QUALITY ASSURANCE REVIEW

REVIEW REPORT FOR SALUSBURY PRIMARY SCHOOL

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

Overall Peer Evaluation Estimate at this QA Review:	Leading
Date of this Review:	06/02/2023
Overall Estimate at last QA Review:	Leading
Date of last QA Review:	15/06/2022
Grade at last Ofsted inspection:	Good
Date of last Ofsted inspection:	11/09/2019

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	Leading
AND	
Quality of provision and outcomes for disadvantaged pupils and pupils with additional needs	
Area of excellence	Developing reading comprehension for all pupils: Accredited
Previously accredited valid areas of excellence	Developing pupils' life-long love and understanding of mathematics: 15/06/2022
Overall peer evaluation estimate	Leading

The Quality Assurance Review estimates are not equivalent to Ofsted grades. The QA Review uses a different framework to Ofsted and the review is developmental not judgmental.

1. Context and character of the school

Salusbury is a popular, oversubscribed three-form entry primary school with a one-form entry nursery. The school is well above average size with 670 pupils on roll. The leadership team is well established and very active in their local Challenge Partner Hub.

The school serves a diverse community with pupils speaking over 30 different languages. The nursery is oversubscribed and there is a waiting list in other year groups. The school has above average numbers of disadvantaged pupils, while the number of pupils with special educational needs and/or disabilities (SEND) is in line with the national average, and growing.

School leaders believe passionately in developing the whole child. As such, there is a strong focus on the school's values of joy, generosity, integrity, respect, collaboration and adventure. The school's motto is 'Inspire, Believe, Excel'.

The school has a large number of quality marks, such as the Leading Parent Partnership award and the gold Learning Outside the Classroom award.

2.1 Leadership at all levels - What went well

- Leadership at all levels is courageous. Senior leaders, supported by a talented group of governors, relentlessly drive improvement. Throughout the school, there is a palpable sense of joint endeavour. For example, pupils are keen to take up roles such as peer mediators, handwriting panellists, and science ambassadors.
- Middle leaders are talented and driven. They have very high expectations of themselves, staff and pupils. All staff are very loyal to, and invested in, the school.
- Leaders take every opportunity to get involved in external networks and engage in research. This knowledge drives their actions and has resulted in a wide range of quality marks being achieved.
- Parental engagement is superb. There is a plethora of opportunities for parents to get involved in school life, such as open mornings and workshops on reading and phonics. Parents have raised considerable funds to support projects, such as developing the green space.
- There is a constant focus on high quality professional development. A wide variety of training opportunities, bespoke to individuals, has resulted in a highly skilled and ambitious workforce.
- Relationships across the school are very strong, and pupils and staff feel listened to and valued. Staff appreciate the trust that leaders place in them. One staff member spoke enthusiastically about the 'can do' attitude throughout the school.

- Leaders ensure that the core values of joy, generosity, integrity, respect, collaboration and adventure underpin all aspects of the school's work. Leaders describe the school as a big family where everyone supports each other.
- The academic curriculum is ambitious and regularly reviewed. The school has invested heavily in specialist teachers in Spanish, physical education, art and music. Recent work by STEM leaders (science, technology, engineering and mathematics) has been particularly effective in driving ambition in these subjects.
- The personal development curriculum is highly organised and includes a focus on careers education from an early age. Enrichment activities abound. For example, pupils have made strong links with a school in Spain and two pupils spoke glowingly about their cultural visit to Turkey.
- Well-being is a strong focus across the school for staff and pupils. Staff value the non-contact time they have to fulfil their roles. Pupils and staff can access the counselling service which is well established.
- Pupils are proud of their school and the culture for learning is excellent. Learning explorations and pupil discussions show that they are making very strong progress through the curriculum.

2.2 Leadership at all levels - Even better if…

…leaders kept a close eye on succession planning to ensure the school continues its strong forward momentum.

3.1 Quality of provision and outcomes - What went well

- The school exudes a great warmth and friendliness. From the early years foundation stage (EYFS) onwards, pupils' attitudes to learning are exemplary. High levels of engagement are the norm in all phases because teachers have engendered a thirst for learning in their pupils.
- Classroom routines are well embedded. Pupils know that they will be expected to build on, challenge or agree with an answer given by a fellow pupil. The school's consistent focus on oracy has resulted in highly articulate pupils who can confidently and precisely explain their learning, often from some time ago. For example, pupils in a Year 1 art lesson were able to talk about David Hockney and the type of pictures he draws.
- High quality displays in classrooms and corridors help to bring learning to life and stimulate pupils' imagination. The building is an exciting and welcoming place for pupils to learn. For example, children in the EYFS love the wide range of indoor and outdoor resources which help them develop their creativity.
- Children get off to a flying start in the EYFS as a result of excellent teaching. The school's approach to teaching phonics is highly organised and sharply focussed, resulting in very strong foundations being laid. Pupils immerse themselves in the stimulating learning environment, especially the newly developed outdoor area,

which enables them to develop their early speaking, reading and writing skills well.

