

# Salisbury Primary School

Salisbury Road, Kilburn, London, NW6 6RG

**Inspection dates** 2–3 October 2013

<b>Overall effectiveness</b>	Previous inspection:	Inadequate	4
	This inspection:	<b>Requires improvement</b>	<b>3</b>
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

## Summary of key findings for parents and pupils

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

- Teaching does not always provide sufficient challenge. There is too much variation in the quality of teaching overall and not enough is consistently good or outstanding.
- Some lessons lack a sense of pace and urgency for learning. Teachers and other adults do not use questioning well enough to test out pupils' understanding or to stretch pupils' thinking.
- Pupils do not have regular enough opportunities to write at length about interesting, exciting or relevant matters. Progress in writing is less good than in reading or mathematics.
- Guided reading lessons, particularly for older pupils, are not precisely enough focused on improving reading skills.
- Pupils' progress has been erratic over time. As a result, some of the oldest pupils in school have gaps in their knowledge and are still catching up to where they should be.
- There are differences in the attainment between groups. For example, pupils who are known to be eligible for free school meals and refugees do not achieve as well as others.
- Pupils have too few opportunities to use and apply information and communication technology (ICT) skills. ICT resources are insufficient.

### The school has the following strengths

- The senior leadership team is skilled and ambitious. The members are determined that the school should keep improving.
- Effective action has been taken to tackle previous weaknesses. Teaching has improved and pupils are reaching significantly higher standards than previously.
- Effective leadership is distributed throughout the school. All teachers understand the part they have to play in securing further improvements.
- Pupils enjoy school, feel safe and valued. They demonstrate good behaviour and attitudes to learning. Pupils from diverse backgrounds get along extremely well.

## Information about this inspection

- Inspectors observed 28 lessons or part lessons. Of these around half were observed jointly with members of the senior leadership team.
- Inspectors listened to pupils reading, looked at pupils’ workbooks in lessons and spoke to pupils about their work. The inspectors also observed playtimes and met more formally with groups of pupils to ascertain their views on aspects of school life.
- Inspectors met with the Chair of the Governing Body and one other governor representative. Meetings were also held with all senior staff as well as groups of middle leaders and a representative from the local authority.
- There were too few responses to the online questionnaire, Parent View, to enable inspectors to see the results. One inspector spoke informally to parents on the playground and some social media discussion about the school was brought to the attention of the lead inspector.
- Inspectors considered a wide range of school documentation, including records of school checks on the quality of teaching, school improvement planning, and records relating to behaviour, attendance, safeguarding and the tracking of pupils’ progress.

## Inspection team

Hilary Macdonald, Lead inspector

Her Majesty’s Inspector

Joseph Skivington

Additional Inspector

## Full report

### Information about this school

*In accordance with section 13 (4) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that the school no longer requires special measures.*

- Salusbury Primary School is much larger than most primary schools.
- The school serves a very diverse community. About one third are from White British backgrounds. Other pupils are from a wide range of minority heritages. At least one third of pupils speak English as an additional language and many of these are at the early stages of learning to speak English.
- The proportion of disabled pupils and those who have special educational needs supported through school action is below the national average. The proportion supported at school action plus or with a statement of special educational needs is above average.
- The proportion of pupils for whom the school receives the pupil premium (additional government funding for pupils known to be eligible for free school meals, those in care and those from other groups) is above the national average, and increasing.
- The school meets the government's floor standards, which set the minimum expectations for pupils' progress and attainment in English and mathematics.
- The school was deemed to require special measures at its previous section 5 inspection in February 2012. Since that time one of Her Majesty's Inspectors has carried out three monitoring inspections. There have been significant staff changes during this period, including at most senior levels. The temporary consultant headteacher has been appointed to the post of permanent headteacher. The leadership structure of the school has been redesigned.

