

Inspection of Salisbury Manor Primary School

4 Burnside Avenue, London E4 8YJ

Inspection dates: 12 and 13 September 2023

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Early years provision	Outstanding
Previous inspection grade	Not previously inspected under section 5 of the Education Act 2005

The principal of this school is David Booth. This school is part of United Learning trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Jon Coles, and overseen by a board of trustees, chaired by Reena Keeble.

What is it like to attend this school?

This is a happy, caring and thriving school. Pupils enjoy their learning and the time they spend together at social times. They show kindness towards each other and make sure that everyone feels included in their games.

All staff have high expectations for what pupils can achieve. Pupils experience a broad and balanced curriculum that motivates them to achieve well. They work hard and are well behaved during their lessons. Pupils listen carefully and respond well to adults who support them. They feel and are kept safe. Pupils know there is someone who they can talk to if they have a worry. They know how to stay safe online.

Pupils can take on a range of leadership opportunities such as prefects, student council members and play leaders. They enjoy the clubs on offer such as football and journalism. Pupils look forward to their residential school trips. The school encourages pupils to keep active with a range of activities organised during playtimes and lunchtimes. They love the music that is regularly played during breaktimes.

What does the school do well and what does it need to do better?

The school has developed an ambitious curriculum for all subjects. Leaders' curriculum thinking and assessment outlines clearly what pupils need to know and remember. The strong foundations for this begin in the early years. Staff develop children's communication skills well. Across the school, teachers ensure that a language-rich environment helps pupils to develop their knowledge and vocabulary. In mathematics, pupils quickly develop a strong knowledge of calculating, problem-solving and reasoning. In some subjects, curricular plans have not been in place for very long. In these subjects, pupils' recall of subject content is not fully secure.

Reading is a key school priority from the moment children start school. The approach to early reading and the teaching of phonics is well structured. Leaders provide well-planned support and training in phonics for staff. Books and other reading materials are well matched to pupils' phonic knowledge. Staff assess pupils' reading needs accurately. They put in place effective support for those pupils who need to catch up with reading quickly. This has resulted in significant improvement in pupils' outcomes for the Year 1 phonics check. Pupils enjoy reading and access a wide variety of books and texts.

The school accurately identifies the needs of pupils with special educational needs and/or disabilities (SEND). This means that staff can make effective adaptations to learning. Leaders work with external agencies to secure additional support when needed. As a result, all pupils with SEND access the full curriculum and achieve well.

Behaviour in lessons and around the school is calm and orderly. Low-level disruption is rare, which means pupils remain focused on learning in lessons. In early years staff enable children to follow routines and instructions so they are ready for Year 1.

Leaders provide effective support for those pupils whose attendance needs to improve.

The school gives considerable thought and care to pupils' personal development. Pupils are taught about different faiths, beliefs and lifestyles. They understand that discrimination should never be tolerated. Staff are very kind and compassionate in supporting pupils' pastoral and emotional needs, including pupils with SEND.

Pupils participate in a range of clubs and educational visits, such as to local museums. They are taught about environmental issues and how to be responsible citizens. Leaders make sure that pupils with SEND are fully included in enrichment opportunities.

Trustees have a clear understanding of the priorities for the school and areas they want to improve further. The local governing body knows the community well. Leaders at all levels have worked to bring about significant recent improvements to the school.

Staff are happy to work at this school. They said that the school's caring culture applies to staff as well as pupils. They appreciate the high-quality training they receive from the trust. Leaders are considerate of staff's workload.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some foundation subjects, the school has a newly implemented curriculum which is not fully embedded. As a result, pupils' recall of some of the key subject content that they need to learn is not secure. The school needs to continue its work to implement and strengthen the curriculum in these subjects so that all subject leaders and teachers are well trained to deliver and monitor the impact of curriculum changes on pupils' knowledge and understanding.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

In the report, 'disadvantaged pupils' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	147180
Local authority	London Borough of Waltham Forest
Inspection number	10290360
Type of school	Primary
School category	Academy converter
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	323
Appropriate authority	Board of trustees
Chair of trust	Dame Reena Keeble
Principal	David Booth
Website	www.salisburymanorprimary.org.uk
Date of previous inspection	Not previously inspected

Information about this school

- Salisbury Manor Primary School is a two-form entry school in Waltham Forest. The school converted to become an academy school in April 2019. It is part of the United Learning Trust. When its predecessor school, Chingford Hall Primary School was last inspected by Ofsted in April 2018, it was judged to be inadequate.
- The principal was appointed in September 2020.
- The school does not use any alternative provision.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.

- Inspectors met with the principal and other school leaders. They held discussions with the regional director of United Learning Trust and spoke with representatives of the local governing body, including the chair.
- Inspectors carried out deep dives in these subjects: reading, mathematics, history, religious education and art and design. For each deep dive, the inspectors met with subject leaders, considered the curriculum, visited a sample of lessons, spoke to teachers and pupils, and looked at samples of pupils' work.
- Inspectors considered the curriculum in other subjects.
- To evaluate the effectiveness of safeguarding, the inspectors: reviewed the single central record, took account of the views of school leaders, staff and pupils and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- Inspectors met with parents at the start of the school day and considered the views of parents, pupils and staff, including through responses to Ofsted's surveys.

Inspection team

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