

# Salisbury Primary School

Romford Road, London, E12 5AF

**Inspection dates** 13–14 February 2013

| <b>Overall effectiveness</b>   | Previous inspection: | Satisfactory                | 3        |
|--------------------------------|----------------------|-----------------------------|----------|
|                                | This inspection:     | <b>Requires improvement</b> | <b>3</b> |
| Achievement of pupils          |                      | Requires improvement        | 3        |
| Quality of teaching            |                      | Requires improvement        | 3        |
| Behaviour and safety of pupils |                      | Requires improvement        | 3        |
| Leadership and management      |                      | Requires improvement        | 3        |

## Summary of key findings for parents and pupils

### This is a school that requires improvement.

- Pupils' achievement requires improvement because some pupils do not make enough progress in mathematics in Key Stage 2 and standards are below the national average by the end of Year 6.
- The quality of teaching is not consistently good, especially in mathematics at Key Stage 2.
- In mathematics, pupils do not always develop their calculation and problem-solving skills well enough or to deepen their understanding of key ideas.
- Teachers do not have high expectations or sufficient understanding of what children should learn in the Reception Year.
- Pupils' behaviour during playtime is often too boisterous and, as a result, occasionally, pupils hurt themselves.
- Some parents and carers feel that their concerns, especially about bullying, are not always tackled effectively.
- The school's leaders, including the governing body, have not tackled underperformance forcefully enough in the past. They are now doing so more robustly, although their efforts have not yet resulted in good achievement.

### The school has the following strengths

- The new senior and middle leaders have considerably strengthened the capacity of leadership. They know what needs to get better and there is a new sense of urgency.
- The actions of leaders are leading to rapidly improving teaching which is quickening pupils' progress.
- Pupils' achievement is better in English than it is in mathematics.
- Pupils' attendance is improving as a result of robust action taken by the school.
- Pupils are making good progress in Key Stage 1 from low starting points and their attainment in reading, writing and mathematics is broadly average by the end of Year 2.

## Information about this inspection

- Inspectors observed 28 lessons taught by 19 teachers. Nine of the lessons were observed jointly with the headteacher and a senior leader.
- Inspectors reviewed a number of documents, including the school's self-evaluation report and development plan, pupils' achievement information, records relating to the quality of teaching and learning, safeguarding procedures, and attendance and punctuality figures. They visited a school assembly and reviewed the displays on the walls.
- Inspectors examined the different subjects that pupils learn and how teachers plan lessons. They scrutinised pupils' books and reviewed teachers' marking of pupils' work.
- Inspectors held meetings with the headteacher, governors, senior and middle leaders, as well as representatives from the local authority. They held discussions with pupils about various aspects of the school and listened to pupils read in Years 2, 3, 4 and 6.
- They took account of responses from 10 parents and carers to the on-line Parent View survey. Inspectors met parents and carers at the start of the school day and sought their views about the school. They held a meeting with a group of parents to listen to their concerns.

## Inspection team

|                                     |                      |
|-------------------------------------|----------------------|
| Samuel Ofori-Kyereh, Lead inspector | Additional Inspector |
| Jill Threwils                       | Additional Inspector |
| Val Ives                            | Additional Inspector |

## Full report

### Information about this school

- Salisbury Primary is much larger than the average-sized primary school.
- Most pupils are from minority ethnic backgrounds, with the largest groups being of Bangladeshi, African and Pakistani origin. The proportion of pupils who speak English as an additional language is above average and the proportion at an early stage of speaking English is well above average.
- The proportion of pupils known to be eligible for the pupil premium, which is the extra funding provided for looked after children, pupils known to be eligible for free school meals and children of service families, is above average.
- The proportion of disabled pupils and those with special educational needs supported through school action is above average. The proportion of pupils supported through school action plus or with a statement of special educational needs is below average.
- A large number of teachers have left the school and new ones, including some with leadership and management responsibilities, have joined since the previous inspection.
- A much higher proportion of pupils than usual joins or leaves the school at other than the normal entry times.
- The school does not make use of any alternative provision for its pupils.
- The school meets the government's current floor standard, which sets the minimum expectations for pupils' attainment and progress.

