

Salisbury Road Primary School

Inspection report

Unique Reference Number	135350
Local Authority	Plymouth
Inspection number	333753
Inspection dates	16–17 June 2009
Reporting inspector	Denise Morris

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number on roll	
School (total)	350
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
Appropriate authority	The governing body
Chair	Keith Scott
Headteacher	Neil Vasey
Date of previous school inspection	Not previously inspected
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	Salisbury Road Plymouth PL4 8QZ
Telephone number	01752 660566
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Introduction

The inspection was carried out by three additional inspectors.

Description of the school

This above average size primary school opened in September 2008 as a result of the amalgamation of the junior and infant schools. The majority of pupils are White British. The proportion of pupils with learning difficulties and/or disabilities is broadly average. A small minority of pupils have English as an additional language. There is provision for the Early Years Foundation Stage, with children taught in two Reception classes.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

This is a good school which has a number of strengths. In the short time that it has been open the school leaders have successfully focused on maintaining the good standards from the previous two schools and, as a result, standards are above average in English, mathematics and science by the end of Year 6. All groups of pupils achieve well from their starting points. Parents are pleased with the new school. 'I am pleased that we chose Salisbury Road infants and junior schools all those years ago but am even more pleased that both halves are now joined and it is a more coherent educational experience for my children,' wrote a parent. 'The staff are approachable and friendly and my children have blossomed at the school both academically and socially,' wrote another. Provision in the Early Years Foundation Stage is good. Pupils progress well throughout the school because of effective teaching and an exciting new curriculum which provides a wide range of visits and activities that pupils really enjoy. Despite this, attendance is below average because a minority of pupils do not come to school punctually or regularly enough. Although leaders are working closely with parents and support agencies to improve attendance, there is still some way to go to improve this aspect. Relationships across the school are particularly strong. The spiritual moral, social and cultural development of pupils is excellent and, as a result, pupils are polite and caring and clearly know right from wrong. Their behaviour is outstanding. Older pupils take care of younger ones and they are all proud of their new school. Pupils play an excellent role in the local community, regularly linking with other schools and local businesses and visiting the local mosque and the church. Pupils' personal development and well-being are good. Leaders and managers at all levels, including the good governing body, set very clear direction and have a good understanding of the school's strengths and areas for development. They have created a common sense of purpose amongst the staff, who work effectively together. Leaders have a clear vision for the future, and equality of opportunity and the inclusion of all learners are given a high priority. Provision for different groups of pupils in the school is good, ensuring that most achieve equally well. However, children in the Reception classes do not have equal access to the outdoor play area. This is because one room has no external door and children have to go through the next classroom to play outside. This reduces their opportunities for developing their independent learning skills. The outdoor environment for all pupils is barren and does not inspire the pupils to use their imaginations. The result of good leadership and management is seen in the good progress in lessons and in the excellent care, guidance and support that is provided across the school, keeping pupils safe. High quality assessment and tracking systems are used very effectively to inform teachers how well pupils are doing. The school is an orderly community and there is a very positive ethos in all areas. There is a good capacity to improve further.

Effectiveness of the Early Years Foundation Stage

Grade: 2

Children enjoy their time in the Reception classes. They enter the school with skills that are below expected levels in most areas of learning. Because of good provision and imaginative teaching they quickly catch up so that by the end of the year they attain average standards in almost all areas. Their skills in communication, language and literacy remain just below average on entry to Year 1. Children behave well and show good levels of confidence and persistence in their tasks. Routines are very well established and relationships between staff and children are exceptionally good. The classrooms are effectively organised and children are well looked after. Welfare and hygiene procedures are good. Planned activities are exciting and engage

children well. For example, children's understanding of the wider world is enhanced through many visits and experiences. During the inspection some children visited the local flower shop while others went to the nature garden as they investigated how plants grow. They were very pleased with their discovery that all plants need water and sun. While there are opportunities for independent learning, children do not always have sufficient chances to make decisions about their own learning. The lack of access to the outdoor play area in one of the classrooms restricts the choices that those children make. The Early Years team work closely with parents and with outside agencies. Assessment procedures are developing well but are not yet consistent in all areas of learning. Leadership is good.

What the school should do to improve further

- Improve the attendance and punctuality of a minority of pupils.
- Develop the outdoor area so it supports and extends the learning of pupils, ensuring all Reception children have equal access to this area.

Achievement and standards

Grade: 2

The vast majority of pupils, including those with learning difficulties and/or disabilities, achieve well during their time at the school. They make good progress in lessons because of effective teaching. From a broadly average start in Year 1, pupils make good progress so they attain just above average in reading, writing and mathematics by the end of Year 2. Good progress continues across Years 3 to 6. Inspection evidence and school predictions show that the current Year 6 pupils are attaining standards that are above average in English, mathematics and science. Challenging targets are achieved by pupils so that a significant proportion of them are attaining the higher level, particularly in science. Pupils across the school perform well in sports, music and art because of specialist provision.

Personal development and well-being

Grade: 2

Pupils' spiritual, moral, social and cultural development is excellent. Strong provision through music, art and personal, social and health education ensures that pupils quickly gain positive attitudes to school life. Despite this, attendance is below average and there is a minority of pupils with poor attendance and punctuality. Pupils develop a good understanding of how to keep fit and healthy and many make healthy choices at lunchtimes. They learn about sex and relationships and have a good understanding of drugs and alcohol abuse. Relationships across the school are good and pupils behave in an exemplary manner in and around the school. The enthusiastic contribution of the play leader, particularly at lunchtimes, contributes to pupils' excellent behaviour and attitudes. Pupils say they feel really safe at school and that there is absolutely no bullying. Their understanding of how to keep safe is outstanding. Through the school council pupils make a significant contribution to school life and feel they have a voice in their school. This gives pupils a real sense of responsibility and promotes good citizenship. As a result they are well prepared for their futures. They link extremely well with the local community, regularly taking part in church services through singing and performing. Strong links with a local football club help to improve football skills and many pupils attend at least one after-school club.

