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Mr Neil Vasey
Headteacher
Salisbury Road Primary School
Salisbury Road
Plymouth
PL4 8QZ

Dear Mr Vasey

Requires improvement monitoring inspection visit under section 8 of the Education Act 2005 to Salisbury Road Primary School

Following my visit to your school on 21 January 2013, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to report on the findings of my visit. Thank you for the help you gave me and for the time you made available to discuss the actions you are taking to improve the school since the most recent section 5 inspection.

The visit was the first monitoring inspection since the school was judged to require improvement following the section 5 inspection in November 2012. It was carried out under section 8 of the Education Act 2005.

Evidence

During the visit, meetings were held with the headteacher and other senior and subject leaders, four members of the governing body and a representative of the local authority. The inspector met with groups of pupils and looked at pupils' writing. The school improvement plans were evaluated.

Context

Since the inspection the school has promoted three staff to the role of assistant headteacher. Members of the governing body who were new to the post at the time of the inspection have now become more involved and attended training and meetings.

Main findings

The school has taken appropriate steps to build upon improvements to the quality of teaching and to raise achievement. Pupils all now have challenging targets. All staff have had their performance reviewed and targets, based upon pupils' achievement, have been set to check on how well staff are performing. The school has updated its system of checking how well pupils are progressing to identify pupils who are underachieving and require additional support. This has the potential to be very informative in identifying areas of weakness and how well different groups of pupils are progressing. For example, the updated system will identify more clearly the achievement of pupils who are known to be eligible for the pupil premium, a source of additional government funding. However such information is not yet analysed accurately.

The school has changed the way in which pupils learn how to read and write. All pupils have a daily lesson to learn these key skills and there are increasing opportunities for pupils to write at length in other areas of their work. Pupils who are not working at a high enough level are identified and they receive additional support for their reading and writing to enable them to achieve in line with their fellow pupils.

The school is tackling the weaknesses in pupils' progress in mathematics by providing a daily session on improving their number and calculation work and there are plans to change the leadership of the subject.

The school has updated systems to evaluate the effectiveness of teaching and learning. Greater use of data is to be used to evaluate the impact of teaching on learning over time and lessons to be judged on how well pupils learn rather than just on the actions of the teacher.

The school improvement plan has been updated to cover fully the areas for improvement identified in the inspection report. There is clear timeline of when improvements will be introduced, when they will be checked to see their impact and when governors will receive a report on the progress to date. The updated improvement plan has benefitted from the school's work with the Teaching School initiative. However, despite this work there are some weaknesses in the plan. It does not include targets relating to pupil progress or the targets for staff. In addition, it is not clear how the school will know if the plan is successful.

Governors have received helpful assistance from the governor support team in the local authority and most governors have completed an audit of their strengths. This has been used place governors where they may have maximum impact upon the work of the school. The recent change to the Chair of Governors and the appointment of new governors has made the governing body evaluate its committee structures and the way in which it works. This has brought about significant changes

and has meant the governing body is better placed to hold the school to account for its actions.

Senior leaders and governors are taking effective action to tackle the areas requiring improvement identified at the recent section 5 inspection. Following the visit to the school, HMI recommend that further action is taken to:

- strengthen the success criteria within the school's action plans by linking them to measurable outcomes including the progress targets expected for pupils and staff
- check the system used to analyse progress data for pupils to ensure all information is accurate.

The HMI will make a further visit to support senior leaders in developing a system to track the progress of pupils which is accurate and which supports the school in identifying any underachievement of groups or classes.

Ofsted will continue to monitor the school until its next section 5 inspection.

External support

The school has worked well with the local authority governor development team to improve the effectiveness of governors. The Plymouth Teaching School Alliance support has been successful in improving the quality of teaching. The local authority has identified another local school which was recently judged to require improvement and has plans to work together with these schools along with a Local Leader of Education to tackle similar areas which require improvement

I am copying this letter to the Chair of the Governing Body and the Director of Children's Services for Plymouth City Council.

Yours sincerely

Michael Smith

Her Majesty's Inspector