

Salisbury Road Primary School

Salisbury Road, Plymouth, PL4 8QZ

Inspection dates 22–23 October 2014

Overall effectiveness	Previous inspection:	Requires improvement	3
	This inspection:	Requires improvement	3
Leadership and management		Require improvement	3
Behaviour and safety of pupils		Good	2
Quality of teaching		Requires improvement	3
Achievement of pupils		Requires improvement	3
Early years provision		Good	2

Summary of key findings for parents and pupils

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

- Subject leaders have yet to fully assess the impact recent initiatives are having on the quality of teaching and pupils' progress.
- Pupils of average ability are not sufficiently challenged in their learning in ways that serve to deepen their understanding.
- Pupils' achievement in mathematics is not as strong as in their reading and writing because they do not have enough opportunities to apply their mathematical skills in solving problems.
- The achievement of pupils is not yet good enough, despite some recent rapid improvements in pupils' progress.
- Pupils who have particular learning needs do not always make consistently strong progress in their reading and writing.
- Pupils do not present their writing to a sufficiently high enough standard in all their subjects.

The school has the following strengths

- Governors' restructuring of the school's leadership is improving pupils' outcomes. Despite a period of staff instability, including at senior level, their actions have tackled areas for improvement raised in the last inspection.
- The interim executive headteacher, supported by staff, is improving the quality of teaching. Pupils are now making rapid gains in their learning.
- Pupils behave well. They enjoy school, and this is seen in their above-average attendance.
- The school's work to keep pupils safe is good. Pupils say they feel secure at all times.
- Children make good progress in the early years provision because of good teaching. Activities are particularly effective in helping to develop children's speech and language skills.

Information about this inspection

- Inspectors observed learning in 18 lessons, of which three were jointly seen with the interim executive headteacher. Inspectors also listened to pupils read and looked extensively at pupils' work. An inspector attended the Key Stage 2 Harvest Festival at the local church.
- Inspectors met with pupils and talked with them about their work. Meetings took place with governors, subject leaders and a representative of the local authority.
- Inspectors reviewed documentation including safeguarding, how the performance of staff is managed, behaviour and safety, attendance and checks on pupils' attainment and progress.
- Inspectors took account of 65 responses from parents to the online questionnaire, Parent View, and 29 returned staff questionnaires. An inspector also talked to parents informally during the inspection.

Inspection team

Howard Jones, Lead inspector	Additional inspector
Richard Johnson	Additional inspector
George Long	Additional inspector

Full report

Information about this school

- Salisbury Road is much larger than the average-sized primary school.
- There are three Reception classes in the Early Years Foundation Stage with full-time provision.
- When compared with national figures, the proportion of disabled pupils and those who have special educational needs supported by school action is below average.
- The proportion supported by school action plus or with a statement of their special educational needs is above average when compared to most schools.
- The proportion of pupils from ethnic backgrounds is above the national average.
- The proportion of pupils who speak English as an additional language is above average.
- The proportion of pupils receiving support from the pupil premium funding is above average. This is additional government funding to support those pupils in the school who are known to be eligible for free school meals or those who are in care.
- 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 has experienced significant changes in teaching and leadership staff since the previous inspection. The interim executive headteacher, who is a national leader of education, has been in place since September 2014. Governors are working towards appointing a permanent headteacher.

What does the school need to do to improve further?

- Improve the quality of teaching so that it is consistently good or better in order to further raise pupils' achievement, by ensuring:
 - pupils' writing is presented to a high standard in all their subjects
 - the learning of pupils of average ability is regularly checked so they are moved on to tasks which further deepen their understanding
 - pupils' achievement improves further through providing more opportunities for them to apply their mathematical skills to solve problems
 - more effective support for those pupils in Year 1 and Year 6 who have particular learning needs so that they make consistently strong progress in their reading and writing.
- Improve the effectiveness of leadership and management by subject leaders checking that recently introduced initiatives are consistently improving the quality of teaching and pupils' progress within their areas of responsibility.