### What does the school need to do to improve further?

- Improve teaching across the school so that it is consistently good or better by:
  - ensuring that teachers and teaching assistants use questioning effectively to assess pupils' understanding and make any necessary adjustments to their lessons so that pupils are appropriately challenged
  - ensuring that all adults use questioning effectively to extend pupils' thinking
  - ensuring that pupils' experience of learning is consistently interesting and engaging and that lessons move at a brisk pace
  - ensuring that teachers are confident to model writing in different styles and for different purposes and audiences
  - ensuring that all teachers are confident to teach early reading skills
  - providing more opportunities for pupils to use and apply computer and information and communication technology skills to support their learning in all subject areas.
- Raise pupils' achievement further by ensuring:
  - the levels of progress for pupils in the current Year 6 are accelerated further
  - pupils have regular opportunities in English lessons to write at length about a range of subject matters and that reading sessions are purposeful for all pupils
  - that the gap in attainment between pupils with free school meals and other pupils in the school continues to close.
- Ensure there are adequate information and communication technology resources to support pupils' learning.

## Inspection judgements

### The achievement of pupils requires improvement

- Levels of attainment and rates of progress have improved for all pupils since the previous inspection. Previous wide discrepancies in rates of progress between groups of pupils, key stages and subjects have been directly addressed. Progress in writing has rightly been identified by the school as a priority for improvement, as progress in this area is typically less good than in reading, mathematics and other subject areas. Pupils have too few opportunities to write at length in different styles and for different purposes.
- Pupils' achievement at the end of Key Stage 2 in 2013 showed marked improvement on previous years. The large majority of pupils achieved the national expected standards in reading, writing and mathematics, and around half of pupils achieved the higher levels in reading and mathematics. This positive outcome resulted from the pupils' rapid progress during their last year at school. Pupils currently in Year 6 continue to carry the legacy of weaker teaching in the past. They have gaps in their knowledge and understanding which hinder their ability to reach the standards expected for pupils of this age.
- At the end of Key Stage 1, in 2013, standards also improved. Increasing proportions of pupils achieved the standards expected with significant gains in reading, writing and mathematics, with most able pupils reaching the higher levels.
- The development of early reading skills in the Early Years Foundation Stage and Key Stage 1 is now effective. Nursery and Reception children and pupils in Years 1 and 2 benefit from a systematic grounding in the linking of sounds and letters (phonics). As a result, pupils are developing as more confident and enthusiastic readers. The results of the phonics screening check in Year 1 in 2013 revealed a significant rise to broadly average in the proportion of pupils able to successfully read familiar and unfamiliar words. This good progress is not universal. During some guided reading lessons, activities for independent groups are insufficiently focused on strengthening reading skills and opportunities for progress are limited.
- Children enter Nursery at levels of development in line with those found nationally. Around half of children currently in Nursery are at the earliest stages of learning to speak English. Children typically make good progress through Nursery and Reception and over half now enter Key Stage 1 having reached a good level of development.
- Disabled pupils and those who have special educational needs make progress at least as well as their peers in school. This is because their needs are widely known and understood by teachers and teaching assistants and tailored individual support is provided for them.
- The progress of refugee pupils, as well as those eligible for support from the pupil premium, is still not good enough. Although the school is reviewing the effectiveness of the varying support packages, data analysis has revealed gaps are not closing effectively in reading and mathematics and particularly writing, other than for the most able of these pupils. For example, by the end of Year 1, pupils known to be eligible for free school meals are, on average, lagging behind their peers by two points of progress. By the end of Year 5 this situation is unchanged. Other previously identified gaps in achievement have closed successfully. For example, the progress of Somali pupils is at least equal to that of their peers, and that of Black Caribbean pupils has notably improved.
- In most lessons seen during the inspection pupils' progress was good and pupils were eager to learn. In all classes, relationships between adults and pupils and between the pupils themselves were positive and dynamic, regardless of heritage or social background. Equality of opportunity is effectively promoted in the school.
- September 2013 has seen a remarkably large turnover in pupil population. At least 40 new pupils, including some in the oldest classes, are at the very earliest stages of learning to speak English and some refugee pupils have accessed only very limited education in the past. As a result, the overall profile of achievement within the school is currently affected.

