

# Salisbury Primary School

495 High Street North, Manor Park, London, E12 6TH

**Inspection dates** 25–26 November 2014

<b>Overall effectiveness</b>	Previous inspection:	Requires improvement	3
	This inspection:	<b>Good</b>	<b>2</b>
Leadership and management		Good	2
Behaviour and safety of pupils		Good	2
Quality of teaching		Good	2
Achievement of pupils		Good	2
Early years provision		Good	2

## Summary of key findings for parents and pupils

### This is a good school.

- Through her strong and determined leadership, the headteacher has made sure all staff have stayed focused on tackling weaknesses identified at the last inspection. Governors have shared this responsibility by challenging the school to do better and supporting it to achieve their goals.
- Staff are fully behind the headteacher's plans to improve their teaching. This has led to rapid improvements in the quality of teaching and the progress of pupils across the school.
- Training since the last inspection has considerably strengthened the expertise of subject and year leaders. They contribute significantly to leading improvements in their areas of responsibility.
- Children develop a good understanding of their letters and sounds in the early years. Teachers build on this successfully at Key Stage 1 so pupils are confident when faced with unfamiliar words.
- Pupils concentrate and work hard. They listen carefully to their teachers and each other. This supports their good learning.
- The pupils' behaviour has improved considerably since the last inspection, particularly on the playground. Pupils are considerate towards each other and move sensibly around the school.
- Pupils say they feel safe and know staff will look after them. The headteacher is vigilant in making sure all staff implement safeguarding procedures rigorously.
- The school understands well the needs and circumstances of its pupils. Leaders make sure pupils receive the support they need to help them succeed.
- Leadership of the early years has improved and is now good. Children settle in quickly and make good progress, particularly in their personal development.
- Staff go the extra mile to build a strong bond between the school and home. Parents trust the school to support them and their children at all times.

### It is not yet an outstanding school because

- A smaller proportion of pupils reach higher levels in reading by the end of Year 2 than in writing or mathematics.
- On a small number of occasions, teachers put a ceiling on the pupils' learning by making them go over work they have already securely understood.
- Teachers and support staff in the early years do not take every opportunity to promote and extend the children's speaking skills. This slows the language development of some children.

## Information about this inspection

- Inspectors observed 33 lessons, 18 of which were seen together with senior staff.
- Inspectors looked at work in pupils' books retained by the school from the last academic year and work from this year. These included records of the learning of children in the Nursery and Reception.
- Meetings were held with groups of pupils, school staff, the Chair of the Governing Body, and a representative from the local authority.
- Inspectors took account of the 19 responses to Ofsted's online parent questionnaire, Parent View, and the 50 responses to a recent parent questionnaire undertaken by the school. Inspectors also held informal discussions with parents at the start of the school day.
- Inspectors observed the school's work and looked at a number of documents, including: the school's own information on pupils' current progress; planning and monitoring documentation; records relating to behaviour and attendance; and documents relating to safeguarding.
- Inspectors also took account of the 18 responses to the staff questionnaire.

## Inspection team

Martin Beale, Lead inspector	Additional Inspector
Barbara Firth	Additional Inspector
Raminder Arora	Additional Inspector

## Full report

### Information about this school

- The school is well above average in size. Pupil numbers are rising as it increases in size to three classes in each year group.
- Almost all of the pupils are from a wide range of minority ethnic backgrounds. One third are pupils of Bangladeshi backgrounds. There are also significant numbers from Pakistani and Black African backgrounds.
- Most pupils speak English as an additional language. This includes a majority who enter the school at the early stages of learning English.
- At about one pupil in three, the proportion of disadvantaged pupils eligible for additional funding, known as the pupil premium, is much larger than average. This is additional government funding which, in this school, supports pupils who are known to be eligible for free school meals.
- At about one pupil in seven, the proportion of disabled pupils and those who have special educational needs is broadly average.
- The school has experienced considerable recent staff turnover. There are seven teachers new to the school this year, four of whom are newly qualified.
- The Nursery caters for 78 children on a part-time basis. Half of them attend in the morning and the rest in the afternoon. Children attend Reception full time.
- An above average proportion of pupils join or leave part way through their primary education.
- The school provides a daily breakfast club for pupils.
- The school works closely with other schools in the Manor Park Federation. It also works with Tollgate Primary School, which is a local teaching school.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.