Inspection judgements

The leadership and management

require improvement

- Actions to secure consistently good teaching and learning during a period of staffing instability have not been sustained over time. Subject leaders do not check fully the extent to which recent initiatives are improving the quality of teaching and pupils' progress. Some teachers are new to the school or new to positions of responsibility and have yet to have a consistently strong impact in bringing about improvements.
- The interim executive headteacher and deputy headteacher have more recently brought about marked improvements in the quality of teaching and more resilient checks on pupils' progress. As a result, pupils' achievement is improving.
- Some pupils in Years 1 and 6 with special educational needs do not make consistently strong progress in their reading and writing. Leaders are aware of this and are taking appropriate actions to support them better.
- The leadership now reviews the quality of teaching more closely. It makes reference to pupils' progress and teachers' performance targets and takes actions to deal with weak teaching. School leaders tailor staff training to further enhance teachers' classroom practice, and teacher pay and progression correspond to how well pupils are doing.
- The school treats all pupils equally and discrimination is not tolerated. The school promotes positive relationships and pupils speak highly of their experience of school. Pupils supported through the additional funding are fully involved and gaps in their learning are closing.
- The local authority has effectively worked in partnership with governors during a period of instability and has brokered the support of the interim headteacher. This is leading to increased capacity within the school to sustain improving outcomes for pupils.
- The clear set of actions to use the primary sports funding is effectively improving the physical well-being of pupils. Specialist coaches are enhancing teachers' expertise and pupils' fitness. As a result, more pupils are participating in competitive sports, for example, hockey.
- The leadership is giving more attention to developing pupils' literacy and numeracy skills than at the previous inspection. Pupils have opportunities to write at length and mathematics is planned to extend pupils' understanding as they move through the school. Pupils say they value the way homework tasks are set. Leaders recognise that developing pupils' problem-solving skills and the quality of their writing presentation across subjects remain priorities.
- The school effectively promotes pupils' spiritual, moral, social and cultural development. Pupils have opportunities to reflect, for example when celebrating harvest. Pupils also explore what it means to be British through their work on modern culture and the impact settlers in the past have had on their heritage.
- Safeguarding arrangements meet requirements. These measures include vetting of adults working with pupils and risk assessments when pupils make educational visits.
- **The governance of the school:**
 - Governors have ensured they are now sufficiently competent to hold the school to account. Their restructuring of school leadership and effective management during a period of change have secured improvements in the quality of teaching and pupils' progress. They are also engaged in developing changes in how pupils' progress is tracked. Their training provides them with a clear understanding of the qualities of teaching and how the school's performance compares with that of others nationally. As a result, governors are aware of aspects that need to be further improved and are taking appropriate steps to appoint a permanent headteacher so that the school's performance is enhanced in the long term. Procedures to check teachers' pay and performance are in place and during an interim period, governors have established routines to hold the interim headteacher to account. The school's budget is currently in deficit. Financial planning is securing a return to a healthy balance and the school uses resources effectively to promote pupils' learning. Governors check that the additional funding is closing gaps in attainment for eligible pupils. They are active in ensuring the primary sports funding is developing the expertise of staff to promote the well-being of pupils.

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

- The behaviour of pupils is good. Pupils listen to their teachers and enjoy working together. They talk competently about how they are using their literacy skills to explore their ideas in their work. They are eager to become even more successful in their learning.
- Pupils move sensibly around the school so they carefully negotiate the stairways during key times during the day. The atmosphere in the dining room is calm and pupils enjoy a range of activities once they are outside in the playground. Pupils are very positive about their experience in school and say staff always help them to deal with any personal issues which arise.
- Older pupils value the responsibilities they have. Some act as play buddies for younger children and others act as sports leaders. Governors are rightly proud of pupils' participation in public formal occasions, such as singing and playing the ukulele at the Lord Mayor's sessions.
- Behaviour is not better than good because pupils' attitudes have yet to have an even greater impact on their progress, especially where teaching is less effective.

Safety

- The school's work to keep pupils safe and secure is good. Cyber-bullying is rare, and because of the school's work in this area, pupils know exactly how to deal with this and how to keep themselves safe using the internet.
- Pupils say discrimination and any form of name-calling are infrequent. They are confident that, should anything like this happen, their teachers take immediate actions to resolve these. As a result, pupils feel securely cared for. School records confirm this positive picture.
- Attendance is now above average. This reflects the effective actions taken by the school to promote its values and its work with parents.
- The very large majority of parents confirm that their child's experience of school is positive, as seen in the response to the online questionnaire.

