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Mrs L Kiernan
Headteacher
Salisbury Primary School
Salisbury Road
London
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Dear Mrs Kiernan

Special measures: monitoring inspection of Salisbury Primary School

Following my visit with Ken Bryan, additional inspector, to your school on 9–10 May, I write on behalf of Her Majesty's Chief Inspector of Education, Services and Skills to confirm the inspection findings.

The inspection was the third 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 – good.

Progress since previous monitoring inspection – good.

A maximum of two newly qualified teachers may 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 third monitoring inspection on 9–10 May 2013

Evidence

Inspectors observed 25 lessons, of which 15 were conducted jointly with members of the senior leadership team. Inspectors met with the Chair of the Governing Body, a representative from the local authority, and senior and middle leaders, as well as with groups of pupils. Inspectors scrutinised documentation including the recently reviewed school self-evaluation document and success plan. Minutes of meetings, including those of the governing body, were also reviewed. A detailed analysis was made of information relating to pupils' attainment and progress throughout the school.

Context

Since the last visit, there has been another unsuccessful attempt to recruit a substantive headteacher. The consultant headteacher and part-time consultant deputy headteacher have continued in their roles. Established plans for the school to become an academy from September 2013 have been withdrawn and new plans are yet to be developed. Further changes to staffing have taken place. Another eight teachers have left and a number of classes are being taught by temporary teachers.

Achievement of pupils at the school

Pupils' progress throughout the school is now closely and accurately monitored. A comprehensive set of information is enabling senior staff and class teachers to make regular checks on each pupil's progress and to intervene swiftly when necessary. The school's information indicates that attainment at the end of all key stages is set to increase this year. Children are getting off to a positive start in the Early Years Foundation Stage. Improvements to the environment, to planning and more skilful teaching have resulted in a stimulating setting in which children are developing as happy, inquisitive learners who progress well. Pupils in Year 2 are making particularly rapid progress from a very low base as lessons are fine-tuned to provide pupils with precise next-steps in their learning. This rapid progress is evidenced by lesson observations and pupils' workbooks as well as school monitoring information. Pupils in Year 2 revealed themselves to be enthusiastic, independent learners as they spoke articulately about solving mathematical problems using the 'greater than' and 'less than' symbols. Information on pupils' progress no longer demonstrates specific weakness in Key Stage 1. School data indicate that end of Key Stage 1 attainment will increase this year to broadly in line with national averages for reading, writing and mathematics. Nevertheless, discrepancies continue to exist in rates of progress between classes and between subjects. For example, progress in writing is less good than in reading or mathematics throughout the school.

Pupils in Key Stage 2 are making at least expected progress. Those in Year 6 are typically making good progress and are on target to reach their projected levels in the national tests. In one Year 6 English lesson, able writers were given very clear guidance that enabled them to gauge their own and a partner's success in meeting the higher levels. A greater proportion of pupils, than in previous years, are working at the higher levels in both English and mathematics. Pupils of all ages spoke of being stretched while at the same time enjoying their lessons, particularly those which contain frequent active and practical elements. Withdrawal groups have been reduced and those that are in place are highly focused and responsive to individual needs. Interventions are evaluated and are known to be effective. Disabled pupils and those with special educational needs continue to progress well. Those known to be eligible for free school meals are now tracked more closely than before, and gaps between these pupils and their peers are reducing.

Reading takes place regularly and frequently in all classes. More opportunities are being given to pupils to read aloud and to discuss text in different subject areas. Guided reading sessions are carefully planned, although activities occasionally occupy the pupils rather than promoting their reading skills. In a minority of cases, the teaching of letters and sounds (phonics) remains weak. Plans are in place to review the teaching of reading and to increase the resources on offer to address these matters.

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

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

The quality of teaching

Arising from targeted support for identified teachers, as well as whole-staff training, there is now greater consistency in many aspects of teaching. Without exception, lessons have specific learning intentions and clear, shared success criteria. These are referred to and discussed throughout lessons. Pupils know what they are learning and why, and the oldest pupils know the levels they are working at and the targets they are working towards. Planning uses a consistent format and is frequently detailed. Differentiated tasks are systematically planned as a result of ongoing teacher checks, including extension tasks for high-achieving pupils or additional support activities for disabled pupils and those with special educational needs. The learning activities themselves are typically engaging and regularly include special events and trips. In these ways, aspirations have been successfully raised and previous gaps in attainment between girls and boys, as well as those known to be eligible for free school meals and their peers, have continued to narrow. On occasions, the pace of learning is reduced where pupils have either not fully grasped

a concept and cannot manage the task set, or already have a good understanding and spend too much time going over something they can already do.