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

- Improve the impact of teaching on the pupils' progress by ensuring that teachers set tasks that enable all pupils, whatever their ability, to make good progress and do not repeat work that they already understand.
- Ensure that teachers, particularly in the early years, focus more sharply on the promotion and extension of the children's spoken and written language.
- Provide greater challenge in reading at Key Stage 1 so that the proportion of pupils reaching higher levels in reading by the end of Year 2 increases to levels at least similar to those in writing and mathematics.

## Inspection judgements

### The leadership and management are good

- The headteacher relentlessly seeks to get the best out of her teachers for the benefit of the pupils. She takes action to meet sharply defined priorities and continually checks whether her ambitious targets are being met. This has led to considerable improvements in teaching, and in the pupils' achievement and behaviour, since the last inspection.
- The impact of each teacher's performance on the learning and progress of the pupils is rigorously monitored. Targets set challenge teachers so that meeting them will lead to pupils in their classes making consistently good progress. Subject and year group leaders, including in the early years, are now playing a vital role in supporting their colleagues as they work to improve their teaching.
- The pupil premium funds the engagement of additional staff who are successful in promoting the good progress of eligible pupils. The school is also thorough in checking that it meets the specific needs of later arrivals to the school and helps them to settle into new routines quickly.
- The school's work in partnership with others has been instrumental in its recent improvement. The early years, mathematics and school leadership have all benefited from expertise within the federation, from a local teaching school and an experienced consultant. Effective local authority engagement has built the capacity for sustained improvement amongst senior leaders and monitored closely the impact of action taken to raise achievement.
- The strong parental partnership enables the school to provide support when family circumstances dictate, particularly for those who might otherwise be harder to reach or are newly arrived in the country. Many working families access the much valued breakfast club.
- The headteacher is determined the school will equip pupils with the skills in English and mathematics they need for success in the future. The curriculum is designed with this in mind, but also to provide breadth and ensure that skills such as writing can be developed across subjects. Spiritual, moral, social and cultural development is promoted well. The school focuses strongly on promoting British values. Pupils also learn to respect different cultures and religions, such as through celebrations on the annual 'International Day'.
- School leaders promote equality of opportunity well, providing support to pupils who need extra help. They lead by example in promoting good relationships across the school and successfully ensure that there is no discrimination within the school.
- The school uses the additional sports funding well to train teachers and provide expert physical education teaching. This has led to increased pupil participation in sports activities and inter-school competitions. Teachers are now more confident in their teaching in a wider range of sports.
- **The governance of the school:**
  - The governing body provides challenge to the headteacher by having a clear understanding of assessment data and its implications. Governors continually want to know what is being done to tackle weaknesses within subjects. The amount of evidence they gather through seeing the school at work is limited. However, they are quite clear that teaching has improved and know how the headteacher goes about making it even more effective. They check that the headteacher links teachers being set and meeting challenging targets to salary progression. They plan spending carefully, including the pupil premium, and monitor its impact on the pupils. Governors take their responsibilities for safeguarding pupils very seriously by making sure that, not only are requirements met and procedures followed, but that staff are vigilant in identifying any concerns.

### The behaviour and safety of pupils are good

#### Behaviour

- The behaviour of pupils is good. Pupils say they know where they stand because staff implement systems of rewards and sanctions consistently. As a result, misbehaviour is rare. Pupils are well-mannered and wear their school uniform with pride. Pupils are keen to support each other, such as by helping newcomers to settle in.
- Pupils are keen to learn. They collaborate well. Pupils discuss ideas, listen carefully to the responses of their classmates and make constructive suggestions for improving their work. They concentrate hard in lessons and thoughtfully answer questions posed by their teachers. However, on a small number of occasions, they can become distracted when teaching does not fire their imaginations.

## Safety

- The school's work to keep pupils safe and secure is good. The headteacher, staff and governors have developed a shared culture in which keeping pupils safe is of paramount importance to everyone. Pupils say they feel safe, and their parents agree. The school is very vigilant in helping pupils understand risks involved when using the internet and provides guidance for parents so they can reinforce the message at home.
- Pupils are quite aware what bullying looks like and are aware of its potential impact. They say very occasional incidents are dealt with swiftly by adults and the perpetrator rarely reoffends. Pupils play happily together at lunchtime. Any problems are quickly resolved by adults or Year 6 members of the 'beat the bully' team.

