



Salusbury Primary School

Inspection Report

Unique Reference Number 101527
LEA Brent LEA
Inspection number 276531
Inspection dates 26 June 2006 to 27 June 2006
Reporting inspector Peter Thrussell AI

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

Type of school	Primary	School address	Salusbury Road
School category	Community		Kilburn
Age range of pupils	3 to 11		London NW6 6RG
Gender of pupils	Mixed	Telephone number	02076240311
Number on roll	641	Fax number	02073281380
Appropriate authority	The governing body	Chair of governors	Ms Doris Bancroft
Date of previous inspection	26 June 2000	Headteacher	Mrs Elaine Clarke

Age group 3 to 11	Inspection dates 26 June 2006 - 27 June 2006	Inspection number 276531
-----------------------------	---	------------------------------------

© Crown copyright 2006

Website: www.ofsted.gov.uk

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

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.

Introduction

The inspection was carried out by four Additional Inspectors.

Description of the school

Salusbury is a very large primary school. Most of its pupils live near the school in an area with above average social deprivation; an above average proportion is known to be eligible for free school meals. However, an increasing number of pupils come from more affluent backgrounds. A high proportion comes from minority ethnic backgrounds, with almost a fifth of pupils whose first language is believed not to be English. A wide range of languages are spoken by pupils. The proportion of pupils with learning difficulties is above average. More pupils than would normally be expected joined the school beyond the starting year.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 3

The school believes its effectiveness to be good, but inspection findings show that it is satisfactory and provides satisfactory value for money. The school nevertheless has some good features. The care for pupils is good. Good links with parents and agencies support this, contributing to pupils' good behaviour, positive attitudes to learning and enjoyment of school. The curriculum is well enriched and takes good account of the needs of the school's culturally diverse intake. Good provision is made for pupils with learning and behavioural difficulties and those learning English as an additional language.

Standards on entry to the Nursery are average overall. Children get a good start to their education, make good progress and most achieve the learning goals expected by the time they start in Year 1. Some exceed them. Throughout the rest of the school, teaching is satisfactory overall, but is of variable quality. Classes are well managed, but insufficient use is made of assessment information to fully identify where pupils are in their learning and plan work to match their needs. In consequence, progress is variable, but overall pupils achieve satisfactorily. By Year 2 standards are average; in the current Year 6 standards have risen to above average, due especially to successful action taken to improve the quality of writing.

Leadership and management are satisfactory. The school identifies where it needs to improve, but is not always rigorous enough in the monitoring of its actions and their impact on achievement and standards. Teaching has been observed but its impact on learning is often missed. In consequence, and taking into account its satisfactory improvement since the last inspection, the school is satisfactorily placed to improve further.

What the school should do to improve further

- Ensure that assessment information is used to check all pupils' progress and to plan the next steps in their learning.
- Keep a closer check on the impact of teaching on pupils' learning and use this information to ensure that all pupils make good progress.

Achievement and standards

Grade: 3

Achievement and standards are satisfactory. Standards on entry to the Nursery vary from year to year, but are average overall. Children get a good start to their education in the Foundation Stage, make good progress and most achieve the learning goals expected by the time they start in Year 1. A number exceed them. In Years 1 and 2, pupils make satisfactory progress. The school's overall performance in national tests for Year 2 is average, with writing being below average and reading above. Progress in Years 3 and 4 is inconsistent, with some achieving well and others not as well as they could, largely as a result of the variable quality of teaching and learning. Pupils

make better progress in Years 5 and 6. Whereas overall standards by Year 6 have remained average in recent years, the latest teacher assessments show that standards in English, both reading and writing, are now above average amongst these pupils, and more able pupils are doing better than previously in mathematics. These pupils showed above average performance when they were in Year 2, but nevertheless they are likely to exceed the targets set for them.

Improvements in reading in Years 1 and 2 have been assisted through regular early morning reading sessions and a focus on guided reading time. A whole school initiative to improve writing, using an approach that focuses pupils' thinking, has been especially effective in Year 6. Targeted support has also helped to raise the achievement of these pupils in both English and mathematics. Pupils at an early stage of learning English are well supported and also make satisfactory progress. Those with learning difficulties make good progress in meeting the individual targets set for them.

Personal development and well-being

Grade: 2

Personal development and well-being are good. In the Foundation Stage, children quickly become confident and independent. Across the school, pupils behave well and show positive attitudes to learning. A minority of parents expressed concerns over behaviour but the inspection finds that, where there is inappropriate behaviour, it is well managed and does not impede the safety and learning of others. Pupils know that any unpleasant incidents are quickly and fairly sorted out. Discussions with pupils and the positive responses to questionnaires, show that they enjoy school, particularly the opportunities to take part in its lively musical activities, and have a good understanding of healthy life styles. Attendance continues to be below the national average despite the considerable efforts the school is making to encourage it and ensure pupils arrive on time. The school council gives pupils an effective voice in their school. They talk with pride of the contribution they have made in changing the quality of school meals, which one pupil described as 'scrumptious and I want seconds!' Their charity fund raising, in which they often take the initiative, and links with local shops and businesses, help them to become aware of the wider community.

Spiritual, moral, social and cultural development is good. There are good relationships between different groups of pupils of all ages. Pupils' understand and benefit from the cultural diversity in the school and local community. In lessons and at break times pupils cooperate and work and play well together. These attributes, along with their satisfactory level of basic literacy, mathematics and computer skills, prepares them sufficiently for their future life and learning.

