

Pembroke Park Primary School

Devizes Road, Salisbury, SP2 9LY

Inspection dates 26–27 February 2015

Overall effectiveness	Previous inspection:	Not inspected previously
	This inspection:	Inadequate 4
Leadership and management		Requires improvement 3
Behaviour and safety of pupils		Inadequate 4
Quality of teaching		Inadequate 4
Achievement of pupils		Inadequate 4
Early years provision		Good 2

Summary of key findings for parents and pupils

This is a school that has serious weaknesses. It is not good because

- Achievement is inadequate because pupils do not make the progress they are capable of across Key Stages 1 and 2.
- Teaching has been inadequate over time and there is still not enough good teaching. Teachers' expectations of what pupils can achieve are low and too many pupils have underperformed because work has been too easy.
- Pupils' attainment is low in reading, writing and mathematics. Phonics (letters and sounds) has not been taught well enough in Year 1.
- Pupils' spelling, punctuation and grammar skills are not built upon well enough. Pupils are not always advised how to improve their writing.
- Pupils are not fully proficient in basic calculation skills and this hinders their progress in mathematics.
- Previously, leaders and governors have not been effective in improving the quality of teaching and in raising standards.
- Some of the middle leaders do not have the skills and capabilities to drive improvements in teaching and pupils' achievement quickly enough.
- Disadvantaged pupils, and disabled pupils and those who have special educational needs, have not been supported well in the past and have underachieved.
- Behaviour is inadequate over time because it has not been well managed and as a result too many pupils display a poor attitude to learning. Some pupils do not show interest in their work and do not try their best.

The school has the following strengths

- The newly appointed headteacher, the academy sponsor and the strengthened governing body have lost no time in putting in place the necessary actions to redress a legacy of declining achievement. As a result, pupils' progress is beginning to accelerate and teaching is improving.
- The school's work to keep pupils safe is good. Pupils' attendance has improved markedly this academic year.
- Early years provision is good because leaders have rigorously tackled historical weaknesses in teaching. Staff now regularly assess children's progress and plan tasks that help children build up their skills quickly.
- Many parents commented that recently introduced approaches to managing behaviour are effective and already helping pupils to behave better.

Information about this inspection

- Inspectors observed pupils' learning in 13 lessons, two of which were visited jointly with the headteacher. Inspectors also attended an assembly and looked at pupils' work in their books.
- Inspectors examined a range of documents including the school's plans for improvement, information on the current progress and attainment of pupils, and records showing pupils' behaviour and attendance. Inspectors also scrutinised the school's safeguarding procedures.
- Meetings were held with the headteacher, deputy headteacher and other leaders. Inspectors held discussions with members of the Academy Advisory Board and with a representative of The Education Fellowship.
- Inspectors analysed 12 responses to the online parent questionnaire (Parent View), as well as 18 responses to the questionnaire for staff.
- Inspectors heard pupils in Year 2 read and spoke to a number of pupils during lesson observations, at break and lunchtimes, and in the meeting arranged with a small sample of pupils.

Inspection team

Shahnaz Maqsood, Lead inspector

Additional Inspector

Anne Wesley

Additional Inspector

Full report

In accordance with the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that this school requires significant improvement, because it is performing significantly less well than it might in all the circumstances reasonably be expected to perform.

Information about this school

- Pembroke Park is smaller than an average-sized school but growing in number. An additional six classrooms are under construction.
- The proportion of disabled pupils and those who have special educational needs is above average. The school is designated as having a resource unit for two pupils with physical disabilities. Pupils on roll in the unit are fully integrated into mainstream classes and attend lessons with other pupils in the school.
- An above average proportion of pupils are supported through the pupil premium. These are pupils known to be eligible for free school meals or in the care of the local authority.
- The school does not meet the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- In April 2013, Pembroke Primary became a sponsor-led academy, part of the Education Fellowship. The school's governing body is known as the Academy Advisory Board and works closely with the sponsor.
- The Chair of the Academy Advisory Board is new to post and took up his position in January 2014. The governance of the school comprises the Academy Advisory Body and representatives from the academy sponsor.
- The headteacher joined the school in September 2014. Many of the teachers have only recently qualified.
- The school has early years provision for children in one Reception class and one Nursery class. Pupils in the Reception Year attend full time and those in the Nursery attend part time.