- All staff establish a great rapport with their pupils. These strong relationships form the bedrock of very successful learning. There is a calm and purposeful atmosphere in every lesson. Pupils collaborate willingly and are quick to help each other. For example, in a Year 2 reading lesson, pupils enthusiastically helped each other to practise reading with expression.
- Expectations of pupils are high, and they rise to the challenge. Pupils set to work quickly and follow instructions without any fuss. Consequently, little learning time is lost and pupils make excellent progress through the curriculum. This is exemplified in pupils' books, which are very well presented and demonstrate pupils' pride in their work.
- Teachers have deep, confident subject knowledge which heightens pupils' understanding, resulting in lesson content that is stimulating and exciting. Teachers skilfully plan lessons so that pupils' knowledge and skills build in a coherent way.
- Teachers plan work which makes pupils think hard, supported by high quality teaching resources. They devise activities which engage pupils and encourage them to work collaboratively. Scaffolding and modelling are key strengths. Teachers help pupils recap and build on what they have learned previously. For example, Year 6 pupils learned about rationing to contextualise their study of 'Goodnight Mister Tom'.
- As a result of regular and ongoing assessment, teachers are able to plug gaps in pupils' learning swiftly, enabling them to make faster progress. A wide range of targeted interventions are quickly implemented to meet pupils' needs, once these have been identified.
- Expectations of teaching and learning are very high. Staff relish the opportunity to develop their practice together. They are very reflective and able practitioners. The school is truly a place where everyone flourishes.

3.2 Quality of provision and outcomes - Even better if…

…teachers consistently applied the 'no hands up' approach in order to ensure that all pupils' understanding is regularly checked.

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

- Inclusion lies at the heart of the school's philosophy. There are significant numbers of disadvantaged pupils and a growing number of those with SEND. The school has focussed on ensuring teachers deliver the highest quality lessons to all pupils, with appropriate interventions where necessary. As a result, disadvantaged pupils and those with SEND achieve very well.

- Leadership of this area of the school's work is very strong. Leaders are extremely knowledgeable. They relentlessly focus on seeking the best ways to help disadvantaged pupils and those with additional needs to access the curriculum and make the strongest progress possible.
- Engagement with parents of vulnerable pupils is a high priority. Leaders know these families well and go to great lengths to involve them. The West London Zone project, for example, is currently supporting a group of pupils.
- Expectations of disadvantaged pupils and those with SEND are as high as for their non-disadvantaged peers. The curriculum is the same for all learners and staff have ongoing training on how to adapt the curriculum to meet all pupils' needs. Consequently, these pupils are making very good progress both academically and socially.
- A large team of support staff make a significant contribution to the academic and social progress of vulnerable pupils. They are highly skilled practitioners who offer a range of interventions which are carefully tailored to the needs of the pupils they serve. Additionally, the two school dogs provide comfort and reassurance and are firm favourites with pupils.
- Leaders ensure that disadvantaged pupils and those with SEND access the wide range of enrichment activities on offer. This helps them to build their wider skills and grow their confidence. For example, vulnerable pupils benefit from funded trips both locally and further afield.

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

None identified

5. Area of Excellence

Developing reading comprehension for all pupils.

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 important because the school serves a highly deprived community with many pupils having English as an additional language. Leaders want pupils to be independent, thoughtful readers who can talk about their reading. Consequently, reading comprehension is a major focus for the school.

The school's approach to reading is highly structured. Key Stage 1 pupils read daily in small groups with a focus on oral articulation of their understanding. In Key Stage 2,

pupils move to a whole class approach. Pupils are exposed to a wide range of texts presented in different ways and staff are rigorously trained to ensure they deliver the programme effectively.

The programme is supported by pupil 'reading ambassadors' who actively promote reading to their peers. For example, they have initiated their own outdoor library, lead World Book Day and award 'Reflective Reader' certificates.

Parent workshops and open mornings help parents to understand the way reading is taught and how they can support their child at home. These have proved extremely popular.

By delivering outreach sessions, leaders have helped a number of schools, including one as far away as Denmark, to adopt the school's reading model within their own setting.

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

There are high levels of attainment and progress in all year groups. Increasing numbers are achieving the greater depth standard in reading by the end of Key Stage 2. More importantly, pupils report how much they love reading.

Feedback from the school's outreach sessions include:
"Great day with very useful learning walks, informative presentations and networking opportunities. A good balance" (In-person day June 22).
"I enjoyed seeing and hearing the Year 6 children and Reading Ambassadors talk so maturely about books and their love of reading" (In-person day June 22).
"It was impressive - focus on reading, whole child, whole school buy in, whole school training. Impact on results" (Zoom session Dec 22).

School leaders are key players in local networks, such as the Hackney Learning Trust. They support schools in London and beyond. The school regularly hosts staff from across the country to see reading in action. Feedback from one of the sessions includes:
"The session you ran for all the coordinators at the Forum was pitched brilliantly. Your insight and vision as well as attention to the practical detail was inspiring".

The school's reading lead is a lead practitioner for Destination Reader and underwent a rigorous application process to secure her role. Teachers and leaders from other schools have visited the school to benefit from her expertise.

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

Sharmin Begum, sbegum@salusbury.brent.sch.uk
Shauna Tunney, stunney@salusbury.brent.sch.uk
Rachel Linkletter, Deputy headteacher, rlinkletter@salusbury.brent.sch.uk

6. What additional support would the school like from the Challenge Partners network, either locally or nationally?

Leaders will continue to benefit from their strong partnership with Challenge Partners.

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.

Schools can access the School Support Directory; the Challenge Partners online tool that enables schools to connect with other schools in your hub and across the national network of schools.

Schools can also attend Sharing Leading Practice events where schools showcase excellent and/or innovative practice. Sharing Leading Practice events allow school leaders with specific improvement needs to visit a school or attend an online webinar hosted by a school, with outstanding provision in that area.

Both the School Support Directory and the Shared Leading Practice events can be accessed via the Challenge Partners website.