Quality of provision

Teaching and learning

Grade: 3

The quality of teaching varies across the school and is satisfactory overall, enabling most pupils to make steady progress, particularly in English and mathematics. Lessons are managed well, resulting in good behaviour and eagerness to learn. Teaching assistants make a good contribution to the quality of lessons, particularly supporting pupils with learning difficulties and those at an early stage of learning English. In the better lessons teachers plan well, lessons have a clear purpose and the teachers' explanations of what pupils are to learn helps to engage their interest. Teachers question pupils closely and pupils' speaking and listening skills and understanding are developed well through challenging discussions. Less successful lessons lack pace with overlong introductions and work that does not fully challenge all pupils. Comprehensive assessment procedures are in place and this provides the school with useful information to monitor pupils' achievement and standards. However, teachers do not always use this information well enough, along with their day-to-day assessments, to plan work that is fully matched to pupils' ranging abilities.

Curriculum and other activities

Grade: 2

The curriculum is good. The school regularly reviews it and actively seeks to make it relevant to pupils' interests and backgrounds, thus contributing well to their personal development and enjoyment of school. In the Foundation Stage, it has been enhanced with the recently developed outdoor provision. Links are starting to be developed between subjects, enabling pupils to use and improve their range of skills in different curriculum areas. Provision for music and sport is outstanding, with specialists used very effectively to teach music and physical education. About half of pupils in Years 3-6 are learning to play a musical instrument and many belong to the school's two choirs. There is a very good range of popular extra-curricular activities that provide further interest and extension to pupils' learning. Many visits and visitors to school, and special events such as the arts weeks, enliven pupils' learning. Residential visits for pupils in Years 5 and 6 provide added opportunities for pupils' social development. Visits from the emergency services, topics on healthy eating and the use of a caterer who provides healthy school meals, promote health and safety well.

Care, guidance and support

Grade: 2

Care, guidance and support are good. The majority of parents and pupils agree that this a caring school. Pupils feel confident that the adults have their well-being as a priority and talk of it being a friendly and safe environment.

Health and safety routines and risk assessments are fully in place and carefully observed. Child protection procedures are clear and widely understood and followed by staff.

Pupils with learning, social and behavioural difficulties receive good, well managed support, particularly through initiatives such as 'The Place 2 Be' and 'Salusbury World'. Parents are quickly involved and a wide range of external agencies called upon to help ensure that pupils are supported, and are fully included in the life of the school. The school is particularly successful in the ways it supports and integrates pupils from refugee and asylum seeker families.

Most pupils have a good understanding of what they need to do to improve their work in English and mathematics and how their targets help guide their progress.

Leadership and management

Grade: 3

Leadership and management are satisfactory. The headteacher sets a clear direction for the school that focuses on the all round development of pupils, particularly promoting a high level of care. Through its good induction procedures for new children and effective support for different groups of pupils, the school ensures that equality of opportunity is well promoted. The school is sufficiently accurate in the assessment of its performance and makes satisfactory use of this to plan improvements. As a result of this, and the effective leadership and management of English, standards in writing, particularly in Year 6, and in reading in Years 1 and 2 have risen. There has been satisfactory improvement since the last inspection, particularly with regard to the provision in the Foundation Stage, which is now good and well managed, and the improved provision for music and physical education. Given this track record, the school has the capacity to improve further.

The monitoring of the school's work is satisfactory. Planning is checked and samples of pupils' work seen. Lesson observations are regular and strengths and weaknesses in teaching identified. However, there has been insufficient focus on the impact of teaching on pupils' learning, so that their progress has remained at a satisfactory, but inconsistent, level.

Governors are supportive of the work of the school but are not yet sufficiently challenging about pupils' achievement or why teaching is not having a more positive effect on this. Parents are supportive of the school. Several have commented on the way that all pupils are valued and included. Many work as volunteer helpers and the parents' and staff association has raised considerable funds to help improve the playground and library. Nevertheless, a number of parents feel that the school does not listen sufficiently to their concerns and take their views into account. The school is aware of this and plans are well in hand to deal with it.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: www.ofsted.gov.uk.

Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall	16-19
--	-----------------------	--------------

Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	3	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	2	NA
The effectiveness of the school's self-evaluation	3	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

Achievement and standards

How well do learners achieve?	3	NA
The standards ¹ reached by learners	3	NA
How well learners make progress, taking account of any significant variations between groups of learners	3	NA
How well learners with learning difficulties and disabilities make progress	3	NA

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	2	NA
The attendance of learners	3	NA
How well learners enjoy their education	2	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	2	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	3	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	3	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	2	NA
How well are learners cared for, guided and supported?	2	NA

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	3	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	3	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2	NA
How effectively and efficiently resources are deployed to achieve value for money	3	NA
The extent to which governors and other supervisory boards discharge their responsibilities	3	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

The extent to which schools enable learners to be healthy	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
The extent to which providers ensure that learners stay safe	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
The extent to which learners make a positive contribution	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
The extent to which schools enable learners to achieve economic well-being	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

Text from letter to pupils explaining the findings of the inspection

Pupils

I am writing to let you know what we found when we visited your school. Thank you for taking part in the inspection. We spoke to many of you during our visit and you were interesting to talk to, confident, polite and helpful. You spoke enthusiastically about enjoying school and all of the things you take part in. Salusbury is a satisfactory school but has some good features.

We liked these things the most: • You behave well and enjoy school. • The school is very caring; pupils who need extra help with learning or behaviour are well supported. • You understand the importance of taking plenty of exercise and eating healthily. • The school provides many interesting and exciting things for you to do. The samba band was an experience! • The school listens to you when you suggest how things could be even better. Well done for getting better lunches.

We have asked the school to work on these things now: • Look carefully at your work and how well you are doing in order to move each of you on to the next steps in your learning. • Check that you are all doing as well as you can in lessons. Thank you again

Yours sincerely

Peter Thrussell

Lead Inspector