QUALITY ASSURANCE REVIEW

REVIEW REPORT FOR SALUSBURY PRIMARY SCHOOL

Name of School:	Salusbury Primary School
Headteacher/Principal:	Michelle Ginty
Hub:	Chrysalis Hub
School type:	Primary
MAT (if applicable):	Not Applicable

Overall Peer Evaluation Estimate at this QA Review:	Effective
Date of this Review:	20/01/2020
Overall Estimate at last QA Review (if applicable)	This is the school's first QA Review.
Date of last QA Review (if applicable)	This is the school's first QA Review.
Grade at last Ofsted inspection:	Good
Date of last Ofsted inspection:	11/09/2019

QUALITY ASSURANCE REVIEW

REVIEW REPORT FOR SALUSBURY PRIMARY SCHOOL

Quality Assurance Review

The review team, comprising host school leaders and visiting reviewers agree that evidence indicates these areas are evaluated as follows:

Leadership at all levels	Leading
Quality of provision and outcomes	Effective
AND	
Quality of provision and outcomes for disadvantaged pupils and pupils with additional needs	
Area of Excellence (if applicable)	Accredited
Previously accredited valid Areas of Excellence (if applicable)	Not applicable – first QAR
Overall Peer Evaluation Estimate	Effective

Please note that a Challenge Partners Quality Assurance Review is not equivalent to an Ofsted inspection, and agreed peer evaluation estimates from the review are not equivalent to Ofsted judgements.

QUALITY ASSURANCE REVIEW

REVIEW REPORT FOR SALUSBURY PRIMARY SCHOOL

1. Context and character of the school

Salusbury Primary School is larger than the average sized primary school. There is one Nursery class offering part-time and full-time places and three full-time Reception classes. Pupils come from a wide range of ethnic groups, with the largest group being from a White British background. The proportion of pupils who have special educational needs and/or disabilities is in line with national percentages. The proportion of pupils who are disadvantaged is in line with the national average.

The proportion of pupils who speak English as an additional language (41%) is well above average with over thirty languages spoken. Many more pupils than in most schools join or leave the school other than at the normal times. A large proportion of pupils joining the school have additional needs, and most are at early stages of learning to speak English.

The school is a key part of the local community and engages with many partner organisations including Salusbury World, for which it provides accommodation on site.

2.1 Leadership at all levels - What went well

- All leaders have a strong drive to be excellent and to provide all their pupils with a rounded education that is reflected in the school's work.
- Leaders are able to identify ways in which teaching can be improved because they constantly evaluate the quality of it. For example, the school has reviewed and adjusted its approach to the teaching of mathematics and English. Data from 2019 shows there is a three-year rising trend in progress in reading and mathematics in Key Stage 2.
- As a result of their monitoring, governors know the areas for improvement of the school. For example, they knew that the top two priorities for improvement for 2019/20 were writing and provision and outcomes for disadvantaged pupils.
- The governing body is able to fulfil its role to support and challenge school leaders because it has a strong skill set. One way this was evident was when governors could describe actions that school leaders have taken to improve provision and outcomes.
- Leaders' improvement work is effective because it is a direct response to their evaluation of the school and the school's context. Evidence for this includes one of the deputy headteachers being the Black Caribbean Champion and leading the school in a Black Caribbean Achievement Project with external partners.
- As a result of all staff being aware of the needs of their disadvantaged pupils, the school is proactive in working to try and improve provision for them. The school has taken part in the Closing the Gap programme.
- There is a strong vision in the school for pupils to develop respect and understanding of each other and to be prepared for life beyond the school. The

school's current affairs assemblies and its Year 6 junior citizenship programme are outcomes of this vision and contribute to the school achieving it.
- Leaders at all levels have a strong belief that quality marks can be used to enable effective evaluation and improvement work. As a consequence of this, they have worked hard to attain various achievement awards including Platinum Arts Mark, Stonewall Champion and Music Mark, which have improved the school's provision.
- Middle leaders report that they are able to fulfil their roles because of the helpful support they receive from senior leaders. One example of this support has been a coaching programme.
- Pupils in need ot making quicker progress are supported in doing so through the use that leaders and teachers make of termly pupil progress meetings.
- Pupils are able to make strong progress across the curriculum thanks to the school's curriculum extending beyond the academic. One element of this is the high numbers of children learning to play a musical instrument.
- The school uses after school clubs as part of its curriculum. Clubs such as fencing and capoeira help pupils to be healthy and to enjoy physical activity.
- Pupils from disadvantaged backgrounds are able to benefit from after school clubs as result of a bursary run by the school.

