

# Salfords Primary School

Copsleigh Avenue, Salfords, Redhill, Surrey RH1 5BQ

## Inspection dates

26–27 June 2014

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

## Summary of key findings for parents and pupils

### This is a school that requires special measures.

- Achievement is inadequate. Pupils make slow progress across the school, particularly in writing, because teaching is inadequate.
- Pupils, notably the more able, do not produce written work of a high enough standard. They do not get sufficient opportunities to practise writing in other subjects. Many pupils' handwriting is poorly formed.
- Disabled pupils and those who have special educational needs do not achieve well enough.
- Teachers' expectations of what their pupils, especially the most able, can achieve are too low. Teachers' planning is not sufficiently focused on the needs of the most able pupils.
- Teachers' assessments of pupils' attainment are inaccurate.
- Teachers' marking is not consistently helping pupils to improve their work, and there is a significant amount of unmarked pupils' work across all year groups.
- The teaching of reading is inadequate.
- Pupils' attitudes to learning are not always positive, particularly when teaching does not motivate or interest them.
- Frequent changes in the teaching staff have significantly slowed pupils' learning.
- Leadership is inadequate. There has been considerable turnover of senior leaders in the past year. Middle leaders have only a limited impact on raising standards.
- Despite local authority support, the school has been unable to make the necessary improvements.
- The governing body has not held school leaders fully to account.

### The school has the following strengths

- Pupils of Traveller heritage are supported well and often make good progress in developing their basic skills.
- Gaps in attainment between pupils supported by additional funding and other pupils are beginning to reduce.
- There are strengths in the teaching of French. Sport is extensively and successfully promoted.
- The school is calm and orderly. Pupils feel safe and secure.

## Information about this inspection

- Inspectors observed teaching in 20 lessons, five of which were seen together with the interim headteacher.
- Meetings were held with a group of pupils, the Vice-Chair of the Governing Body and three other governors. In addition, the school's senior and subject leaders, and a representative of the local authority met with inspectors. A telephone discussion was held with the Chair of the Governing Body.
- Inspectors took account of the 21 responses to the staff questionnaire. There were 57 responses to the online questionnaire (Parent View). Inspectors also looked at the school's own survey of parents' views, conducted in 2013.
- Inspectors observed the school's work and looked at a range of school documents. These included local authority reviews and action plans, and records of the school's checks on the quality of teaching.
- Inspectors scrutinised minutes of governing body meetings and records relating to behaviour, attendance, safeguarding and the tracking of pupils' progress. They also looked closely at pupils' written work for the current school year and listened to pupils read.

## Inspection team

George Logan, Lead inspector	Additional Inspector
Fatiha Maitland	Additional Inspector
Janet Sharp	Additional Inspector

## Full report

*In accordance with the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that this school requires special measures because it is failing to give its pupils an acceptable standard of education and the persons responsible for leading, managing or governing the school are not demonstrating the capacity to secure the necessary improvement in the school.*

Newly qualified teachers may not be appointed.

### Information about this school

- Salfords Primary School is larger than the average-sized primary school.
- The large majority of pupils are from White British backgrounds. There is a small group of pupils of Traveller heritage. The majority of these are from Showmen's Guild families.
- The proportion of disabled pupils and those who have special educational needs supported through school action is slightly below average. The proportion supported at school action plus or with a statement of special educational needs is above average.
- The proportion of pupils supported through the pupil premium is below average. This is additional government funding for pupils known to be eligible for free school meals, or looked after children.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in reading, writing and mathematics.
- The school offers a breakfast club, which is included in the current inspection. It also offers after-school care. This is managed and inspected separately.
- The school has experienced considerable turbulence in both leadership and staffing in the past year. The headteacher who joined the school in September 2013 resigned in March 2014. An interim headteacher joined the school eight days prior to this inspection. The deputy headteacher, who left the school on secondment in September 2013, subsequently resigned. An assistant headteacher, appointed in September 2013, left the school in April 2014. There have been significant changes in staffing. Several current teachers are supply or agency staff.

