

Salisbury Road Primary School

Salisbury Road, St Judes, Plymouth, PL4 8QZ

Inspection dates 22–23 November 2012

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Requires improvement	3
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Good	2
Leadership and management		Requires improvement	3

Summary of key findings for parents and pupils

This is a school that requires improvement. It is not good because

- Pupils do not make consistently good progress in reading, writing or mathematics, particularly in Years 1 to 4. Too much ground has to be made up in Year 6.
- There are weaknesses in how reading and writing are taught. Pupils lose interest in some of these lessons and do not make enough progress.
- Pupils do not have enough opportunity to write independently. They do not write longer pieces of work on a regular basis.
- Subject leaders can describe what they are doing to improve pupils' standards, but they do not check and work out which actions have worked well and which have not.
- Senior leaders and governors have not tackled the inconsistencies in teaching and pupils' progress well enough to make sure that pupils' achievement is good over time.

The school has the following strengths

- Pupils enjoy school. They are polite and respectful to each other and to adults.
- Children in Reception make a good start in their first year because the teaching is good. Sessions are planned well and help children to learn and develop successfully.
- The staff are proud to work at the school and strive to provide the best for all pupils.
- The school provides good support for children who are at risk of not doing as well as they should. These pupils are well cared for and feel safe.
- Teachers are skilled in managing behaviour. Consequently, pupils behave well both in class and at playtimes.

Information about this inspection

- The inspectors visited 20 lessons across all year groups. Four lessons were observed jointly with the headteacher or deputy headteacher.
- Inspectors held discussions with pupils, the headteacher, deputy headteacher, staff, governors, and a representative from the local authority.
- Informal discussions were held with parents and carers at the start of the school day.
- Inspectors took account of 28 responses to the on-line questionnaire (Parent View) and 34 responses to the staff questionnaire.
- Inspectors looked at a range of documentation, including the school's plans for improvement, information on individual pupils' progress, records on behaviour and safety, teachers' plans, pupils' books and the governing body's minutes.

Inspection team

Catherine Leahy, Lead inspector	Seconded Inspector
Margaret Dickinson	Her Majesty's Inspector
Howard Dodd	Additional Inspector

Full report

Information about this school

- The school is larger than average and is due to increase over the coming years. This year, the number of children starting in Reception rose from 60 to 90. At the time of the inspection, extensive building work was taking place.
- Most pupils come from White British backgrounds.
- The proportion of pupils eligible for the pupil premium, which provides additional funding for children in the care of the local authority and for pupils known to be eligible for free school meals, is well above average.
- The proportion of pupils who receive extra help with their learning (school action) is just below average.
- The proportion of pupils who receive more extensive help (school action plus), or who have a statement of special educational needs, is above average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- A new deputy headteacher was appointed from September 2012. The school is in the process of appointing three assistant headteachers. The Chair of the Governing Body is new in post, with six other governors also recently appointed.

What does the school need to do to improve further?

- Improve teaching, particularly the teaching of reading and writing, so that more lessons are of a consistently good quality by:
 - making sure that the pupils who have slipped behind in their learning are given the right work to help them catch up quickly
 - raising teachers' expectations of what pupils can do so that they plan interesting and challenging work
 - making sure teachers use a wide range of approaches when asking pupils questions
 - providing training for teaching assistants so that every lesson is pitched correctly for every pupil.
- Improve pupils' progress in reading, writing and mathematics, particularly in Years 1 to 4, by:
 - checking that all teachers assess pupils' writing accurately
 - setting targets for the pupils who have made slow or little progress
 - checking regularly that pupils are in the correct phonics groups for their abilities
 - giving pupils regular opportunities to write longer pieces of work.
- Strengthen leaders' roles in monitoring the school's performance so that leaders have a greater impact on pupils' achievement by:
 - making sure that leaders place a clear emphasis on judging the quality of pupils' learning when they check teaching
 - making sure that the extra funding the school receives for certain pupils benefits them directly and makes a positive difference to their learning
 - sharpening the targets in the school's plans for improvement and showing clearly how actions will be reviewed and checked
 - ensuring governors develop the right skills to check on how well the school is doing so that they can rigorously hold its leaders to account for its performance
 - complete annual appraisals of all teachers.

Inspection judgements

The achievement of pupils

requires improvement

- The strategies introduced by leaders to improve standards in reading and writing have been slow to bring about the improvement required. This is because not all teachers' assessments of pupils' work are accurate, particularly in writing. Teachers' plans are not always specific enough about the actions needed for pupils to catch up.
- Pupils' progress in learning about letters and sounds (phonics) is inconsistent. Some pupils spend around four hours each week in these lessons, often taught by teaching assistants. This slows their learning. They often complete short pieces of writing in these sessions and produce too little written work in the time given.
- The school is not checking that all pupils have enough opportunity to write because too much depends upon which group they are in. The progress of the pupils supported by the pupil premium and those with special educational needs also requires improvement. The gap between the attainment of pupils who receive extra funding, including the pupil premium, and those who do not is wider than it should be in reading and writing.
- In most years, children start Reception with levels of skill and experience below those typical for their age. They make good progress in their learning and develop important personal and social skills because of good teaching in well-resourced classrooms. Children leave Reception with broadly average attainment.
- The progress pupils make in the different year groups from this point is more variable. The school recognises that some pupils in Year 1 did not make good enough progress in reading, writing and mathematics last year. Pupils currently in Year 2 now need to make rapid progress in these three areas this year to reach their potential.
- Typically, pupils' learning and progress speed up in Year 6. The school's data and information show that this is the year where pupils' learning is most speedy. Pupils supported by additional funding in Years 5 and 6 also made good progress last year. The school's results mask, though, the inconsistencies in pupils' progress that occur lower down the school, particularly in reading and writing.
- By the end of Year 6, pupils reach standards which are broadly average in reading and writing and above average in mathematics. Their progress in mathematics is generally better than in reading and writing, although this is not the case in every year group.

