

Salisbury Primary School

Inspection report

Unique Reference Number	104178
Local Authority	Walsall
Inspection number	336250
Inspection dates	19–20 May 2010
Reporting inspector	Linda Rockey HMI

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

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	263
Appropriate authority	The governing body
Chair	Muhammad Rafiq
Headteacher	Michael Wheeler
Date of previous school inspection	8 February 2007
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Introduction

This inspection was carried out by two of Her Majesty's Inspectors and one additional inspector. They observed 17 lessons and saw 10 teachers. The majority of time was spent observing learning and all classes were visited. Inspectors also observed the school's work and looked at a wide range of documentation, including the school's self-evaluation form, the school development plan, external reports and assessment information. Inspectors looked at pupils' books and met with groups of parents and carers, pupils, governors and members of the Darlaston cluster of schools. The school's safeguarding policy and practice were also scrutinised. Inspectors analysed questionnaires from 63 parents and carers and looked at responses from staff and pupils.

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

- the quality of education provided for specific groups of pupils including the more able, girls and White British pupils
- improvements to the outdoor classroom in the Early Years Foundation Stage
- the impact of leadership on the recent improvements in pupil achievement.

Information about the school

This is an average-sized school serving an ethnically diverse community in Darlaston. Most pupils are from a minority ethnic background, mainly of Bangladeshi, Pakistani and Indian heritage. The proportion of pupils eligible for free school meals is high and a very large majority of the school population have a first language other than English. The percentage of pupils with special educational needs and/or disabilities is broadly average. Staff provide care for pupils before and after the school day.

The school has gained several awards including the Healthy School Standard and Activemark for sport.

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 happy, caring and inclusive school where pupils from a wide range of cultures work and play together in harmony. A member of staff wrote: 'I love working here because the atmosphere is so helpful, friendly and supportive. We don't get everything right, but we share the same ethos of doing our best for every child and the child's family.'

Pupils' attainment has been low historically, but school data indicate an improving, upward trend. In 2009 the end of Key Stage 2 national assessments showed that standards in English, mathematics and science had risen to broadly average. The school's most recent 2010 data demonstrate that standards continue to improve, although not as quickly in mathematics. Overall, pupils' progress is satisfactory and in most classes pupils learn at a similar rate, including boys, girls and White British pupils. On occasions the more-able pupils are not challenged sufficiently. Pupils' learning and progress are good at Key Stage 2, particularly in Years 5 and 6. It is satisfactory in the Early Years Foundation Stage and Key Stage 1. Nevertheless, inspectors saw examples of good progress in all key stages. Such examples are indications of recent improvements following the identification of shortcomings and the use of external support to make improvements. However, the improvements are not fully embedded, so learning and progress across the school remain inconsistent.

Provision in the Early Years Foundation Stage is not always good enough. Inspectors recognise the limitations of the learning environment, but more has to be done to ensure consistency of practice across the Nursery and Reception classes. Daily activities do not always excite the children's interest and engagement and there is insufficient adult intervention to make sure no learning opportunity is missed. The outdoor classroom is uninspiring and lacks facilities to help children to initiate learning through purposeful play.

The senior leadership team have focused on ways to improve standards. There has been increased accountability and regular monitoring of classroom practice. As a result, teaching has improved and pupils are beginning to do better. However, there is not yet enough effective teaching to ensure good rates of progress for all pupils. Subject leaders do not have sufficient time to carry out their monitoring roles. The special needs coordinator, for example, does not analyse the progress of pupils closely enough to ensure appropriate interventions are put in place as quickly as possible.

Although attendance has improved since the autumn term, it remains low. Stronger efforts are required to encourage parents and carers to ensure their children attend school every day. That said, recent detailed letters sent out by the school are beginning

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to have an impact. The school's self-evaluation is mainly accurate and the capacity for sustained improvement is satisfactory. The senior leadership have a sound grasp about what needs to be done and have made a start to improve the weaknesses identified.

What does the school need to do to improve further?

- Raise attainment in all core subjects, especially in mathematics, so it is consistently in line with national averages by:
 - raising the standard of teaching to good or better in every class
 - ensuring all activities are carefully matched to pupils' needs, particularly the most-able pupils
 - providing release time for all subject leaders across the school, including the special educational needs coordinator and involve them in a more robust system of monitoring their area of responsibility.
- Improve the Early Years Foundation Stage by:
 - ensuring there is consistency of early years practice across the Nursery and Reception classes
 - monitoring practice and checking the quality of planning to ensure a more exciting, creative and imaginative daily programme of activities
 - planning a safe, yet innovative use of the outdoor classroom, taking into account the limitations of space.
- Increase the rate of attendance to be in line with or better than the national average, and reduce persistent absence by July 2011.