What does the school need to do to improve further?

- Improve the quality of teaching in Years 1-6 and raise pupils' achievement in reading, writing and mathematics by making sure that:
 - teachers have ambitious expectations of what pupils can achieve
 - pupils have good grasp of basic number skills
 - pupils know how to improve the quality of their writing
 - phonics (letters and sounds) skills are taught consistently well
 - those eligible for additional funding make rapid progress and catch up with the others.
- Improve pupils' behaviour and attitudes to learning by ensuring that teachers:
 - manage pupils' behaviour consistently well in lessons
 - set pupils demanding work that captures their interest.
- Improve the effectiveness of the leadership and management by making sure that:
 - all subject leaders are supported and challenged to develop their skills so they play a full part in improving the quality of teaching and pupils' progress in their areas of responsibility
 - the governing body develops its skills further to support and ensure that school leaders are held fully to account for their actions to improve the quality of education.

External reviews of governance and of the school's use of the pupil premium should be undertaken in order to assess how these aspects of leadership and management may be improved.

Inspection judgements

The leadership and management **require improvement**

- Until relatively recently, leaders have been ineffective in raising standards and improving the quality of teaching over time. In the past, teachers had not received training or opportunities to extend and improve their skills. Leaders did not make sure that pupils behaved well or developed positive attitudes to learning.
- For too long the pupil premium funding was not used effectively and pupils eligible for additional funding suffered similar rates of underachievement as their peers. Leaders are only recently showing success in reducing the gaps in pupils' attainment and eliminating the inequality that had been present over a sustained period of time.
- The drive and determination of the new headteacher, together with the senior leadership team, are already securing improvements to the quality of teaching and pupils' achievement. The impact of such actions can be seen in the rapid development of provision in the early years which is now good. The advisory body and the academy's sponsor have also acted recently to bring about much needed change.
- School leaders demonstrate capacity to improve further. Self-evaluation procedures are robust, and priorities for improvement are accurate and measured against pupils' better achievement. Leaders are committed to tackling discrimination and giving all pupils equality of opportunity. They monitor the progress of pupils more closely than in the past, including those eligible for additional funding.
- Senior leaders and governors recognise that not all middle leaders have the skills and capabilities to drive improvements quickly enough. Appropriate plans are in place to improve this aspect of leadership but are too recent to show their impact.
- Pupils and parents confirm that behaviour has improved this academic year since the new headteacher introduced a comprehensive behaviour policy. Expectations of pupils' behaviour are higher and pupils have a better idea of what is acceptable. Nevertheless, inspectors observed some disruptive behaviour, indicating that it is not yet securing the expected attitudes to learning on a consistent basis.
- Previously, the curriculum failed to fully meet the needs of the pupils and, as a result, pupils underachieved. A new curriculum better suited to the pupils' needs is at the early stages of introduction. Consequently, pupils' standards and their attitudes to learning are now beginning to improve.
- Pupils' social, moral, spiritual and cultural development is promoted effectively through a programme of assemblies and class work. The school promotes respect, democracy and tolerance through understanding the beliefs and values of others. This helps pupils develop an awareness of life in modern Britain and fosters good relations. For example, pupils demonstrated their understanding of these issues as a result of their study of ancient Islamic civilisation and its influence in Europe.
- The headteacher is now holding staff much more to account over the performance of pupils in their classes. This academic year, performance management measures are linked to how well pupils make progress. Targets set for staff are challenging and set against pupils' achievement. Consequently, salary increases are now closely linked to pupils' academic performance.
- Safeguarding arrangements meet statutory requirements. Staff receive regular training and know the school's procedures. The school takes its role in keeping pupils safe very seriously. Leaders have successfully tackled issues related to attendance. This year, attendance rates have improved sharply.
- The academy sponsor reviews the school's work every three months. However this did not halt the decline in standards or quality of education provided at the school quickly enough. The sponsor now provides more effective support to the headteacher and the governing body to give clear direction to the school. Areas for improvement are accurate and the leaders are tackling these well. Teachers and leaders have benefited recently from the training and support provided by The Education Fellowship. The sponsor has also recently helped to strengthen governance so governors are better able to monitor the work of the senior leaders.
- Leaders have used the sports funding successfully to develop pupils' physical education and to promote healthy lifestyles. Enjoyment, participation and pupils' skills have improved with the use of specialist coaches and the opportunity to take part in a wider range of sports.
- **The governance of the school:**
 - Over time, the Academy Advisory Board has not held leaders to account. As a result, the quality of teaching has declined and achievement has fallen to well below the national average.
 - The board has been restructured and strengthened this academic year. Members now know the school better than before and are able to compare its performance data with national figures. They play an important role in checking the quality of the school's work and planning priorities for action to secure improvement. They visit regularly and are beginning to hold leaders to account for the actions taken to improve the quality of education. They know the quality of teaching. They are aware that additional