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

- Improve teaching so that it is typically good or better by ensuring that:
  - teachers across the school have consistently high expectations and set work that builds on what pupils already know and can do
  - teachers mark all pupils' written work regularly and give clear guidance on how to improve
  - teachers check to make sure that pupils have acted on advice given in marking
  - the assessment of pupils' skills and knowledge is always accurate
  - the level of challenge for pupils consistently engages their interests and enthusiasm.
- Accelerate pupils' progress across the school, particularly in writing and for the more able, by:
  - implementing systematic programmes for teaching writing in the Early Years Foundation Stage and for improving handwriting
  - planning more opportunities for pupils to develop their writing skills in different subjects
  - providing more challenging work, particularly in English and mathematics, which meets the needs of more able pupils across the school
  - checking and adapting the impact of the additional support provided for disabled pupils and those with special educational needs
  - ensuring all staff have a consistent, rigorous approach to developing pupils' reading skills.

- Improve leadership, management and governance, and accelerate the pace of change, by:
  - establishing a robust and effective senior leadership team focused on improving teaching and learning
  - developing the roles and responsibilities of middle leaders so that they have greater impact on improving pupils' achievement
  - implementing rigorous and effective systems for monitoring all aspects of the school's work
  - ensuring that procedures for managing teachers' performance are fully effective and staff are held to account for their impact on pupils' achievement
  - ensuring that the governing body has the necessary skills and experience to hold leaders to account robustly.

An external review of governance should be undertaken in order to assess how this aspect of leadership and management may be improved.

## Inspection judgements

### The achievement of pupils

#### is inadequate

- Pupils' achievement is inadequate because their progress is too variable in reading, writing and mathematics. Too many do not make the progress they are capable of, particularly in Year 1, where pupils have made negligible progress this year.
- Writing skills are particularly poor across the school. Pupils' written work is inadequate, their handwriting is underdeveloped and little has been done to promote pupils' skills in writing through different subjects.
- More able pupils underachieve. There is some targeted teaching for the most able pupils in Year 6, who have the potential to work at above the level expected for their ages. However there is little specific provision to challenge these pupils effectively in other year groups or across the curriculum.
- As a group, pupils who are disabled or have special educational needs do not make enough progress. Significant gaps between the attainment of these pupils and others are not being closed. Leaders do not evaluate the impact of additional support rigorously enough to enable the school to identify which aspects of support are most effective.
- Pupils' attainment at the end of Year 2 is broadly average. Attainment and progress have both declined this year, particularly in mathematics and reading, due to instability in staffing.
- The proportion of Year 1 pupils attaining the expected standard in the screening check in phonics (letters and the sounds they represent) was below the national average in 2013.
- Year 6 pupils supported by pupil premium funding in 2013 were around four terms behind their classmates in mathematics and reading and two terms in writing. Current Year 6 pupils are making better progress than their peers due to the additional support they receive. The attainment gap has narrowed and is currently around one and a half terms in all subjects.
- Attainment at the end of Reception has been below average in the last three years. Children start school with skills and understanding that are generally below those typical for their age. This year they are not making enough progress in Reception, as teachers have not given enough time to developing early writing skills.
- Pupils of Traveller heritage are supported well. Their attendance levels vary. Some pupils spend substantial periods elsewhere due to their parents' work commitments. Those who attend most frequently make good progress.

### The quality of teaching

#### is inadequate

- Teaching is inadequate. Frequent changes of staff have adversely affected pupils' learning and progress. Senior leaders have not taken decisive action to address the increase in weak teaching and ensure that it is consistently good or better.
- Teachers do not have sufficiently high expectations of what pupils should achieve. The work they provide often lacks challenge for different groups of pupils. Other than in mathematics in Year 6, there is little provision to meet the needs of the most able pupils who, in consequence, underachieve. Some teachers have low expectations of the quality of pupils' written work, frequently accepting work which is messy and incomplete. As a result, many pupils have poorly formed handwriting.
- Inspectors found that much of the pupils' work was unmarked. In subjects other than literacy and numeracy, work has sometimes not been marked for much of the current year. Assessments of pupils' attainment are not always accurate. As a result, teachers do not set appropriate work, or raise the level expected where needed, and over time this limits pupils' learning.
- Teaching in the Early Years Foundation Stage does not provide sufficient challenge, particularly in writing. Consequently, children do not make the progress they are capable of.
- Reading skills are not taught well, preventing pupils reading with confidence and fluency. Some have difficulty in working out unfamiliar words by using their knowledge of phonics.

- Pupils supported by additional funding benefit from increasingly well-targeted additional adult support. This is now helping them to make faster progress.