Quality of provision

Teaching and learning

Grade: 2

Exciting teaching and strong relationships in almost all lessons lead to good learning across the school. Teachers plan lessons well, taking account of the different ability groups. As a result pupils are challenged to achieve as well as they can. Effective use of information and communication technology (ICT) and other resources ensures pupils stay focused and on task. Good teaching of a new programme to help younger pupils learn how to link sounds and letters is helping standards in reading and writing to improve rapidly. Teaching assistants are well deployed in lessons and play a very important role in the good achievement of pupils with learning difficulties and/or disabilities and other groups. Specialist teaching in art and music as well as coaching in sports provides well for these areas of learning. Just occasionally time is not managed as well as it could be in lessons and as a result, pupils do not all finish their tasks. Day-to-day marking is accurate and regular but does not always help pupils to improve their work.

Curriculum and other activities

Grade: 2

Pupils are provided with a wide range of interesting experiences that promote their engagement and enjoyment in learning. The quality of provision for literacy, numeracy and ICT provides maximum opportunities for pupils to develop their basic skills. There is excellent enrichment within the curriculum through French, Spanish, music, art and specialist sports coaching that pupils really enjoy. Many pupils play the ukulele, for example. The curriculum is further enriched by residential visits and by the good range of after-school clubs, outside visits and visitors who come to school regularly. There is a particular strength in dance and drama, which helps to build confidence and impacts favourably on pupils' personal development. The new curriculum programme is becoming embedded across the school and is regularly reviewed by subject leaders to identify its impact on learning. Planning is good. The outdoor environment has not been developed and does not contribute well enough to pupils' learning.

Care, guidance and support

Grade: 1

The school provides outstanding care for all pupils. Support for those who are vulnerable or those with learning difficulties and/or disabilities is exceptionally good, ensuring that they achieve well. The regular inclusion reviews ensure that each individual pupil's needs are met as successfully as possible. Links with other schools and outside agencies are excellent, providing specialist support when needed. For example, the school recently hosted a successful mathematics day for pupils who are gifted and/or talented from across the local partnership of schools. These are regular occurrences. Comprehensive assessment and tracking procedures are in place and are used effectively to inform planning. These have a significant impact on pupils' learning and achievement. Learning objectives are effectively tailored to challenge pupils and to assess what they have learned. The school makes good use of challenging targets to promote improvement. Procedures for safeguarding are thorough and meet current requirements.

Leadership and management

Grade: 2

The headteacher, ably supported by the deputy and the assistant headteacher along with other leaders, has very successfully managed the amalgamation of the two schools. Leaders at all levels are very committed to improvement and, through good quality self-evaluation, there is a clear understanding of how well the school is doing and what still needs improving. Knowing that the attendance of a minority of pupils is not good enough, they are working very closely with parents and support agencies to improve this. Staff are supportive of each other and productive teams ensure that systems work well. Resources are good and are used effectively to support learning. High quality links have quickly been established with other schools and local partners. The school's approach to community cohesion is good, with some excellent local links enhancing the everyday lives of many pupils. For example, older pupils recently visited a local French restaurant where many of them tried eating snails. Exciting links with the wider world have resulted in pupils corresponding with others in Beijing and Spain. Links with schools in Britain outside Plymouth have not yet been established. Governors are supportive and regularly challenge leaders about their decisions.

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Annex A

Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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Overall effectiveness

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

Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	2
How well do children in the EYFS achieve?	2
How good are the overall personal development and well-being of the children in the EYFS?	2
How effectively are children in the EYFS helped to learn and develop?	2
How effectively is the welfare of children in the EYFS promoted?	2
How effectively is provision in the EYFS led and managed?	2

Achievement and standards

How well do learners achieve?	2
The standards ¹ reached by learners	2
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and/or disabilities make progress	2

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

Personal development and well-being

How good are the overall personal development and well-being of the learners?	2
The extent of learners' spiritual, moral, social and cultural development	1
The extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	1
The extent to which learners enjoy their education	2
The attendance of learners	3
The behaviour of learners	1
The extent to which learners make a positive contribution to the community	1
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

The quality of provision

How effective are teaching and learning in meeting the full range of learners' needs?	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	2
How well are learners cared for, guided and supported?	1

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1
How effectively leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination eliminated	2
How well does the school contribute to community cohesion?	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Annex B**Text from letter to pupils explaining the findings of the inspection**

18 June 2009

Dear Pupils,

Inspection of Salisbury Road Primary School, Plymouth PL4 8QZ

Thank you very much for your help and support in our recent visit to your new school. We enjoyed meeting you and looking around at all the new things in your school. We particularly liked the way your lovely art work is displayed in one of the halls. You have done really well with this.

This letter is to tell you about some of the things we found out about your school and some of the things that we think could be improved.

- Your school is a good school.
- You do well in your lessons and by Year 6 you achieve good standards in English, mathematics and science.
- Your behaviour is excellent. You are very kind to each other.
- You told us that you like school but a few of you do not come to school on time or often enough.
- Your teachers give you lots of exciting things to do and check your work well.
- You have lots of clubs and sports activities that you attend regularly and really like.
- Leaders of your school take good care of you.

We are asking your leaders to do two things to help your school to be even better.

- To improve your attendance.
- To make the outdoor area more exciting and make sure that all the children in the Reception classes can go outside when they choose to.

You could help with these by making sure you come to school as often as you can and by telling your school council what you would like to have in the outdoor area. Thank you again for your help and good luck for your futures.

Yours faithfully,

Denise Morris

Lead Inspector