2.2 Leadership at all levels - Even better if…

…leaders ensured that disadvantaged pupils made better progress, particularly in writing.
…leaders enabled more pupils to achieve the higher standard in reading, writing and mathematics combined at the end of Key Stage 2.

3.1 Quality of provision and outcomes - What went well

- The school has a clear and carefully considered approach to its curriculum. This enables pupils to experience a broad, balanced and rich curriculum.
- The school uses specialist teachers in a number of subjects including art, music and Spanish. This supports pupils' learning well across the curriculum. For example, pupils in Year 6 are able to speak in Spanish when describing and giving their opinions on paintings by Picasso.
- The school's structured approach to the teaching of reading enables pupils to make good progress in decoding, including in phonics and comprehension.
- Pupils say that the school encourages them to enjoy reading for pleasure and so many pupils have developed a love of reading.
- The impact of the school's provision for the learning of reading was observed in the progress that pupils made in reading in Key Stage 2 in 2019 because this was

significantly above the national average and in the highest 20% of all schools. It was also evidenced by the high numbers of pupils attaining the expected level of reading at the end of Key Stage 1 – significantly above the national average in 2019 and 2018.

- Pupils have positive attitudes to learning and behave well in lessons and around the school. This is the result of the application of the school's high expectations of its pupils and the warm relationships within the school.
- Where the school is making more effective connections across the curriculum these help pupils to learn well. Pupils in Year 3, for instance, were seen to use their science knowledge about fossils as part of an art project and this supported their attainment and their enjoyment.
- In all subjects, teachers have secure subject knowledge and are keen to share this with their pupils and it helps pupils to learn well. Where pupils learn best, teachers actively use modelling within their pedagogy.
- When teachers 'think aloud' for pupils to hear how and why they are undertaking a task, for example, when making choices about vocabulary, sentence structure and punctuation, this has a significantly positive impact on learning.
- Through partnership working with other schools, a more robust evidence base for the assessment of writing is being produced for all year groups and this is helping teachers to know accurately the attainment of pupils.
- Attendance over time has been broadly in line with all schools nationally.
- The school has improved the progress and attainment of disadvantaged pupils through adjusting the pedagogy it uses. In mathematics, for example, the school applies an approach which helps them to steadily build mathematical knowledge and skills and to retain them over time. The impact of this was seen in the better than average progress made by these pupils in 2019, who were both disadvantaged and who had previously had low attainment in this subject.

3.2 Quality of provision and outcomes - Even better if…

…effective modelling was more consistently used throughout the school and across the curriculum.

…the pupils' understanding about the learning tasks they are asked to undertake was more secure as a result of teachers more often using the school's 'thinking aloud' pedagogy.

…the connections used across the curriculum were further embedded so that pupils have an even wider and deeper understanding of how one piece of knowledge or skills relate to another.

4.1 Quality of provision and outcomes for disadvantaged pupils and pupils with additional needs - What went well

- In 2019, pupils who were in Key Stage 2 and had special educational needs (SEN) made better progress than the national average and they attained in line with national average for all pupils.
- The school has improved its provision for disadvantaged pupils and those with additional needs. It continues to do this in a way which is sustainable. One example of this is the school's coaching and mentoring programme for disadvantaged pupils.
- The school has identified the quality of teaching in classes as being very important for the progress of disadvantaged pupils. The quality of this has risen over the past few years because of the improvement work undertaken by leaders and teachers.
- Pupils with additional needs and those from disadvantaged backgrounds benefit from the targeted teaching which is put in place each term as a result of the school's tracking of pupil progress and attainment.
- The personalised curriculum, which some pupils with additional needs are provided with, gives them a level of teaching which closely matches their specific needs and helps them to progress well.
- Additional adults are used purposefully to support pupils with additional needs. This support takes place in classes and through timetabled interventions.
- The school makes effective use of additional funding to provide extra support for pupils and so these pupils learn well during lessons and also in after school clubs.
- The school works collaboratively with other organisations, such as Salusbury World, and this helps its families.
- As a result of work by staff responsible for pupils with additional needs, further funding has been secured for many pupils who have the greatest levels of additional need and this supports the school's provision for these pupils.