The quality of teaching requires improvement

- Teaching requires improvement because it has not typically promoted good achievement. For some groups of pupils and in some of their subjects, their progress has not been consistently good.
- Teachers do not sufficiently challenge pupils of average ability. They do not always check their learning, so that once pupils can demonstrate they have a secure understanding, teachers could adjust tasks in ways which would serve to deepen pupils' learning further.
- Disabled pupils and those who have special educational needs do not make consistently strong progress. Most make the progress that might be expected but some pupils in Years 1 and 6 do not achieve as well as they should in their reading and writing. This is because some additional support does not always ensure that pupils who need extra help make sufficient gains in their learning. Other adults provide better support during lessons, so that pupils improve their skills.
- Teachers do not ensure that the quality of pupils' written work is of a high enough standard when writing in subjects other than literacy lessons.
- Pupils' learning in mathematics is weaker where they do not have sufficient opportunity to use their mathematical skills to solve problems widely, and this impairs their progress.
- There have been some recent improvements in the ways teachers mark pupils' work to show them how to improve. As a result, the quality of pupils' learning is improving, but this has not been in place long enough to have had a consistently strong impact on the progress of pupils.
- Learning is effective where teachers successfully build on pupils' previous understanding. Inspectors saw this in a Year 1 numeracy session in which the range of activities and the teacher's high expectations stretched pupils so they became increasingly confident in doubling numbers.
- Teachers skilfully use questioning to extend learning in ways that require pupils to think and talk about their work. This happens, for example, in Year 6, where pupils routinely share ideas and work collaboratively to move forward in their tasks.

The achievement of pupils**requires improvement**

- The achievement of pupils is not yet good enough. Since the previous inspection, pupils' progress has improved, as seen in the 2014 Year 6 national tests. However, achievement is comparatively weaker in mathematics and pupils' combined attainment in reading, writing and mathematics has been variable over time.
- Pupils of average ability are not consistently successful at the higher levels. Once they demonstrate their understanding, teachers do not always move them on to tasks that would further deepen their learning, and this restricts the progress they make.
- The progress of disabled pupils and those who have special educational needs is inconsistent. While most make the progress that would be expected, some pupils in Years 1 and 6 do not always get the additional support which would enable them to make enough progress in their reading and writing.
- Pupils' performance in the Year 1 phonics check (linking letters and sounds) has improved and is now comparable to the national expectations. The school's approach in encouraging reading means pupils relish books and eagerly cite a range of published titles by authors such as David Walliams.
- From their starting points the gap in attainment between pupils supported through the additional funding and other pupils nationally is closing. Compared to other pupils at the school, these pupils were behind by one term in reading, three terms in writing and two terms in mathematics at the end of Key Stage 2 in 2013. Compared with other pupils nationally, disadvantaged pupils at the school were one term behind in reading, one term behind in writing and two terms behind in mathematics. As a result of targeted support, these pupils are making improved progress across the school, including in the early years provision.
- The achievement of the most able pupils has been improving so that across the school these pupils are now making better progress. As a result, at the end of Year 6, they were as successful in 2014 as similar pupils nationally in their reading, writing and mathematics.
- The achievement of pupils from minority ethnic groups and those who speak English as an additional language is consistently strong. Some of these pupils are especially successful at the higher levels by the end of Year 6.
- Recent actions by school leaders are closing gaps in pupils' knowledge and understanding. As a result, pupils' mastery in their numeracy and literacy skills is being enhanced across all year groups.

The early years provision**is good**

- Leadership of the early years provision is good because children learn consistently well and go on to make good progress. Children's learning records show a variety of rich experiences they have shared to develop their basic skills and creativity. These are also helpful in showing parents how well their child is doing. Checks on children's learning enable adults to plan appropriate activities to further develop their skills.
- Children's behaviour and safety are good. Children settle into their school routines exceptionally well. Their play and adult-planned tasks make learning interesting and serve to extend personal and social skills. Adults are especially effective in promoting children's language and communication skills.
- Children demonstrate growing confidence in all their learning. They are happy to keep working until they know they have become successful. For example, they use a range of resources, such as in water-play, to talk about shape and number and deepen their understanding. They engage confidently with visitors and are happy to talk about their work.
- Teaching is good. Adults are skilled at extending children's ideas whether this is about Diwali art or using pastry to prepare cakes. Staff require children to be consistent in using their phonics skills accurately and so prepare them well for the next stage in their learning.
- Most children enter Reception with skill levels below those that are typical for their age. By the time they enter Year 1 most reach at least the level of development that would be expected for their age. Children eligible for support through the additional funding make especially good progress.

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

Unique reference number	135350
Local authority	Plymouth
Inspection number	449057

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

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	463
Appropriate authority	The governing body
Chair	Mary Aspinall
Interim Executive Headteacher	Simon Spry
Date of previous school inspection	22–23 November 2012
Telephone number	01752 660566
Fax number	01752 252321
Email address	salisbury.road.primary.school@plymouth.gov.uk

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.ofsted.gov.uk

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2014