The quality of teaching

requires improvement

- The quality of teaching requires improvement because it is not bringing about good progress for all groups. Teachers' expectations are not always high enough and not all lessons inspire and enthuse pupils. Some teachers rely too heavily on pupils filling in worksheets when they could be writing independently.
- Not all teachers use a range of approaches when they ask pupils questions. This means that pupils are not always challenged to think deeply or given the chance to explore and extend their thoughts and ideas.
- Teachers' plans do not routinely show exactly what the pupils who need extra help, or have slipped behind in their learning, need to do to fill any gaps in their knowledge and catch up quickly.
- Some staff lack the skills to teach lessons well. In the phonics sessions, some teaching assistants do not always pronounce sounds correctly, which is confusing for pupils. Some pupils read words successfully and could tackle harder ones, or move up a group, but this is not always picked up.
- Children in the Reception classes are taught well in a supportive atmosphere. Teachers plan an interesting range of activities within which children can explore, make decisions and try out new things. All staff make sure children are included in activities and they constantly encourage children to talk about their learning.

- In good lessons, the teachers plan tasks which challenge and excite the pupils. Learning moves at a fast pace and pupils are clear what is expected of them. This is often the case in mathematics, particularly in Years 3 to 6. Here, teachers are good at asking questions, so that pupils have to think for themselves and the more-able pupils have to work hard.
- Teachers regularly mark pupils' work. The helpful, and often detailed, comments they write on pupils' work show pupils what they need to do to improve. Not all teachers expect high standards of presentation in books which prevents pupils completing high-quality work, making good progress and reaching higher standards.

The behaviour and safety of pupils are good

- Pupils enjoy school and feel safe and well cared for. They are considerate to each other and welcome visitors to their school with pride, talking enthusiastically about the various activities, such as the range of clubs.
- Pupils behave well in lessons and at play. Break times and lunch times are well supervised and pupils enjoy playing together. They understand the rules for moving up and down the many flights of stairs to keep themselves safe.
- Pupils are well aware of the 'golden rules' to encourage good behaviour and are proud to receive certificates and rewards in assemblies. The school deals rigorously with the very few incidents of poor behaviour. The parents and staff who responded to the questionnaires agreed with this view.
- Pupils know about all forms of bullying. Pupils say that there is little bullying in the school and any incidents are dealt with quickly and effectively. Pupils of all cultural backgrounds show respect for each other and racist incidents are very rare. The active school council holds regular meetings so that pupils know their views and ideas are valued.
- Pupils have good attitudes to learning in most lessons. In sessions which interest and excite them, they are keen to settle quickly and work hard. Pupils in Year 2 were captivated by an exciting and imaginative French lesson. In less interesting lessons, pupils can lose this love of learning, become restless and not work as hard as they could.
- Attendance is below average but improving steadily. While some pupils attend school very regularly, some miss school to go on holiday in term time. This has a negative effect on the school's attendance figures.

The leadership and management requires improvement

- Leadership and management require improvement because the quality of teaching and pupils' achievement are not good enough.
- The headteacher has identified and tackled some weak teaching successfully but there is further to go before teaching is consistently good. The checking of the quality of learning to make sure that pupils' progress is good enough in lessons, particularly over time, is not given a high enough priority. As a result there are weaknesses in pupils' achievement, particularly in reading and writing.
- The headteacher's summary, prepared for inspectors, recognised that there were some weaknesses in teaching and pupils' achievement. However, the school's plans for improvement do not focus sharply enough on addressing these weaker aspects. The plans lack clear targets and do not show how and when the school's actions will be checked to see if they are working.
- Senior leaders review pupils' progress regularly and there is a clear system in place to track each pupil's progress over time. However, leaders' efforts to improve pupils' achievement have not had enough effect. As a result, while some pupils make good progress in reading, writing and especially mathematics, for others, progress is much slower.
- Over recent years, the school has introduced new ways of teaching reading and writing. These

have not been reviewed rigorously enough to check the difference they are making, particularly for those at risk of falling behind and the more-able pupils.

- The headteacher has not yet set targets this year for teachers, linked to pupils' performance. Governors report that teachers have not received their entitlement to an annual appraisal and are rightly keen to address this quickly.
 - The headteacher places a strong emphasis on good care and support for every pupil. All staff share in this belief and are fully committed to these values. The school has been especially successful in improving the behaviour of a small number of pupils who find being in school difficult.
 - The local authority provides light touch support and identifies clear areas to develop through annual reviews with the school. These reports are less clear in assessing the difference that the quality of teaching is making to the learning and progress of groups of pupils.
 - **The governance of the school:**
 - The governing body has not provided enough challenge for the senior leaders in recent years. Governors have not been rigorous enough in holding the school to account. They are unaware of the variation in pupils' achievement and have not checked how the school has spent the extra money it receives through the pupil premium. Governors have not asked questions to assure themselves that this additional funding is making a clear difference to eligible pupils' achievement. Governors check that the school's arrangements for keeping pupils safe are appropriate.
-

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	135350
Local authority	Plymouth
Inspection number	395612

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	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	430
Appropriate authority	The governing body
Chair	Mary Aspinall
Headteacher	Neil Vasey
Date of previous school inspection	16–17 June 2009
Telephone number	01752 660566
Fax number	01752 252321
Email address	salisbury.road.primary.school@plymouth.gov.uk

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: 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.



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 and as part of the inspection.

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, or look for the link on the main Ofsted website: 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.

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
W: www.ofsted.gov.uk

© Crown copyright 2012