4.2 Quality of provision and outcomes for disadvantaged pupils and pupils with additional needs - Even better if…

…disadvantaged pupils and those with additional needs made as much progress in writing as they do in reading and mathematics.

…writing was always scaffolded and resourced well to best support the individual needs of pupils.

…the school had a system to provide parents of pupils receiving additional support with timely information that they are more able to support their children's learning at home.

5. Area of Excellence

Reading

Accredited

Accredited

5.1 Why has this area been identified as a strength? What actions has the school taken to establish expertise in this area?

Reading is central to much that this school does. The school has two specific approaches for the teaching of reading. These have been in place for the last two years and have enabled pupils to make strong progress in the decoding of reading and in learning comprehension skills.

When pupils enter the school they make rapid progress in the learning of reading. This is because all pupils, including those with English as an additional language and those with special educational needs, are provided with a structured programme to enable them to learn phonic knowledge quickly and securely. The structured programme also enables pupils to enjoy daily independent reading in small groups matched to their independent reading level, led by a teacher or support member of staff. All teachers and support staff that teach reading are provided with effective training. This is also true for those that are responsible for the leading of the teaching of reading. In learning times which are focused on reading, pupils are engaged and motivated because of the teaching strategies used and because assessments are accurate and inform the planning of each teaching session.

Later in the school, pupils' learning of reading is very effectively taught through systematic teaching which builds on that from Key Stage 1 and Reception. Pupils say that the approach the school takes to the teaching of reading helps them to enjoy reading a wide variety of books and genres. The range of skills needed to comprehend texts are well learned by pupils because the school's approach is rigorous and meets their differing needs. All teaching staff use accurate formative assessment to inform their teaching. The success of the school's teaching of reading is seen in many ways, including the way that pupils are able to apply what they learn to new and challenging texts

The school uses open mornings and workshops to help parents understand how reading is taught to their children and how they can support them to read. This has a beneficial impact on the learning of reading by pupils at the school.

The school's expertise in the teaching of reading has been recognised locally and the school provides training for other schools through local hubs.

5.2 What evidence is there of the impact on pupils' outcomes?

Pupils talk very positively about reading. They enjoy reading in and out of school and can describe the different books and genres they like to read.

The percentage of children passing the phonics screening check (PSC) in Year 1 is consistently broadly in line with the national average. The percentage of pupils successfully retaking the PSC is higher than average in 2019, (88%) and has risen for the last two years. This is despite the local area of the school being in the top quintile of deprivation (IDACI 0.18) and having high levels of mobility. It is only because the school's approach to the teaching of phonics is as strong as it is that pupils can learn so well the building blocks of being a successful reader. Key Stage 1 outcomes compared favourably to the national average.

As a result of the way the school has changed its approach to the teaching of reading, the progress that pupils make in Key Stage 2 has improved from 2017 to 2018 and from 2018 to 2019. In 2019, reading progress was above the national average and in the highest 20% of all schools nationally. Also in 2019, 40% of children attained greater depth in Key Stage 2 SATs.

5.3 What is the name, job title and email address of the staff lead in this area?

Name: Rachel Linkletter

Title: Deputy Headteacher

Email: rlinkletter@salusbury.brent.sch.uk

6. What additional support would the school like from the Challenge

Partners network, either locally or nationally?

This is the school's first year with Challenge Partners so they are exploring the best way to be an active member of their local hub and the national organisation.

This review will support the school's continuing improvement. The main findings will be shared within the school's hub in order that it can inform future activities.