## The quality of teaching

is good

- Improved teaching since the last inspection, particularly in mathematics, is leading to good learning and increasing rates of progress. The pupils' number and problem-solving skills are now being developed systematically. Activities are generally challenging and matched closely to their learning needs.
- Expectations of what the children in Reception can do are higher than at the last inspection and activities more sharply focused on moving their learning forward. Teaching across the early years is now good and underpins the children's good progress and rising attainment.
- By their enthusiasm, confidence and command of the subject material, teachers capture and hold the pupils' attention. Resources and questions are used well to stimulate the pupils' thinking. The atmosphere in classrooms is calm, purposeful and hard-working.
- The structured approach to teaching now seen in mathematics also permeates learning in reading and writing. Teachers plan and teach lessons that build learning in steps while giving pupils plenty of opportunity to practise and apply their skills. Expectations of pupils are generally high, but at times, learning is held back by pupils going over material and processes with which they are already secure.
- Additional adults are deployed well to provide challenging teaching for the most-able pupils in small groups. Their deployment also enables a sharp focus on the specific learning of pupils with additional needs in lessons or in small individual support and booster groups outside the classroom.
- The guidance teachers provide through their marking is found to be helpful by pupils and secures their good learning. Pupils respond thoughtfully when given ideas on how they might improve a piece of writing. They consolidate their learning of new skills well in mathematics by being asked to try a more challenging question.

## The achievement of pupils

is good

- Pupils make good and improving progress in reading, writing and mathematics. Their attainment is rising. Year 6 test results rose in 2014 in all subjects. They were significantly above average in writing and broadly average in reading and mathematics. The proportion of pupils reaching at least Level 4 in mathematics, reading and writing was above average.
- The most-able pupils are challenged well and make good progress, particularly in mathematics. An impressive number reached Level 6 by the end of Year 6 in 2014. Furthermore, significant numbers of pupils are currently working at levels well above those expected for their age across Key Stage 2.
- Children make good and improving progress in the Nursery and Reception classes. A significant number enter with skills below those typical for their age, particularly in aspects of communication and social development. They catch up quickly so that attainment by end of Reception was above expected levels in 2014.
- Results of the screening check for phonics (the sounds that letters make) for Year 1 pupils have been above average for the last two years. However, teaching of skills such as comprehension does not ensure that the more-able pupils reach higher levels in reading by the end of Year 2.
- Disabled pupils and those who have special educational needs also make good and improving progress. Their progress is regularly checked so that adaptations can be made swiftly to programmes they are following if they are not having sufficient impact.
- Pupils who speak English as an additional language make similarly good progress as others once their language skills are secure. The school successfully meets the needs of later arrivals, almost all of whom reached at least Level 4 in all subjects in 2014. There is no significant difference in the achievement of pupils of different ethnic backgrounds.

- Disadvantaged pupils make good progress in reading, writing and mathematics so that gaps in attainment with others in each year group are negligible. The gap in Year 6 test results has narrowed over the last three years and was less than one term in each subject in 2014. Their results in writing were higher than that of other pupils nationally and only marginally behind this in reading and mathematics.

### The early years provision

is good

- New leadership since the last inspection has ensured there is now consistently good teaching across all classes. Adults work closely as a team and continually reflect on how they can help the children to learn better and make more rapid progress. There is now continuity in the children's experiences and they are able to make good and sustained progress in all areas of learning.
- By developing a strong and productive partnership with home, teachers smooth the children's start at whatever time they begin their early years learning. As a result, they greatly enjoy learning, work hard, and form strong and trusting relationships with the adult in the setting. Parents are full partners in their child's education and contribute regularly to the accurate assessment of their progress.
- Adults take particular care to develop the children's personal and social skills. They become able to choose activities and select resources to use themselves, and learn how to share and take turns when working with others. Children work and play happily together and behave well.
- Children are also taught key skills such as phonics well. Sessions are carefully structured so that new sounds are learnt and then children have the chance to put the words they appear in into simple sentences. Adults guide learning well when the children work on activities of their own choosing by checking their learning and suggesting new lines of enquiry. However, there are times when adults miss opportunities to promote and extend further the children's spoken language by accepting single-word answers and not encouraging children to develop their ideas.

## 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>	448965

This inspection was carried out under section 8 of the Education Act 2005. The inspection was also deemed a section 5 inspection under the same Act.

<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>	571
<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 February 2013
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