

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



1 February 2013

Mr John Jones
Headteacher
Old Sarum Primary School
Pheasant Drive
Old Sarum
Salisbury
Wiltshire
SP4 6GH

Dear Mr Jones

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

Following my visit to your school on Friday 1 February 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 December 2012. It was carried out under section 8 of the Education Act 2005.

Evidence

During the visit, I held meetings with the headteacher and acting deputy headteacher. I met with the Chair of the Governing Body and a group of governors. I spoke by telephone with a representative from the local authority and with the school improvement adviser. The school action plan was evaluated. During a tour of the school with the headteacher, I talked to pupils about their work and viewed the outside learning space for children in the Early Years Foundation Stage. During a meeting with the English subject leader I looked at examples of pupils' writing.

Context

The acting deputy headteacher is a local authority literacy consultant. One teacher is on maternity leave and the class is currently being taught by a teacher on a temporary contract. This is the second year since the school opened. Some pupils come from service families. Pupil numbers are increasing. 30 children are registered for places in the Reception class for September 2013.

Main findings

The headteacher and acting deputy headteacher are leading the school in a resolute way. The action plan is wisely thought out with sensible time slots for review. The staff team are incredibly motivated to take on board training and advice that has been offered by the acting headteacher. There is now a more consistent approach than previously in the teaching of spelling and grammar. All classes have literacy displays which support pupils' writing and spelling. Learning ladders, which give pupils small incremental steps in their English and mathematics work, are established and provide a useful strategy to measure pupils' progress. The difference is that now pupils are beginning to assess their work against these steps, and decide whether they have been successful in their learning or need more help.

At the time of the section 5 inspection approximately seven new governors had just joined the governing body. Since then, the governing body has reviewed its skills. Roles and responsibilities have been revamped and governors are now leading on areas of governance relevant to their experience. The protocols for observing the school's work and addressing priority areas have been sharpened. The governing body is sensibly supporting the school in purchasing equipment to better meet the needs of the Reception children when learning outside.

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:

- tweak the school action plan by adding a column, which focuses on the impact of actions and helps governors evaluate more precisely whether what is being done is successful in improving teaching and raising pupils' achievement.

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

External support

The local authority support is shaping and guiding the governing body. There is now a well-focused approach to becoming a good school. The school values the support received from the local authority. The acting deputy headteacher, in her role as local authority literacy consultant, plays a key role in the training of staff. There are plans

in place to continue local authority support for staff and governors. This is a sensible approach.

I am copying this letter to the Chair of the Governing Body and the Director of Children's Services for Wiltshire and as below.

Yours sincerely

Jane Neech
Her Majesty's Inspector