

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

Direct T 01173115246
Direct F 01173150430
Direct email: Sara.Whalley@Tribalgroup.com



8 May 2015

Mr M Beard
Headteacher
Salfords Primary School
Copsleigh Avenue
Salfords
Redhill
RH1 5BQ

Dear Mr Beard

Special measures monitoring inspection of Salfords Primary School

Following my visit with to your school on 6 and 7 May 2015, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to confirm the inspection findings. Thank you for the help you gave during the inspection and for the time you made available to discuss the actions which have been taken since the school's previous monitoring inspection.

The inspection was the third monitoring inspection since the school became subject to special measures following the inspection which took place in June 2014. 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.

Having considered all the evidence I am of the opinion that at this time:

The school is making reasonable progress towards the removal of special measures.

The school may appoint newly qualified teachers.

This letter and monitoring inspection report will be published 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 Surrey.

Yours sincerely

Matthew Barnes
Her Majesty's Inspector

Annex

The areas for improvement identified during the inspection which took place in June 2014

- 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.

Report on the third monitoring inspection on 6 and 7 May 2015

Evidence

The inspector observed the school's work, scrutinised documents and met with senior and middle leaders, a group of governors and a representative from Babcock 4S, which provides consultancy services on behalf of the local authority. He scrutinised pupils' work in their books, considered the views of parents through the results of a parental survey carried out by the school and reviewed the school's own data on pupils' achievement. The inspector reviewed all the areas for improvement, with a particular focus on the achievement of groups of pupils across the school.

Context

The school has appointed a deputy headteacher and an assistant headteacher since the last monitoring inspection. Governors continue to work towards academy conversion under the sponsorship of the GLF Schools. One teacher has left the school.

Achievement of pupils at the school

Pupils' progress has continued to accelerate. This is particularly evident in pupils' achievement in writing, where there is now much greater consistency in progress across the school, including in the early years. There are also now more opportunities for pupils to develop their writing skills in different subjects. This was particularly evident in science and history books. Rates of progress in reading have also continued to improve.

Despite the improvements seen in pupils' progress, there remains a legacy of underachievement. The school's current predictions show that, in 2015, Key Stage 1 pupils are likely to attain below average results. At the end of Key Stage 2, however, pupils are on track to achieve broadly average results. The proportion of children likely to achieve a good level of development at the end of Reception has risen.

The progress being made by different groups of pupils in the school is improving. More-able pupils are now making better progress. This is because teachers are beginning to provide appropriate challenge for these pupils. Predictions show that more pupils look likely to achieve the higher levels at the end of Key Stages 1 and 2 in 2015. Similarly, disabled pupils and those with special educational needs are making better progress. Disadvantaged pupils are making similar progress to their peers. School leaders have rightly recognised the need to accelerate their progress further to narrow the attainment gap for these pupils.

The quality of teaching

Teaching continues to improve. There is now better consistency across the school, particularly in the teaching of reading and writing. There remain significant inconsistencies, however, in the teaching of mathematics.

Teachers increasingly set work that builds on what pupils already know and can do. This is particularly the case in writing, which is now of a much higher standard as a result. In mathematics, however, improvements have been inconsistent. This is because teachers do not always plan lessons which move pupils onto the next stage of their learning. Some teachers still also lack the subject knowledge to know how to help pupils improve their mathematical skills and understanding.

Teachers' marking of pupils' work has continued to improve. All teachers now follow the school policy diligently. The feedback teachers give is more helpful and helps pupils improve their work and make better progress. School leaders have rightly identified that pupils are not yet always given enough opportunity to act on the advice they have been given.

Provision in the early years has improved. The learning environment is now much more carefully organised. For example, there are now distinct areas for the different aspects of learning. Staff now adapt and change the environment effectively in response to the assessments they make of children. As a result, children are now accessing all areas of learning equally, whether inside or outside, and with greater engagement. At times, staff in the early years are still too slow to support children's learning. For example, they do not always intervene well enough to help children make better progress when learning through play. The teaching of phonics (the links between letters and their sounds) in the early years has improved. Teachers now teach the sounds with greater accuracy and model for children how to blend sounds to read more effectively.

Behaviour and safety of pupils

Pupils' behaviour continues to improve. In the majority of lessons, pupils are now showing much better attitudes to their learning. However, their concentration is sometimes variable, depending on teachers' expectations and their ability to capture pupils' interest. Pupils do not yet apply themselves fully to their work at all times.

The quality of leadership in and management of the school

Leadership and management have continued to improve. Governors and the headteacher have appointed the acting deputy headteacher and acting assistant headteacher to substantive posts. This has resulted in an effective team of senior leaders, who now share the headteacher's vision and very high expectations. Under

the guidance of the headteacher, senior leaders provide robust leadership through their unwavering focus on improving teaching and learning at the school.

The systems for monitoring teaching and reviewing the performance of teachers introduced by the headteacher are now more established. Weaker performance is challenged rigorously and effectively, which has led to the improvements in teaching. The effectiveness of these systems still relies heavily on the work of senior leaders, particularly the headteacher.

Subject leadership is improving, but remains a key priority for the school. Subject leaders have attended useful training and are now putting what they have learned into practice. They have begun to monitor teaching and learning in their subjects. For example, regular monitoring has helped subject leaders to see how their work is making a difference. However, subject leaders do not have all the necessary skills to carry out their roles. For example, the inconsistencies in mathematics teaching have not been tackled. Furthermore, due to the high turnover of teachers, it has been difficult to secure effective leaders for all subjects.

The governing body continues to improve its effectiveness. Governors still hold leaders to account rigorously. The review of governance has now been completed and usefully recognised the growing strengths of the governing body. Governors' work on conversion to academy status has continued at a good pace. The conversion looks likely to take place by the end of the summer term 2015.

External support

School leaders continue to make good use of targeted external support. Where support has been given by consultants from Babcock 4S, it has mostly been effective. This has been particularly the case in English, where effective training has resulted in improvements in the teaching of phonics, as an example. However, the support given in mathematics at the school has not been as effective in improving how leaders monitor and identify weaknesses in this subject.