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

- Improve the quality of teaching in the Reception Year by:
  - raising the expectations of all adults of what children can achieve
  - ensuring that activities are focussed more clearly on what children are expected to learn so that they acquire skills more rapidly
- Raise pupils' achievement in mathematics by:
  - using assessment information to set challenging activities that are matched more effectively to the learning needs of pupils, so that they make rapid progress
  - developing systematically pupils' calculation and problem-solving skills and their understanding of the relationship between numbers
  - providing clear feedback to pupils through marking so that they know how to improve their work and allocate time for pupils to respond to these comments.
- Strengthen the impact of leaders and managers at all levels, by:
  - developing the skills of middle leaders to monitor lessons, especially in the Early Years Foundation Stage, and to coach and challenge teachers to improve the quality of teaching and raise pupils' achievement
  - dealing with the concerns of some parents and carers, particularly about bullying, and engage with them more effectively to improve pupils' achievement
  - improving the pupils' behaviour, especially on the playground.

## Inspection judgements

### The achievement of pupils

### requires improvement

- Pupils' attainment in mathematics at the end of Year 6 has been well below average for the past two years and most groups of pupils have been underachieving in the subject. This is now improving as a result of better teaching.
- Disabled pupils and those with special educational needs supported through school action do not make rapid progress, although those at school action or with statements do better.
- Based on their average point scores, the gap in attainment between pupils known to be eligible for free school meals and all pupils nationally has narrowed considerably since 2011.
- There are no significant differences in the performance of pupils from different ethnic groups, although those of Bangladeshi origin have not always done as well as other groups in mathematics.
- Almost all children arrive at Nursery with skills and abilities that are well below those expected for their age. Some children acquire skills quickly in the Nursery. However, the independent and adult-led activities planned for children in the Reception Year do not help them to build consistently on those skills developed in the Nursery. As a result, their progress is not as rapid as that of children in the Nursery and they join Year 1 with attainment that is below average.
- In Key Stage 1, the good support pupils receive enables them to make good, and sometimes rapid, progress in Year 1. For example, in a Year 1 literacy lesson, the teacher used well-prepared learning resources to enable pupils to link letters and sounds (phonics). Pupils knew what to do, completed the tasks and made good progress. As a result, pupils catch up and by the end of Year 2 their attainment is average in reading, writing and mathematics.
- In Key Stage 2, particularly in the current Year 4, pupils' progress requires improvement, especially in mathematics. Until recently, pupils were not given enough opportunities to develop their calculation and problem-solving skills or their understanding of the relationship between numbers.
- There are several one-to-one support sessions to support new arrivals to improve their skills in reading, writing, communication and mathematics. However, it is too early for the impact of these strategies to show in the school's assessment information.
- Older pupils read different books regularly in guided reading sessions and at home.

### The quality of teaching

### requires improvement

- Teaching is not yet good because it has not resulted in consistently good progress for pupils in mathematics. However it is improving rapidly and pupils' progress is speeding up as a result.
- Teaching is effective in the Nursery and enables children to become confident learners and make good progress. However this is not sustained in Reception because adults do not have high enough expectations of children or sufficient understanding of what they should learn. They do not plan the adult-led and free-choice activities well enough for children to build on previous learning.
- Teachers do not always plan activities that are suitable for pupils of different abilities. Consequently, activities are too easy for some. More-able pupils in particular do not have enough opportunities for independent learning and to find their own solutions.
- Adults are often deployed effectively to work with disabled pupils and those with special educational needs who are supported at school action plus and with statements. Those who are supported through school action do not do as well as other pupils because they do not always receive as much support in lessons.
- Teachers often explain activities well and question pupils effectively to consolidate their learning. In a good Year 2 art lesson, for example, the teacher showed pupils what they were expected to do and used questioning well to check their understanding. As a result, they achieved well.

However, in some lessons, teachers are not as successful in encouraging pupils to think more deeply and widen their knowledge and understanding of key concepts, especially in mathematics.

- Teachers mark pupils' work regularly and provide comments that help pupils to understand what they have done well. However, the comments sometimes do not tell pupils about what they need to do to improve their work. Pupils do not always have the chance to respond to comments from the marking in order to improve their learning even further.
- The school has revised the curriculum to ensure that reading, writing, communication and mathematics skills are taught systematically across the school. However, there are insufficient opportunities for pupils to use their mathematical skills in other subjects.
- The whole-school approach to improving teaching and learning through regular monitoring of lessons is having a marked impact. Teaching is improving rapidly and pupils' progress is accelerating, especially in English but less so in mathematics. However, teachers do not have enough opportunities to learn from the existing good teaching within the school in order to improve their own practice.
- Teachers create a positive environment for learning, and relationships between teachers and pupils are good. As a result, a large proportion of pupils are motivated and engaged. Pupils who are at the early stage of learning English are actively involved in class activities and they are beginning to achieve well.
- Teachers set homework in different subjects on the school's website. This encourages pupils to develop their research and information and communication technology skills well.

