

# Salisbury Primary School

## Inspection report

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<b>Unique Reference Number</b>	102742
<b>Local Authority</b>	Newham
<b>Inspection number</b>	335961
<b>Inspection dates</b>	13–14 May 2010
<b>Reporting inspector</b>	Glynis Bradley-Peat

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

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	470
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr M Rowe
<b>Headteacher</b>	Andrea Choppy
<b>Date of previous school inspection</b>	13 June 2007
<b>School address</b>	Romford Road London E12 5AF
<b>Telephone number</b>	020 84786059
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<b>Email address</b>	info@salisbury.newham.sch.uk

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## Introduction

This inspection was carried out by four additional inspectors. The inspectors visited 28 lessons, observed 16 teachers and held meetings with the headteacher, senior leadership team, teaching staff, governors and pupils. They observed the school's work and looked at pupils' exercise books; documents, including the school improvement plan; systems for tracking the pupils' progress; safeguarding documentation and school policies, and analysed information from the 83 parental questionnaires in addition to those received from staff and pupils.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- whether the current quality of teaching and learning is sufficient to ensure that attainment at Key Stage 2 continues to rise
- if the leadership and management of teaching and learning have sufficient impact on improving the quality of teaching and assessment
- what leaders are doing to eradicate pockets of underachievement and how they ensure that progress is accelerating for all groups of learner
- what senior leaders are doing to ensure that the vision and direction for the future of the school are embedded amongst all staff.

## Information about the school

Salisbury is a larger-than-average-sized primary school. There is provision for the Early Years Foundation Stage in both Nursery and Reception classes. The proportion of pupils known to be eligible for free school meals is well above average. Pupils come from a wide range of backgrounds but are predominantly Bangladeshi, Pakistani, Black African and Indian. Over four fifths speak English as an additional language. About one in ten pupils has special educational needs and/or disabilities, which is below average. Their needs are mostly related to moderate learning difficulties and specific learning needs. A well-above-average percentage of pupils join or leave the school at other than the usual time.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**3**

**The school's capacity for sustained improvement**

**3**

## Main findings

This is a school which provides a satisfactory standard of education for its pupils. Senior leaders are aware of its strengths and weaknesses and have been successful in making some improvement since the time of the last inspection. The school has raised standards in English and pupils are now demonstrating greater confidence in their writing. Science attainment is significantly above average, having previously been significantly below. The headteacher and her team have improved teaching by tackling inadequate practice, although some still remains. This is clear evidence of the school's satisfactory capacity to improve.

Children make a satisfactory start in the Early Years Foundation Stage, where they make satisfactory progress in most areas of learning. Pupils go on to make satisfactory progress throughout the rest of the school, although it is inconsistent across year groups and subjects. Teachers in some year groups have to catch up on the previous underachievement evident in others.

A strength of the school is the good care, guidance and support it offers to pupils. Vulnerable pupils are supported well in a warm, welcoming learning environment. Safeguarding requirements are met and, although most pupils say they feel safe, a few commented that behaviour in a few classes makes them feel uncomfortable. A small minority of parents also felt that the school does not deal effectively with unacceptable behaviour. Much work has been done to improve behaviour in the school and during the inspection behaviour in classrooms and around the school was predominantly good. Where teaching is less effective, behaviour begins to deteriorate. While attendance is below average rather than low, it is showing little sign of improvement. Too many pupils are persistently absent or take extended holidays during the school term. Most pupils are keen to adopt a healthy lifestyle and know, for example, that they need to clean their teeth after eating.

The headteacher has a clear vision of the priorities for school improvement and has worked hard, with some success, to bring about change. However, her ambition is not yet fully embedded across the school. The leadership and management of teaching and learning are satisfactory and the remainder of the inadequate teaching is being challenged. Teachers do not plan well enough to cater for the range of needs in their classes, particularly in mathematics. Teachers' marking is ineffective at present and does not contribute well enough to raising attainment. A significant proportion of staff said they felt that the school did not make appropriate provision for their professional development. Inspection evidence shows that there has been a satisfactory programme of training for staff. However, although leaders are aware of shortcomings in the teaching of mathematics, for example, training to meet the specific individual needs of

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teachers has yet to be put into place.

