

Tribal  
Kings Orchard  
One Queen Street  
Bristol  
BS2 0HQ

T 0300 123 1231  
Text Phone: 0161 6188524  
enquiries@ofsted.gov.uk  
[www.ofsted.gov.uk](http://www.ofsted.gov.uk)

**Direct T** 0117 311 5359  
**Email:** christina.bannerman@tribalgroup.com

11 February 2015

Mr Simon Spry  
Interim Executive Headteacher  
Salisbury Road Primary School  
Salisbury Road  
Plymouth  
PL4 8QZ

Dear Mr Spry

### **Requires improvement: monitoring inspection visit to Salisbury Road Primary School**

Following my visit to your school on 10 February 2015, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to report the inspection findings. 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 October 2014. It was carried out under section 8 of the Education Act 2005. At its previous section 5 inspection the school was also judged to require improvement

Senior leaders and governors are taking effective action to tackle the areas requiring improvement identified at the recent section 5 inspection. The school should take further action to:

- develop the new system for monitoring the progress of pupils in all year groups, particularly disabled pupils, those with special educational needs, more able pupils and those supported by the pupil premium, and ensure they make consistently good progress
- develop governors' expertise in fulfilling their role of holding the school to account for the standards all pupils reach in reading, writing and mathematics and present the progress data to governors in a way that supports them in this process.

## **Evidence**

During the inspection, meetings were held with the interim executive headteacher, deputy head, leaders for English, phonics and mathematics, the special educational needs co-ordinator, a group of pupils, the Chair of Governors and a representative from the local authority to discuss the action taken since the last inspection. The school's action plans were evaluated and other documents, such as information on pupils' progress, were examined. The inspector and interim executive headteacher carried out a joint learning walk, visiting all classes except those in Year 4 as these pupils were out of school for a swimming lesson.

## **Context**

At the time of the section 5 inspection, the interim executive headteacher had been in post for only a few weeks, following the departure of the substantive headteacher. He is a National Leader of Education and the headteacher of a local teaching school. The governors are currently in the process of interviewing for a new headteacher. There are four newly qualified teachers in the school.

## **Main findings**

The interim executive headteacher has raised teachers' expectations of pupils' achievement through his enthusiasm, the setting of challenging targets and by sharing the higher level of work produced by the pupils in his school, which has a similar intake. He has introduced clear systems and procedures, for example for managing the performance of staff. He has also arranged appropriate staff training and development. In addition, he has set clear expectations for teachers in planning lessons and assessing pupils' progress, including the marking of pupils' work. Consequently, the quality of teaching and learning is improving rapidly. Staff morale is high.

In order to sustain the improvements, the interim executive headteacher is rightly strengthening the leadership of the school. The deputy headteacher and one of the three assistant headteachers have taken responsibility for improving mathematics and literacy. They are developing appropriate skills in monitoring and evaluating their action plans and pupils' progress through lesson observations, examining the work in pupils' books and analysing progress data. They have worked closely with subject leaders in the teaching school, for example in providing joint training for both sets of staff. They are also working with the teaching school to improve the accuracy of teachers' assessments. As a result, teachers have a better understanding of pupils' achievement and the progress they need to make.

Published data show that pupils, especially the more able, made inadequate progress in mathematics and writing in 2014. Senior and subject leaders are

providing appropriate training and support for staff to improve the quality of teaching in these areas, including the teaching of phonics (the sounds that letters make). The impact is seen in improvements in the presentation of pupils' writing, especially in the good quality displays of their work. Tasks in lessons are increasingly being set at the right levels of challenge to match pupils' different starting points. This, together with a comprehensive range of support for pupils with special educational needs, is helping all pupils to make better progress in reading, writing and mathematics. Pupils say they now enjoy their mathematics lessons as they are challenged to solve problems.

The deputy headteacher is developing a new system for checking pupils' progress. However, this is at an early stage and it is not yet possible to evaluate the progress of different groups, including disabled pupils, those with special educational needs, the more able and pupils who are supported by the pupil premium. The data is not presented clearly enough to enable the governors to question the progress of all pupils in each year group and to challenge the school to improve it further.

Improvement plans, including subject plans, have clear targets and measurable 'milestones' to help governors to check that the school is on track to make the improvements identified in the section 5 inspection within the timescale. However, the milestones will need to be reviewed as the system for tracking pupils' progress evolves. Governors are gaining a more objective view of the school's performance as they make regular visits and look at the pupils' work. They also receive monitoring reports from the local authority.

Pupils' attendance and behaviour continue to be good. Pupils show positive attitudes to learning in all their lessons. The interim executive headteacher engages well with the pupils, including joining in with their mathematics challenges, and models positive working relationships for the staff. The pupils feel safe in school. They are taught about different risks, such as cyber-bullying, and how to stay safe. They say there is little bullying in the school and they are confident that teachers would tackle effectively any concerns they might have.

Ofsted may carry out further visits and, where necessary, provide further support and challenge to the school until its next section 5 inspection.

### **External support**

The local authority and teaching school are providing effective support through the interim executive headteacher. This National Leader of Education, together with the sharing of good practice in his teaching school, and the provision of training and support for all staff, is bringing about rapid improvements in teaching and learning. This work is monitored and evaluated closely through half-termly visits by the local

authority adviser. The governors say the local authority is supporting them well in the process of recruiting a new headteacher and in the training of new governors.

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

Yours sincerely

Sue Frater

**Her Majesty's Inspector**