### **The behaviour and safety of pupils**

### **require improvement**

- Pupils' behaviour and safety require improvement because their behaviour during playtimes and around the school can be boisterous and pupils occasionally hurt themselves. Poor behaviour led to a small number of fixed-term exclusions last year.
- Pupils usually behave well in lessons. However, they are sometimes too passive when tasks do not engage them or excite them. When lessons are well planned to meet their varying needs they are keen to learn.
- Some parents and carers who responded to the on-line Parent View survey and those who spoke to inspectors indicated that the school does not always deal with incidents of bullying effectively. This view was shared by a few pupils.
- Most pupils feel safe in school. Older pupils indicate that they know about the different types of dangers and how to keep themselves safe. A few younger pupils did not fully understand cyber bullying, and expressed some worries about the behaviour of other pupils.
- Pupils indicate that the school's reward system is helping to improve their attendance and their behaviour, both in lessons and around the school. Pupils' attendance has improved and is now average.
- Pupils relish the opportunities to take up responsibilities, such as playground mediators and school monitors, and they value these roles. Pupils indicate that they feel valued because the school's leaders listen to their views.

### **The leadership and management**

### **require improvement**

- The robust actions of the headteacher and other senior leaders have led to a number of key improvements.
- The focus on the quality of teaching is resulting in rapid improvement, which in turn is leading to quickening progress for pupils. The school's efforts have also improved attendance. This shows that the school has the capacity to continue to improve.
- School leaders, including the new senior and middle leaders, are clear about what needs to improve and these areas have been identified in the school's improvement plan. New leaders are

having a considerable impact, although their roles in coaching and checking the quality of teaching are not fully developed. The impact of leaders on practice in the Reception Year is less marked.

- All teachers and other staff are set performance targets focused on improving the quality of teaching and raising pupils' achievement. Achieving these targets is linked to progression through the pay scale. All targets are reviewed regularly and staff receive appropriate training to address weaknesses in their performance.
- Leaders have reviewed the curriculum to ensure that pupils develop their skills in reading, writing, communication and mathematics in different subjects. However, these changes are too early to make a substantial impact on pupils' achievement.
- Pupils' spiritual, moral, social and cultural awareness is developed appropriately through new programmes that enhance pupils' understanding of the world around them. The after-school activities widen and enhance pupils' educational experiences.
- The school has strategies in place to engage with parents and take their views on board through activities such as governors' parent coffee mornings. However, some parents and carers feel that the school does not always listen to them and address their concerns effectively, especially regarding incidents of bullying. The school's staff are committed to equality of opportunity and do not tolerate discrimination of any kind.
- The local authority has supported the school's leaders to build a partnership with a local secondary school to develop the different subjects that pupils learn, improve on the quality of teaching and raise achievement in mathematics. However, the full impact of these links has yet to show in pupils' achievement.
- **The governance of the school:**
  - The governing body challenges school leaders robustly to improve the quality of teaching and raise pupils' achievement. They ask searching questions about the school's self-evaluation and the development plans to ensure that they are robust enough to achieve specific targets. Governors visit the school and monitor the work that teachers do and check pupils' learning so that they can support and challenge leaders to improve the school's performance. Governors review the performance management procedures and support the headteacher in challenging underperformance. They ensure that pupil premium funding is allocated for one-to-one support for pupils who require extra help with their learning and check that this additional funding is helping to improve the achievement of eligible pupils. Governors ensure that the school's finances are spent wisely to improve the quality of teaching and raise pupils' achievement. All governors have received training in safer recruitment and child protection, and make sure that all staff are trained in child protection and safeguarding procedures. Arrangements for safeguarding pupils meet requirements.

## What inspection judgements mean

| School  |                      |  |
|---------|----------------------|--|
| Grade   | Judgement            | Description  |
| Grade 1 | Outstanding          | An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.   |
| Grade 2 | Good                 | A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.   |
| Grade 3 | Requires improvement | A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.   |
| Grade 4 | Inadequate           | <p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p> |

## School details

|                                |        |
|--------------------------------|--------|
| <b>Unique reference number</b> | 102742 |
| <b>Local authority</b>         | Newham |
| <b>Inspection number</b>       | 400567 |

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> | 497  |
| <b>Appropriate authority</b>               | The governing body   |
| <b>Chair</b>                               | Matthew Rowe   |
| <b>Headteacher</b>                         | Andrea Choppy  |
| <b>Date of previous school inspection</b>  | 13–14 May 2010   |
| <b>Telephone number</b>                    | 020 8478 6059  |
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