progress over time.

Progress in reading is supported by carefully planned guided reading sessions with activities designed to nurture enjoyment of literature as well as extending pupils' reading skills and experiences. However, some weak teaching of letters and sounds (known as phonics) reduces the impact of this good work and pupils currently in Year 2 have reading standards well below those expected. Pupils in Year 6 have reading skills at the appropriate levels for their age.

In all year groups, pupils now have many and varied opportunities to discuss their thinking and learning. In this way, pupils are improving their communication skills and are supporting their own and others' learning. Independence skills are promoted through improved use of the environment to support their learning. For example,

displays in classrooms offer helpful guidance and advice relating directly to what is being learned in English and mathematics.

Progress since the last monitoring inspection on the areas for improvement:

- raise attainment and accelerate pupils' progress in English and mathematics – satisfactory

The quality of teaching

The drive to improve the quality of teaching has gained momentum. There has been significant improvement to the quality of teaching overall and more lessons contain good elements. There is consistency in the use of questioning to include and engage all pupils, as well as increased opportunities for pupils to work together to solve a range of problems and to review their own learning. Opportunities for pupils to take part in interesting, active and exciting tasks that raise their aspirations and understanding of what they can achieve in different subjects, including art, music and physical education, are more frequent.

Gaps in the attainment of different pupil groups have been accurately identified and a range of remedial actions implemented. Effective support for parents and carers of identified pupils has resulted in greater use of the school's website learning facilities by these groups. The attainment gap between pupils known to be eligible for free school meals and their peers, as well as between Somali pupils and their peers, have closed significantly by the end of Key Stage 2. Gaps in pupils' attainment between different groups remain very wide in Key Stage 1.

Where teaching is better, the positive impact of training and coaching provided by the interim deputy headteacher and the local authority is evident. In these lessons, teachers use a range of techniques effectively to gauge pupils' understanding and to adjust activities accordingly. Questioning not only includes all pupils but is used to challenge and extend their thinking and to correct misconceptions. The best lessons move at a brisk pace as teachers convey high expectations and a sense of urgency about learning.

However, improvements are not uniform and some lesson planning and teaching remains ineffective. In such lessons, planned activities are either too dull or are inappropriately matched to pupils' learning needs so that some pupils find the task far too easy or far too hard. As a result, they make little or no progress.

Marking has improved with the introduction and implementation of a new policy. Pupils' workbooks are marked regularly, but frequently comments and guidance to pupils are not focused clearly enough on what the pupil has learned and on the next steps to improve their work further. In some cases, pupils are responding better to teachers' advice by practising a skill or by improving a piece of work. This level of response from pupils is not commonplace.

Progress since the last monitoring inspection on the areas for improvement:

- improve teaching, so that none is inadequate by the end of the current academic year and that most is at least good – satisfactory

Behaviour and safety of pupils

Behaviour in lessons continues to be good. Pupils work with focus in pairs and groups, and this promotes their learning well. Effective strategies are consistently applied to support those pupils who struggle to manage their own behaviour and, as a result, learning is not disrupted. Pupils speak confidently and articulately about their school experiences and report feeling safe, well cared for and happy in school. Systems to respond to individual needs and concerns are robust and effective. As a result, the school is a calm and harmonious community.

Ideas and initiatives to promote, improve and celebrate attendance have been conspicuously successful. Pupils, parents and carers are reminded frequently about the importance of regular attendance, and this is reflected in current attendance, which has increased steadily to above-average levels.

The quality of leadership in and management of the school

The determination of senior leaders to improve the quality of teaching and to add rigour to the monitoring of pupils' progress has been central to all improvements made. The consultant headteacher and temporary deputy headteacher carry out regular lesson observations and accurately identify strengths and weaknesses in teaching. The substantive deputy headteacher and the recently appointed assistant headteacher are beginning to take increasingly important roles in driving improvement. They have more opportunities to carry out joint lesson observations to refine their skills in judging the quality of teaching and learning. Systems for setting challenging goals for pupils' achievement and monitoring their progress through regular meetings with class teachers are progressively more robust. Teachers have a greater understanding of their own accountability for pupils' progress. Direct links between pupils' progress and pay progression are in place. The new arrangements for leadership of reading and writing, combined with professional development for key subject leaders, are extending responsibility for school improvement, and middle management is beginning to strengthen

With the support of the local authority link adviser, improvement plans have been revised. Plans are now very clearly set out, focusing on the most important areas for improvement. Intended outcomes are specific, and progress towards them is checked upon and evaluated at regular intervals. Teaching staff know the priorities they are working towards individually and as a school. They express confidence in the training received to enable them to reach these goals, and a collective sense of optimism and ambition prevails. Despite these very positive improvements, there

remains a sense of fragility in management terms, as a substantive headteacher has yet to be appointed, and the school community appreciates the future is going to bring many more changes.

The governing body is an asset to the school and makes a significant contribution to building a sense of stability and driving improvement. Recent training has ensured that all members of the governing body competently interpret school data, and its minutes reveal a good degree of debate and challenge levelled at school leaders. Governors have recently unanimously voted in favour of becoming an academy. Parents, carers and staff have been appropriately consulted and are collectively in favour of the decision.

Progress since the last monitoring inspection on the areas for improvement:

- revise action plans to ensure that they identify the specific key issues for improvement and implement strategies as a matter of urgency – good

External support

The local authority's considerable support is a key factor in the improving progress the school is making. The link adviser has been pivotal in delivering high-quality and appropriately prioritised support where it is most needed. Relationships between the school and local authority are now overwhelmingly positive and staff at all levels welcome the support they receive. A package of support from the sponsor academy is being agreed.