**The quality of teaching requires improvement**

- Teaching is not consistently good in all classes, but has improved since the previous inspection. Teachers have worked hard to develop their skills and improve their practice. Lesson planning is now consistently detailed, with clearly specified learning intentions, activities and support linked to pupils' individual learning needs.
- In all types of lessons throughout the school, pupils consistently respond positively to opportunities to talk about their learning. Pupils readily engage in opportunities to learn with, and support, each other in pairs or groups. This makes a positive contribution to their overall progress.
- Teaching in the Early Years Foundation Stage has improved since the previous inspection. The environment is more enticing and children now frequently choose to take part in learning activities outside. The curriculum themes are strong, with good links between the different areas of learning. Children's progress is closely monitored and recorded and next steps in learning carefully planned for.
- A number of teachers are benefiting from the intensive coaching that is currently being provided by an outstanding teacher. Whilst this support is tailored to each teacher's individual training needs, inspectors observed use of questioning to check pupils' understanding being effectively modelled. The outstanding teacher also ensured that these lessons moved with good pace.
- Even though over half of the teaching is good, when not supported, too many lessons fail to challenge or inspire pupils sufficiently, leading to a slow pace of learning. Resources, most particularly information and communication technology equipment, are insufficient to motivate pupils or to reinforce their learning in different subject areas.
- Overall, the checking and supporting of pupils' progress have improved. Pupils have individual targets to focus their efforts to improve and regularly evaluate what they have achieved. The marking of pupils' work, although variable, mostly identifies what pupils need to do next to improve. Some opportunities are provided for pupils to respond to marking, although practice varies widely between classes. Rigorous tracking of progress ensures all teachers are aware of the progress of individual pupils and groups of pupils in their class.
- Some teachers and supporting adults use questioning to assess how well pupils understand a concept and to adjust tasks so that learning is maximised. Other teachers miss this opportunity. As a result some pupils persist with tasks that are either too easy or too hard and therefore they fail to make good progress. Questioning is not used well enough by teachers or supporting adults to extend pupils' thinking. Too often questions require only the simplest of answers, rather than challenging pupils to think in more detail for themselves.
- There is too much variation in the quality of teaching of reading and writing. Some pupils in all year groups are new to speaking and reading in English, but not all Key Stage 2 teachers are confident in teaching basic reading skills. Moreover, during some guided reading sessions, independent tasks occupy pupils rather than extend their reading skills.
- In one outstanding English lesson in Year 6, the teacher modelled writing a diary entry. As a result of the teacher's high expectations, the pupils subsequently worked with intense concentration and effort. Their writing demonstrated sound understanding of this technique, as well as being well presented and with good use of vocabulary and punctuation. Plans are in place to strengthen the teaching of writing and to ensure that teachers are confident to model a range of writing techniques and that there are more opportunities for pupils to practise their writing skills in all subject areas.

**The behaviour and safety of pupils are good**

- Pupils' behaviour is good. Pupils are polite, friendly and welcoming. Pupils from many different backgrounds play and work together happily. Salusbury is a happy and harmonious community.
- There are effective, well understood and consistently applied procedures for addressing any poor behaviour, as well as plentiful rewards for positive behaviour. School behaviour logs show few

recorded incidents. There have been no permanent exclusions and a reduction in the use of fixed term exclusions over the last year. Parents, pupils and staff agree that behaviour has improved considerably since the previous inspection. Those pupils who continue to find it difficult to manage their own behaviour are well supported so that their learning is infrequently disrupted.

- Pupils are unanimous in the view that they are safe in school. They are well aware of the physical protection provided by fences and cameras, but attribute their safety overarchingly to the care provided by all adults at school. Pupils know that they will be sensitively listened to and, if necessary, extended support and guidance will be provided to help them through tricky times.
- Pupils report that bullying is not an issue. They have a strong awareness of, and are articulate about, different forms of bullying including cyber and homophobic bullying. Anti-bullying week, strong personal, social and health education, as well as the headteacher's consistently rigorous response to poor behaviour, all contribute to the prevailing positive atmosphere.
- Pupils speak positively about behaviour in the classroom. Attitudes to learning are good. Pupils want to learn new skills and are eager to achieve their personal targets. In a Year 2 history lesson, for example, pupils spoke with great enthusiasm when recalling their trip to the London Museum and The Monument. Pupils took turns to speak, listened attentively to each other and helped each other out when recalling tricky details.
- Attendance is above average, with a further rise recently. Most pupils arrive punctually on a daily basis. Attendance is closely monitored and many strategies are employed to encourage and support good attendance.

