

# Inspection of Pembroke Park Primary School

Devizes Road, Salisbury, Wiltshire SP2 9LY

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Inspection dates: 13 and 14 December 2023

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Early years provision	<b>Good</b>
Previous inspection grade	Inadequate

The headteacher of this school is Toni Hayzen. This school is part of Magna Learning Partnership, which means other people in the trust have responsibility for running the school. The trust is run by the chief executive officer, Ian Tucker, and overseen by a board of trustees, chaired by Mark Bower-Dyke.

## **What is it like to attend this school?**

Pupils enjoy coming to this inclusive and vibrant school. They are proud to be part of the Pembroke Park community. The school motto 'every child, every chance, every day' is at the heart of all that it does for its pupils. Relationships between staff and pupils are warm and supportive. Pupils and staff live and breathe the school values in all they do.

The school environment is friendly, calm and purposeful. Pupils feel safe and happy in school. They trust adults to take care of them. If worries or concerns arise, pupils are confident that adults will sort them out quickly.

Pupils are well-behaved, polite and considerate. When reminders are needed, adults help pupils make the right choice and learn from their slip-ups.

The school has high aspirations for all pupils. Pupils work hard and learn well. While there remains a legacy of underachievement in the older years, the school is working with determination to ensure these pupils are well prepared for the next stage of their education.

The school offers tremendous pastoral support to pupils and their families. Parents are delighted with the rapid improvements in the school. They describe the school as a 'family' where everyone is welcomed.

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

The exceptional leadership of the headteacher has been instrumental in the rapid turnaround of this school. Aably supported by school leaders, staff and the trust, the school's work to address weaknesses identified at the previous inspection has been swift, rigorous and effective.

The curriculum is ambitious. Typically, pupils learn well across a range of subjects. The well-planned curriculum enables them to gain a broad body of knowledge. Pupils enthusiastically try their best in their learning and produce high-quality work. They are increasingly able to link their learning to other subjects. For example, they can connect their work in history to geography and science through topics such as location and the properties of materials. However, the school is working to reverse a legacy of weaker past practice, including in mathematics, which remains in upper key stage two. They understand there is more work to be done for some groups of pupils. The school is rightly focusing on this to close any remaining gaps in pupils' knowledge.

The school uses ongoing assessment well to pinpoint pupils who need extra support or have misconceptions. Pupils with special educational needs and/or disabilities (SEND) have access to the same learning as everyone else. Adults demonstrate strong knowledge of how to support pupils with SEND. They are alert to pupils'

needs and adapt tasks accordingly. This enables pupils with SEND to experience success.

Reading is central to the school's work. This begins in the early years, where staff use well-chosen books, stories and rhymes to build children's vocabulary and spark a curiosity in their learning. Staff know how to teach phonics well. Pupils can read and write the sounds they have learned. Staff act quickly if anyone starts to fall behind. Pupils happily discuss their favourite books and authors. They enjoy earning 'reading raffle' tickets for reading at home. This inspires pupils to read widely and often.

The school pays close attention to pupils' personal development. All pupils have a passport of experiences to broaden their interests. For example, pupils visit a farm, post a letter and perform a puppet show. The 'PPARK' values, such as passion and kindness, help shape pupils' character and guide them successfully in what they do. The school teaches the importance of fundamental British values through assemblies and personal, social and health education. Pupils are confident to challenge all forms of discrimination. They know why it is wrong to discriminate based on gender, race or disability. All of this prepares pupils well for life beyond primary school.

Pupils strive to behave well at all times. They were keen to share how behaviour has 'improved so much as we have mutual respect of everyone.' This ensures that learning time is not lost due to poor behaviour.

Pupils are proud advocates of their school. Through the pupil parliament, they have an active voice and take on roles of responsibility. For example, they give back to the community by donating books to the local children's centre, reading with elderly residents and supporting the local food bank.

Pupils experience a wealth of enrichment activities through clubs, visits and trips. Photography and cookery are firm favourites. In addition, pupils have the opportunity to develop their talents in other areas such as music and sport.

The school works effectively with parents to promote good attendance. Where required, it provides high-quality support and guidance. This work ensures pupils' attendance continues to improve.

## **Safeguarding**

The arrangements for safeguarding are effective.

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

### **(Information for the school and appropriate authority)**

- There remains a legacy of weaknesses, including in mathematics in upper key stage 2. This means that some groups of pupils have gaps in their knowledge.

The trust should continue to eradicate the legacy of underachievement so that pupils achieve consistently well in all areas of the curriculum.

## 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

<b>Unique reference number</b>	139386
<b>Local authority</b>	Wiltshire
<b>Inspection number</b>	10299813
<b>Type of school</b>	Primary
<b>School category</b>	Academy sponsor-led
<b>Age range of pupils</b>	3 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	206
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	Mark Bower-Dyke
<b>CEO of trust</b>	Ian Tucker
<b>Headteacher</b>	Toni Hayzen
<b>Website</b>	<a href="http://www.pembrokeparkprimary.net">www.pembrokeparkprimary.net</a>
<b>Dates of previous inspection</b>	6 and 7 July 2022, under section 5 of the Education Act 2005

## Information about this school

- The school uses one unregistered alternative provider.
- The school has an on-site nursery which caters for three-year-old children. It is managed by the school.

## Information about this inspection

The inspectors carried out this inspection under section 8 of the Education Act 2005. We deemed the inspection a graded (section 5) inspection under the same Act.

In accordance with section 13(4) of the Education Act 2005, His Majesty's Chief Inspector is of the opinion that the school no longer requires special measures.

- Inspections are a point-in-time judgement about the quality of a school's education provision.

- Inspectors discussed any continued impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors met with the headteacher, the deputy headteacher, other senior leaders and staff.
- The lead inspector met with the chief executive officer and the director of education for Magna Learning Partnership.
- Inspectors met with members of both the governing body and the trust.
- Inspectors carried out deep dives in these subjects: English (including early reading), mathematics and history. For each deep dive, the inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- To evaluate the effectiveness of safeguarding, the inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- Inspectors considered key documentation, including school development plans and governors' and trustees' minutes.
- Inspectors observed pupils' behaviour in lessons and around the school site. The inspectors met with school leaders to discuss and scrutinise how they respond to behaviour incidents and pupils' attendance.
- Inspectors considered the responses to the staff survey, Ofsted's online survey, Parent View, including free-text replies. Inspectors spoke with parents at the end of the day.

## **Inspection team**

Jen Southall, lead inspector

His Majesty's Inspector

Dale Burr

His Majesty's Inspector

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