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

- Improve the quality of teaching and learning and raise attainment by:
  - tackling remaining inadequate practice and moving it from satisfactory to good through more rigorous evaluation of the quality of teaching and learning
  - providing tailored, specific training for teachers to improve the teaching of mathematics
  - ensuring that teachers' planning takes into account the differing learning needs of their pupils and builds on what they already know and can do, especially in mathematics
- Improve marking and feedback to learners by:
  - ensuring that work is marked regularly and adheres to the school's marking code
  - providing clear guidance about how pupils can improve their work and make progress towards their targets.
- Improve levels of attendance by:
  - following up persistent absence rigorously
  - liaising more closely with parents to discourage holidays during term time

## Outcomes for individuals and groups of pupils

**3**

Many pupils enjoy school, behave well and have good attitudes to learning. In lessons they learn to express their ideas clearly through paired talk and group work. In a good Year 6 lesson, pupils were keen to share their knowledge of medieval times. They talked enthusiastically about the clothing worn, the food eaten and the punishments meted out to criminals. Progress was good because pupils learnt many new facts from each other and then planned out how they would learn more. However, this is not the case across all year groups or subjects. In too many mathematics lessons pupils underachieved. This was because teachers did not pitch the lesson at the right level for many learners. More able pupils were unchallenged and the least able were left to struggle with concepts they could not comprehend. Current tracking data indicate that the school is set to achieve better results in English this year but that mathematics results are likely to dip. Observations by inspectors and exercise books reviewed confirm this to be the case. Pupils with special educational needs make similar levels of progress to their classmates, as do those whose first language is not English. Some of these groups of pupils make good progress and have benefitted from the one-to-one tuition they have received. Attendance is below average and shows little sign of improvement. Although the school has tracking and response systems in place, these are having too little impact. Persistent absence is too high because it is not always followed up rigorously enough and too many parents remove their children from school for extended holidays in term time.

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Most pupils say they feel safe in school and that they can approach adults confidently with any issues and feel assured that any problems will be sorted out. There is some evidence to suggest that pupils are not always kind to each other, but they said that the situation is improving. Pupils enjoy taking on responsibility as school councillors and helpers. One said, 'Lunchtime monitors help other children to play, have fun and smile.' Pupils develop a satisfactory understanding of spiritual, moral, social and cultural issues.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>3</b>
Taking into account: Pupils' attainment <sup>1</sup>	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
<b>The extent to which pupils feel safe</b>	<b>3</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>3</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>3</b>
Taking into account: Pupils' attendance <sup>1</sup>	3
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>3</b>

### How effective is the provision?

Relationships between pupils and adults are good and adults are sensitive to the needs of vulnerable pupils. Good care, guidance and support are at the centre of the school's work. The family support coordinator works very effectively with families. They appreciate having a named person to ensure that beneficial links are made between the various agencies to maximize support. The effective peer coaching and buddy system introduced by the learning mentor ensures that pupils develop their independent and social skills, resulting in better levels of confidence.

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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Although there have been improvements made to teaching, too little has been done to improve it further and more quickly. There are examples of good teaching throughout the school. In a good English lesson in Year 1, pupils worked very well, independently accessing the 'sequence board' to prompt their writing. They used 'openers' and connectives effectively to enhance their sentences. In the plenary, pupils assessed each other's work to check for these and to look at whether they had achieved their target. Learning and progress were good because the teacher had planned well for a variety of needs. Too many teachers do not mark pupils' work well enough and do not adhere fully to the school's marking code. It is often cursory rather than providing guidance to help pupils make progress towards their targets. There are some good examples of cross-curricular teaching. In Year 3/4, literacy, history and information and communication technology (ICT) worked well together. Pupils researched calligrams on the internet and used them in 'shape poems', for example, Second World War suitcases contained writing about evacuees. A strength of the satisfactory curriculum is the good range of trips and visits pupils enjoy and the variety of extra-curricular clubs.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>3</b>
Taking into account: The use of assessment to support learning	3
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>3</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

### How effective are leadership and management?

Attainment is rising in English and progress is accelerating in some year groups. Joint lesson observations show that the headteacher and her deputy headteacher have an accurate view of the quality of teaching and assessment and know what needs to be done to improve them. They are well motivated to bring about further necessary improvements. The results of the school's own programme of lesson observations show that although pointers are given for improvement, these are not rigorously followed up or suitable training needs identified. Subject leaders have not been directly involved in monitoring the quality of teaching in their own areas which, consequently, has not been rigorous enough to bring about the rapid change the school needs. Although senior leaders set appropriate priorities in the school development plan, there are too many planned actions to allow for a sufficiently clear focus on the most important. Some staff are not clear what the main priorities are while others feel that the pace of the introduction of new initiatives is too fast, which is not allowing them to become fully embedded.