### **The behaviour and safety of pupils**

### **requires improvement**

- The behaviour of pupils requires improvement. Pupils' attitudes to learning are not consistently good. Pupils sometimes stop focusing on their learning when teaching does not stimulate their interest. This leads to some low-level disruption. Pupils do not always take sufficient care over their written work.
- Where teaching is more effective, particularly in upper Key Stage 2, pupils' commitment is greater. They concentrate well, are keen to answer questions and some do their best to produce good-quality written work.
- Poor behaviour is infrequent and exclusions are rare. Effective systems for managing behaviour ensure a consistent response by staff to issues, despite recent staff changes. Lunchtimes are well managed, calm and orderly. Parents report few current concerns about behaviour.
- Pupils eagerly undertake responsibilities within class and outdoors, so contributing to the smooth running of the school community.
- The school's work to keep pupils safe and secure is good. Pupils say they feel safe and are confident that adults will respond quickly if any difficulties arise.
- The breakfast club provides well for pupils who arrive early to school.
- The school successfully supports the social and academic needs of pupils of Traveller heritage.
- Pupils have a good appreciation of risk. They recognise that bullying, though rare, may take many forms. Older pupils understand the dangers of cyber-bullying. Pupils are confident that any problems will be addressed by the school.
- Attendance has improved in recent years and is now broadly average.

### **The leadership and management**

### **are inadequate**

- Leadership and management are inadequate. All aspects of the school's work have declined in effectiveness since the previous inspection. Leaders have not done enough to secure good quality teaching and learning so achievement is now inadequate.
- Leaders in acting or interim capacities have ensured that pupils are secure and well cared for. However, staff morale is low and there is insufficient capacity to enable the school to improve without significant external support. That said, an appropriate programme for the support of newly recruited staff is in place for the new term.
- While middle leaders provide some support for colleagues, not all have sufficient time, opportunity or experience to carry out their roles effectively. As a result, their impact on improving teaching and raising standards is limited.
- The school lacks consistently implemented, effective systems for monitoring its work. Basic arrangements are in place for the management of teachers' performance. However, staff are not held to account rigorously enough for their impact on pupils' achievement.
- The school's view of itself, as judged by the interim headteacher, is accurate. School development plans identify the right priorities but progress in addressing them has been slow.
- The curriculum does not promote good progress. Work in literacy and numeracy is given priority, in order to improve standards in writing and mathematics. There are pockets of good work, for example in religious education and science. French is taught well. However, pupils' writing skills are not developed well enough through subjects such as history or geography. The school is not yet well prepared for the introduction of the new curriculum in 2014.
- School leaders monitor the impact of pupil premium funding closely. Additional teaching is provided in English and mathematics to help pupils at risk of falling behind. The primary school sports funding is being used well to train staff and give pupils a wider range of activities. As a

result, more pupils now participate in after-school clubs and sports competitions.

- The local authority has given considerable support to boost leadership and to improve teaching. Not all staff have engaged with new initiatives and this, combined with the many staff changes, means the impact of this work has been limited.
- Pupils' spiritual, moral and social development is promoted well. Cultural development is not as strongly established, and the school has missed opportunities to strengthen this area of learning through partnerships with other schools.
- Parents are committed to the school, despite recent disruptions. A large number attended the school sports day.

#### ■ The governance of the school:

- Governors have not been diligent in holding the school to account. They have a limited understanding of the quality of teaching or the links between teachers' salaries and their effectiveness. They have a broad understanding of pupils' academic performance and how it compares with national trends, but have not challenged leaders effectively over this.
- Governors have limited knowledge of the impact of pupil premium funding on closing gaps in pupils' attainment.
- The governing body has been reconstituted recently under a highly experienced new Chair. Governors recognise the challenges faced by the school and are keen to support it. They are committed to ensuring equality of opportunity, tackling discrimination and promoting good relationships. Governors are undertaking training to enable them to contribute more fully to self-evaluation and development planning.
- Governors ensure that all statutory duties are met, including the procedures relating to safeguarding pupils.

## 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>	125128
<b>Local authority</b>	Surrey
<b>Inspection number</b>	443955

This inspection of the school was carried out under section 5 of the Education Act 2005.

<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	360
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Chris Botten
<b>Headteacher</b>	Liz Whincop (Interim)
<b>Date of previous school inspection</b>	11 January 2011
<b>Telephone number</b>	01737 762940
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