Outcomes for individuals and groups of pupils

3

There are good relationships between staff and pupils. Most pupils say they feel safe in school, that racial incidents are very rare and there is little bullying. Inspectors were impressed by the pupils' mature, thoughtful and polite behaviour. They behave well even when moving around the school unsupervised. The whole school approach to managing behaviour, including more challenging behaviour, is successful because staff implement the behaviour code consistently. However, a few pupils, in their responses to the questionnaire, did not agree that behaviour is good. Inspectors followed this up but did not find any evidence for their concerns. Pupils have a good understanding of how to lead a healthy lifestyle. Many of them demonstrate healthy eating at playtime and lunchtime and this contributed to achieving the Healthy School Standard award.

Pupils enjoy school and achievement is satisfactory because pupils' learning and progress are uneven across the school. In reading and writing the school's data show the majority of the current Year 6 pupils have made good progress, while a minority have made good progress in mathematics. Pupils with special educational needs and/or disabilities make the progress expected of them when tasks are appropriate. Although quality is variable across the school, stronger features in teaching are increasing. In a

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Year 5 class the inspector could 'hear a pin drop' as pupils listened intently to a video clip while recording facts about the importance of saving water. Another group were engrossed in producing a PowerPoint slide to illustrate the information they had gathered.

The school council provides opportunities for pupils to take on responsibility and older pupils take good care of the younger pupils, representing their views at council meetings. Sound contributions are made to the wider community through fund-raising, for example for Islamic Relief and Red Nose Day. Pupils have a good understanding of right and wrong and they are keen to engage in discussions about cultural diversity. The school has created a secure learning environment where difference is debated and celebrated.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account:	
Pupils' attainment ¹	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
The extent to which pupils feel safe	3
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	3
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account:	
Pupils' attendance ¹	4
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

Where activities are well planned, matched to the needs of all pupils and there is good pace, pupils make good progress. Planning generally shows a broad and balanced diet of activities and the core subjects are covered adequately. Although personal, social and

¹ 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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health education is taught regularly and pupils are well aware of the risks of smoking and dangerous substances, there are no clear guidelines or planned programmes for each year group. Enrichment activities are available and pupils talk excitedly about educational visits and visitors. Cultural development is particularly strong. Pupils visit a number of places of worship including a local mosque, a Sikh temple and a church. There are an appropriate range of extra-curricular clubs. However, as many pupils attend mosques after school, the number of pupils participating is small. The school has responded to this by offering clubs before school. Pupils enjoy sport and are proud to have achieved the Activemark award.

Individual educational plans provide clear and appropriate targets and these are reviewed regularly. Overall learning support assistants provide sound support, but this is not always the case. On occasions they are too passive or underused by the teacher. Vulnerable pupils are well cared for and supported. Detailed notes are kept on these individual pupils and external agencies effectively involved. A foster carer wrote to the inspectors to communicate her appreciation of the support she receives from the school. Adults know pupils well and individual needs are addressed satisfactorily.

These are the grades for the quality of provision

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

How effective are leadership and management?

The senior leadership team now monitor the quality of teaching and learning more robustly and so it is improving. However, leadership and management are not sufficiently shared throughout the school. Subject leaders do not yet receive designated time to monitor their areas of responsibility and hold staff to account for pupils' learning and progress. The governors have a sound grasp of the areas for development. They are becoming more aware of their responsibility to probe the school's effectiveness. At the time of the inspection all safeguarding requirements were satisfactory and in line with current government guidance. Child protection procedures are clear and training for all staff is up to date. Meticulous steps are taken to ensure that pupils are safe on the school site. Detailed documentation ensures that all adults who enter the school are vetted carefully.

Questionnaires indicate that a large majority of parents and carers are very supportive of the school. However, a small minority feel that they do not have enough information about the progress their children are making. In addition, during the meeting with a group of parents, inspectors heard that some parents and carers would appreciate a

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mid-year meeting with teachers to find out how well their child is progressing. The school has an effective system for communicating with parents and carers. A parent support advisor works hard to reach those parents and carers who are reluctant or unsure about how to approach the school and she is significant in helping to break down any barriers. The school has a good understanding of its local community. Community cohesion is addressed well through these links. However, national and global aspects are satisfactory and the school recognises the need to develop these further.