The school overcomes any potential discrimination and has a firm commitment to promoting equal opportunities for all. Safeguarding arrangements are satisfactory and

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governors meet their statutory responsibilities. Governors are beginning to work well in partnership with the school to drive improvement. They are strengthening their role as critical friend and are monitoring and evaluating the quality of the school's work more effectively. There are a number of good curriculum partnerships which have a good impact on the well-being of the pupils. Parental questionnaires indicate good support for the school. There is a satisfactory understanding of the community in which the school sits but evaluating the impact of how well it promotes community cohesion is at an early stage of development.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>3</b>
Taking into account: The leadership and management of teaching and learning	3
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>3</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>3</b>
<b>The effectiveness of safeguarding procedures</b>	<b>3</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>3</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>3</b>

## **Early Years Foundation Stage**

Children enter the Nursery with skills and capabilities below the levels expected for their age, particularly in language and social skills. They make satisfactory progress in the Early Years Foundation Stage but by the time children begin Year 1, they are still below average. Children are happy and get along with one another. They play and work together collaboratively, as a team. Those from different cultures and backgrounds mix well together. Adults have a satisfactory knowledge of the learning expected and guidance for the Early Years Foundation Stage. There is a range of teaching methods, tasks and resources to engage learners. Although staff make observations, these are insufficient to inform future planning, to form assessments or to clearly identify the children's starting points on entry to the Nursery. Children enjoy the indoor play areas but the outdoor area is not developed well enough to support all the required areas of learning. Leadership and management of the Early Years Foundation Stage are satisfactory. Firm steps are taken to ensure that those working with children are



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suitable. Staff generally work well with parents and external agencies, ensuring adequate support for children.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>3</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	3

**Views of parents and carers**

Most parents are positive about the school and the level of disagreement with any of the questions on the questionnaire was restricted to a few parents. It was clear that the overwhelming majority of parents felt that their children enjoyed coming to school and that their children were safe. However, a small minority felt that their children were not making good progress, that the school did not help them support learning at home, that particular needs were not met and that the school was not well led and managed. This was not supported by inspection evidence, which showed these to be satisfactory overall. Some parents also felt that unacceptable behaviour was not dealt with effectively. This was not supported by inspection evidence, but was, nevertheless, brought to the attention of the school by inspectors. A few parents also felt that the school does not take sufficient account of their suggestions and concerns.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Salisbury Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 83 completed questionnaires by the end of the on-site inspection. In total, there are 470 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	46	55	35	42	1	1	1	1
The school keeps my child safe	38	46	38	46	3	4	2	2
The school informs me about my child's progress	32	39	42	51	6	7	2	2
My child is making enough progress at this school	27	33	42	51	10	12	4	5
The teaching is good at this school	32	39	42	51	6	7	2	2
The school helps me to support my child's learning	30	36	41	49	9	11	3	4
The school helps my child to have a healthy lifestyle	34	41	43	52	4	5	2	2
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	22	27	45	54	8	10	0	0
The school meets my child's particular needs	24	29	42	51	10	12	2	2
The school deals effectively with unacceptable behaviour	23	28	43	52	13	16	1	1
The school takes account of my suggestions and concerns	21	25	40	48	15	18	1	1
The school is led and managed effectively	20	24	45	54	10	12	3	4
Overall, I am happy with my child's experience at this school	32	39	43	52	8	10	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above is for the period 1 September to 31 December 2009 and is the most recently published data available (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



15 May 2010

Dear Pupils

Inspection of Salisbury Primary School, Romford Road, London E12 5AF

Thank you very much for your hospitality when we visited your school recently. We found most of you to be polite and helpful and to behave well most of the time. Well done! Some of you took the time to speak to us during our visit; a special thank you if you took part in this. We thought you would like to know what we found out during our visit. The school takes good care of you and you told us that overall you feel safe. Some of you said that you were a bit worried about behaviour, but during the inspection we only saw good behaviour and you all wanted to learn. Perhaps those of you who do not always behave so well will make the extra effort in future. You enjoy the extra activities the school provides, and the sport especially helps you to stay fit and healthy.

Your headteacher has worked hard with her team to make some improvements and it is clear that this is working in English but not so well in mathematics. You all continue to do well in science. Sometimes, teaching does not help you to make as much progress as you should, particularly in mathematics, because your teachers don't always make sure you all have work which makes you think hard. Your books are not marked as well as they should be and many of you don't know how to improve so that you meet your targets. Your attendance is not as good as it should be. We have therefore asked that your headteacher and staff to do a number of things to help the school improve

- We would like all teachers to teach well as often as they can. We have asked that your headteacher keep a close eye on things and makes sure that teachers get lots of help. You can help by always behaving well and by trying as hard as you can in class
- We want your teachers to ensure that they mark your books regularly and give you helpful comments about how you can improve your work. It helps if you read these and put them into action.
- Finally, one where you can really help. We have asked the school to make sure that you all come to school as often as you can. You cannot help being ill, but sometimes your parents take you away on long holidays in term time.

We wish you all the best in the future.

Yours sincerely

Glynis Bradley-Peat

Lead inspector

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