Lesson observations throughout the school reveal that pupils value the many opportunities to work with partners or in groups. During these times, pupils discuss and reflect upon challenges, promoting their own and others' thinking, reasoning and communication skills. In a minority of lessons, teachers still talk for too long, losing pupils' interest and reducing the sense of pace. In a number of lessons, all pupils were observed to assess their own or others' work. This worked particularly well in a Year 5 English lesson when pupils had clear direction, and a checklist from the teacher about how to identify strengths or ways in which a piece of work could be improved.

The quantity and quality of pupils' work, including presentation, has improved since the previous monitoring visit. Marking is always up to date, and increasingly related to learning intention. Often, marking gives suggestions for further improvement or makes requests for corrections, and this is usually responded to by the pupils. Some pupils explained clearly to inspectors how they use a green pen to edit and improve their work following feedback from their teacher. In such cases, marking is making a definite contribution to promoting progress.

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 – good

Behaviour and safety of pupils

Attendance has continued to be monitored very closely and as a result has remained stable at, or slightly above, national average levels throughout the year. A range of rewards is in place to promote both punctuality and attendance. Coupled with this, support for vulnerable families ensures that families receive the necessary help to maintain good attendance. Despite changes in staffing and to supervision arrangements at lunchtimes, behaviour is consistently good and well managed. The many pupils spoken to during this monitoring visit reported feeling safe and happy at school. Pupils agree that rules are clear, are understood and are applied, and this contributes to their sense of safety and trust in adults. Pupils are proud of their roles of responsibility including being on the school council or being a 'playground friend'. Very good relationships exist between all members of the school community.

The quality of leadership in and management of the school

Despite the many changes to staffing and the temporary nature of most senior leadership positions, the consultant headteacher, senior leaders and members of the governing body have been conspicuously successfully in building and conveying an atmosphere of ambition and high expectation. A sense of optimism and purpose has

permeated the school. During this visit, very young children talked of their ambitions to become astronauts, scientists and spies. Vital improvements in the quality of teaching, pupils' progress and attainment are now being realised. The governing body is making a particularly strong contribution to the strategic development of the school as well as ensuring compliance with all statutory duties. The Chair brings a high level of expertise, balancing challenge and support with skill. In addition to the senior leaders, middle managers and class teachers also now show an enhanced determination to secure further improvement. Changes to the management structure have provided effective professional development opportunities, and expectations are raised. Core subject leaders are becoming more knowledgeable but are not yet driving improvement at a strategic level.

A more rigorous approach to the monitoring and tracking of pupils' progress has been established. Challenging targets for pupils' achievement are now in place. Data are systematically collected and analysed in detail, and assessments are checked to ensure they are accurate. Class teachers have an increased awareness and understanding of their accountability for pupils' progress. All staff take part in regular moderation exercises and there is now a more uniform view of attainment as well as more-even rates of progress. Lessons are observed regularly by senior leaders. While strengths and areas for improvement are correctly identified, summative judgements concerning the quality of teaching are more positive than observed during this monitoring inspection.

High-quality strategic planning is well established. The improvement plan is detailed and rightly focused on the continuing need to further improve the quality and consistency of teaching throughout the school, as well as to increase rates of progress and outcomes. Analysis of strategic plans, interventions and information on pupils' progress are evaluative and link to have an impact on pupil outcomes.

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 has recently stepped up support as the sponsor academy has withdrawn. Regular monitoring of progress, as well as joint lesson observations and support for subject leaders, is helpful in challenging and supporting the school to secure the range of required improvements. The local authority's view of the quality of teaching is consistent with that found during this monitoring visit. Previous guidance from the sponsor academy which focused on strengthening teaching was well received by staff and made a distinct contribution to increasing consistency in lesson planning and delivery. The school is currently working in collaboration with an outstanding junior school.