Effective partnerships support the work of the school. For example, children with challenging behaviour are supported by a worker from the local schools cluster. The neighbouring Children's Centre provides services within the school to meet the needs of parents and carers and children. This is helping the parents and carers to access the range of services on offer. The school has an equalities policy and actively promotes it. Relationships between staff and pupils demonstrate the outcomes of this policy as racial equity, tolerance and acceptance are a natural part of school life.

The school building is not a good environment in which pupils can learn. The number of issues arising from the poor state of the building regularly distract the leadership from the core business of ensuring pupils receive a quality education. This was identified in the last inspection and is still the case.

These are the grades for leadership and management

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

Early Years Foundation Stage

Children enjoy learning and behave well. The vast majority of them start in the Nursery with abilities that are well below age-related expectations. In particular, their

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communication, language and literacy skills are underdeveloped. Children are given many opportunities to develop and record basic literacy and numeracy skills. Consequently, progress is satisfactory given their starting points. Relationships between the adults and children are good. As a result, children are happy to come to school and are usually keen and eager to learn. A daily structured approach to the teaching of letters and sounds has been introduced successfully.

Although teaching is sound overall, not all teaching is satisfactory in the Reception classes. When adults are involved in focused activities, they do not always have a clear picture of what else is going on. For example, while a teacher was supporting a group in the role play area enacting 'Handa's Surprise', she was unaware of boys playing dangerously behind her. Planned activities are not always exciting and interesting and individual needs, particularly for the more able, are not always catered for. This was observed in a phonics lesson where a few of the children found the writing of words containing 'ee' and 'ai' too easy. Classroom resources are limited, especially for the outside classroom. The leadership of the Early Years Foundation Stage is satisfactory. The school works hard to involve parents and carers in partnership. 'Open door' activities first thing in the mornings support this commitment. The pastoral care and welfare arrangements are sound. Staff know they must be vigilant in the outdoor area as space is limited and lacks a sufficient shaded area.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	3
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

A large majority of parents and carers who responded to the inspection questionnaire were positive about the school. A small minority were concerned about the lack of information they receive about their child's progress. Inspectors agree that an additional mid-year discussion would help parents and carers to support their children more effectively.

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 63 completed questionnaires by the end of the on-site inspection. In total, there are 263 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	30	48	31	49	0	0	2	3
The school keeps my child safe	28	44	29	46	2	3	0	0
The school informs me about my child's progress	20	32	24	38	15	24	1	2
My child is making enough progress at this school	17	27	34	54	8	13	3	5
The teaching is good at this school	18	29	33	52	11	17	0	0
The school helps me to support my child's learning	17	27	32	51	9	14	0	0
The school helps my child to have a healthy lifestyle	19	30	38	60	5	8	0	0
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)	16	25	34	54	5	8	1	2
The school meets my child's particular needs	15	24	38	60	7	11	1	2
The school deals effectively with unacceptable behaviour	14	22	36	57	4	6	2	3
The school takes account of my suggestions and concerns	13	21	36	57	3	5	6	10
The school is led and managed effectively	13	21	37	59	3	5	5	8
Overall, I am happy with my child's experience at this school	19	30	33	52	2	3	5	8

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). 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">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.■ The effectiveness of care, guidance and support.
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.



21 May 2010

Dear Pupils

Inspection of Salisbury Primary School, Walsall WS10 8BQ

Thank you for the welcome you gave us when we visited your school recently. We were impressed by your kind, thoughtful and polite behaviour around school and at playtimes. A special thanks to those of you from the School Council who talked to us and showed us around. I am writing to let you know that we decided your school is a satisfactory school.

The adults work hard to make sure you are safe. You told us that you feel safe and enjoy school, especially the sports activities. We want your teachers to make sure that you all learn and do as well as you can. Those of you in Years 4 to 6 are making better progress than the younger pupils. We have asked the adults to make sure you all make good progress, particularly in mathematics. You can do your part by coming every day, on time and ready to work hard towards your targets. We have asked Mr Wheeler and all the adults to:

- improve standards in English, mathematics and science so that you leave your school reaching the best national assessment levels possible
- make sure you attend school every day so that you do not miss out on important learning and so make good progress
- develop the Early Years Foundation Stage, especially the range of daily activities and use of the outside classroom.

Thank you for being so helpful and making our visit so enjoyable. We wish you well for the future.

Yours sincerely

Linda Rockey

Her Majesty's Inspector

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