### **The leadership and management are good**

- There is a deep sense of shared responsibility, common purpose and commitment amongst staff and governors arising from determined and effective senior leadership. The headteacher provides strong leadership and has been conspicuously successful in generating a sense of shared vision that all members of the school community are proud to be part of. Staff and governors know that the quality of teaching and pupils' achievements must continue to improve.
- All leaders are responsible for planning towards continuing improvements. There are excellent opportunities for professional training which link to the needs of the school as well as to individuals. The school is now providing its own highly effective leadership development programme. Middle leadership has been strengthened. For example, year group leaders are mentored by members of the senior leadership team.
- Strong support and challenge from the consultant deputy headteacher have resulted in more rigorous and successful leadership of the Early Years Foundation Stage. A number of significant improvements have been secured, notably planning is accurately matched to the children's needs, the environment now encourages young children to explore and learn and adults work well as a team.
- The monitoring of the quality of teaching and learning and of current priorities is rigorous. Lessons are observed, pupils' workbooks and teachers' planning scrutinised and data relating to pupils' progress frequently reviewed. Improvement is evidenced in the increasing standards of pupils' work throughout the school, improved end of key stage test results, as well as in the increasing proportions of good and better lessons.
- Staff performance is closely managed and related directly to pupils' progress. Teachers' targets are challenging and performance systems ensure that only good or better teaching is rewarded.
- Information on how well pupils are doing is analysed in great depth. This information is well known and well shared, and used to plan daily lessons as well as additional support and intervention where necessary. However, some gaps in the achievement of groups of pupils remain. For example, pupils known to be eligible for pupil premium funding and refugee pupils achieve less well than their peers. These groups, and the interventions to support them, are now under greater scrutiny so that any necessary changes to their support happen more swiftly and to greater effect.

- The curriculum has strengths. For example, all pupils enjoy the benefits of learning to play a musical instrument, to speak a foreign language, to be coached in a range of sporting activities and to be taught art by an art specialist. Class teachers endeavour to ensure that topics capture pupils' interests but know some revision to topics is required. Both pupils and teachers say that resources are not always adequate and this was particularly observed to be the case with access to computers and technological equipment.
- Provision for pupils' social and moral development is a strength. Spiritual development is supported well through assemblies, through religious education lessons and the wider curriculum. Participation in the UNICEF Rights and Responsibilities programme makes a valuable contribution to pupils' mature attitudes. The respectful, inclusive and welcoming ethos of the school is apparent at all times. Discrimination is not tolerated.
- New primary school sport funding has been carefully planned for. Additional resources are being purchased, specialist teaching is being extended and pupils are being offered more opportunities than before to take part in sports clubs and in competitions. It is too soon to identify the impact of these actions; however, it is anticipated that pupils will become increasingly active and fit and that most will engage in sporting activities beyond the school day.
- The local authority has provided high quality support and guidance from an independent adviser. Staff at all levels report that that support,, such as the recent review of teaching and learning, has helped to identify what has improved securely and what the current priorities should be.
- **The governance of the school:**
  - Governors know the school well and provide valuable help and support. For example, governors have undertaken considerable research around the possibility of the school becoming an academy. Governors are well aware that progress has been an issue in recent years and are now working more closely with leaders to address remaining inconsistencies in the quality of teaching. Following recent training, governors are able to confidently compare school and national data using information from RAISE and the data dashboard. This has added rigour to their questioning of school staff. Governors are challenging in their scrutiny of the management of the school and have absolute confidence in the capacity of senior leaders to ensure that all staff continue to raise their game. They are aware of performance management targets and ensure that pay and promotion are linked to teachers' effectiveness. Governors are aware of the use of the pupil premium funding and of the additional funding for sport, but are not clear about why gaps have not closed more effectively. Governors ensure, along with senior leaders, that safeguarding arrangements meet national requirements.

## 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

<b>Unique reference number</b>	101527
<b>Local authority</b>	Brent
<b>Inspection number</b>	420414

This inspection was carried out under section 8 of the Education Act 2005. The inspection was also deemed a section 5 inspection under the same Act.

<b>Type of school</b>	Primary
<b>School category</b>	Maintained
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	690
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Professor Dorothy Griffiths
<b>Headteacher</b>	Linda Kiernan
<b>Date of previous school inspection</b>	14–15 February 2012
<b>Telephone number</b>	020 7624 0311
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