staff have been employed to reduce class sizes to help increase the rate of pupils' progress and are able to check that this is securing improvement.

- Members of the board have not made sure that the pupil premium has been used well in the past. They now check its use to ensure that these pupils catch up and that equality is promoted.
- Rigorous procedures are in place for managing performance, including that of the headteacher. They focus on raising pupils' achievement and are linked closely to teachers' pay. Members of the board know what is done to acknowledge better teaching and how underperformance is tackled.

The behaviour and safety of pupils are inadequate

Behaviour

- The behaviour of pupils is inadequate because over time it has not been consistently well managed and pupils do not achieve well. In the previous academic year, there were too many fixed-term exclusions for poor behaviour. There has been a reduction this year.
- Attitudes to learning are not consistently positive. Some pupils do not respond to teachers' requests in lessons. Inspectors observed pupils calling out and not listening to teachers. Pupils do not work hard when work does not capture their interest. Too often, work in books is untidy and poorly presented, or sometimes, work is not attempted or is not completed.
- Both parents and pupils feel that the new behaviour policy with clear and high expectations is beginning to have a positive impact but has not secured consistent improvement in all classes. Instances of poor behaviour around the school remain. For example, many pupils drop food on the floor and show a lack of respect or consideration for the school's environment.
- Attendance was well below the national average last year and pupils were often late to school. It has improved as a result of the school's determined efforts and is now much closer to the national average.

Safety

- The school's work to keep pupils safe and secure is good.
- The school's procedures for checking the suitability of staff have improved this year and are now robust. Teachers are fully trained and know what to do if any concerns are reported. Leaders make every effort to ensure pupils are kept safe. Risk assessments are thorough.
- Pupils feel safe and parents agree. They know about the dangers of the internet and how to keep themselves safe online, for example by not posting their personal details or images.
- Pupils know of the various forms of bullying and know who to go to if they are unhappy. Pupils told inspectors that bullying did not occur often.

The quality of teaching is inadequate

- Teaching over time is inadequate and teachers' expectations have been too low. As a result, there has been a legacy of underachievement where all groups of pupils have not made the progress they should. While senior leaders have made a good start in tackling this legacy there is considerable distance left to travel before all pupils are achieving in line with their capabilities.
- The most-able pupils are not always set challenging work and therefore do not achieve well. For instance, in mathematics, tasks are often too easy and do not make the pupils think hard.
- The good work done to teach reading in the early years is not built upon effectively. Consequently pupils become unclear about the sounds letters make in Year 1. Teachers' knowledge of phonics is not always secure and they make errors which confuses pupils and slows their learning. For example, sometimes misconceptions and wrong pronunciations are not corrected by the adults and pupils continue to make mistakes. This has had an adverse effect on pupils' progress in reading.
- Support for the less able is not sufficiently focused on improving their academic learning. Teachers and teaching assistants are not always sure how to help this group of pupils achieve well.
- Writing has not been taught well because teachers do not give good advice about how pupils can improve the quality and quantity of writing. Too many pupils therefore have difficulty forming sentences and struggle with spelling, punctuation and grammar.
- Pupils have not been helped to develop their calculation skills due to weak teaching of mathematics over time. Pupils still struggle with basic arithmetic, and this affects their ability to solve problems and is holding them back.
- The quality of teaching across the school is now improving at a good rate, particularly in early years and Year 6 due to the strenuous and persistent efforts by the headteacher and other school leaders. Well-

selected training and support this year are helping leaders to drive improvement swiftly, for example to the teaching of reading in Key Stage 2.

The achievement of pupils

is inadequate

- Achievement over time is inadequate. In 2014, just over a third of pupils reached the standards expected for their age at the end of Year 6 in reading, writing and mathematics. This is well below the national average and shows that the majority of pupils were not ready for secondary school.
- Last year, less than half the pupils in Year 6 made expected progress across Key Stage 2 and none made swift progress. Well below average proportions made the progress they should in reading and writing.
- Inspection evidence and the school's data suggest that standards are set to rise in 2015 but will remain below the national average in all subjects. There is a relentless effort by leaders to improve results. Pupils receive extra help, including booster classes and well-targeted interventions. Gaps in knowledge are beginning to close and rates of progress are increasing. There is a rising trend of achievement.
- Achievement in reading is low. Despite the good start pupils get in early years, they do not achieve well in the phonics check in Year 1. Proportions reaching the required standard are well below the national average and this holds back their ability to read. Pupils do not have a secure grasp of phonics skills and therefore do not make as much progress as they should. Attainment in reading at the end of Years 2 and 6 in 2014 was well below the national average.
- Weak teaching of mathematics over time has resulted in the poor development of pupils' basic arithmetic skills. This restricts their ability to solve problems.
- Considerable gaps exist in pupils' knowledge of spelling, punctuation and grammar because it has not been taught well previously. In writing, pupils are not always given the correct advice on how to improve their writing. Last year, writing books showed pupils were not writing at length. Current books indicate that the quality and quantity is improving.
- Work in pupils' books illustrate a legacy of underachievement and gaps in pupils' attainment. In 2014, boys achieved better than girls in Year 2. Girls achieved considerably better than boys in Year 6.
- Disadvantaged pupils' progress is inadequate. These pupils were nearly two terms behind their classmates in mathematics and over two years behind other pupils nationally. In reading, the pupils in receipt of the pupil premium were nearly four terms behind the others in school and five terms behind others nationally. In writing, they were slightly ahead of their classmates but five terms behind other pupils nationally. In reading and mathematics, a much lower proportion of these pupils made at least expected progress compared with their peers. In writing, it was slightly better and they made better progress than their peers. Current school data and other evidence show that progress has begun to accelerate and those supported by the pupil premium are starting to make faster progress than their classmates.
- Progress of disabled pupils and those with special educational needs has been inadequate over time. Strong focus is placed on catering for their welfare and not enough on their individual academic learning needs. This group of pupils have been reassessed and provision is much more focused on their particular needs. Teachers and teaching assistants are better informed about how to support these pupils, which is now helping to improve their progress.
- The most-able pupils do not make sufficient progress because expectations have been low and they have not been challenged to achieve as well as they can. Previously, very few pupils reached the higher levels in the national tests; more are expected to reach the higher standards this year.

The early years provision

is good

- Children enter Nursery with skills that are well below those typical for their age, particularly in communication and language skills. Teachers' checks on progress are regular and identify clearly what children can do and what they need to learn next. The information is used to move children's learning forward quickly. This ensures all children make good progress across the early years and are well prepared for Year 1.
- Teaching is good because teachers ensure that children's social skills are well developed and they are ready to learn. Activities are planned around children's interests and extend their imagination. For example, a group of children played with rockets and spoke about planets, stars and the 'black hole'.
- Children do particularly well in early reading and writing. For example, children use their phonics skills to spell and write words such as 'flight deck' and 'wing'. They spoke enthusiastically of two letters 'ck', which make one sound.

- Children with disabilities and those with special educational needs, and children eligible for the pupil premium, receive effective extra help with their specific needs. They settle well into the early years. They perform equally as well as their classmates.
- The headteacher has prioritised long term, sustainable improvements to pupils' outcomes at the school by focussing on developments in the early years. This has resulted in an improving early years provision. The proportion of children reaching a good level of development is now close to the national average by the end of the Reception year. This is set to rise further. However, not enough children exceed their learning goals at the end of Reception.
- Behaviour is good because children enjoy their learning and feel safe and well cared for. Parents are confident that their children are safe.

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

Unique reference number	139386
Local authority	Wiltshire
Inspection number	449854

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

Type of school	Primary
School category	Academy sponsor-led
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	173
Appropriate authority	The governing body
Chair	Trevor Branch
Headteacher	Matthew Sambrook
Date of previous school inspection	Not applicable
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