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2 June 2015

Mr M Sambrook  
Headteacher  
Pembroke Park Primary School  
Devizes Road  
Salisbury  
SP2 9LY

Dear Mr Sambrook

### **Serious weaknesses first monitoring inspection of Pembroke Park Primary School**

Following my visit to your school on 2 June 2015, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to confirm the outcome and inspection findings. Thank you for the help you gave during the inspection and for the time you made available to discuss the actions which have been taken since the school's most recent section 5 inspection.

The inspection was the first monitoring inspection since the school was judged to have serious weaknesses in February 2015. It was carried out under section 8 of the Education Act 2005.

### **Evidence**

During this inspection, meetings were held with the headteacher and deputy headteacher. I met with the Chair of the Academy Advisory Board and the Head of Education of The Education Fellowship Trust. You gave me a tour of the academy to meet pupils and staff in their classes. The statement of action and the academy's action plans were evaluated.

### **Context**

Since the inspection, the appointment of an assistant headteacher has been made for September 2015. A review of governance and the academy's use of pupil premium is planned for July 2015.

## **The quality of leadership and management at the school**

You have taken purposeful action to begin to tackle the weaknesses identified in the recent inspection report. Leaders and governors are pleased that the report acknowledges that children in the Early Years Foundation Stage enjoy a positive start to their education. During our tour, it was good to see children in the Reception class writing confidently.

The Education Fellowship Trust and the Advisory Board are setting a clear direction for improvement. They have been involved in decisions to restructure the leadership team to include an assistant headteacher. The Advisory Board contributed to the revision of the senior leaders' job descriptions. As a result, leaders' roles are more precisely defined, based on improving standards. Leaders are also focusing more sharply on improving the quality of teaching. The deputy headteacher, who leads on literacy, reviews the way phonics (the sounds made by letters) is taught in Years 1, 2 and 3. Regular discussions with teachers and teaching assistants ensure phonics lessons meet the needs of the pupils. Governors are informed about the impact of teaching on pupils' progress through written and verbal reports, as well as visiting classrooms. Currently, governors do not gain as much information from these visits as possible, as they are not planned precisely enough with senior leaders.

Job descriptions have also been revised for middle leaders. Subject and key stage leaders make more of a contribution because their roles are clearer. They have a better knowledge of where weaknesses are in their subject or key stage. Their plans identify appropriate actions for change. Training from external consultants, academy leaders and visits to other schools support their growing leadership capacity.

Staff at all levels are also better held to account, by leaders and governors, for improving pupils' achievement and behaviour. Leaders set whole-school targets against which teachers' performance is measured. In addition, leaders check that teachers are meeting the academy's raised expectations through regular review meetings. Where teachers require support, leaders ensure this is in place.

The academy's action plan sets out the actions that leaders, including governors, are taking to address the points identified at the inspection. Expectations of the different groups and proportions of pupils who should achieve expected levels of progress are threaded through the plan. Where progress is good, in the Early Years Foundation Stage, you set targets which are above national expectations. It is pleasing to see that your targets for pupils' achievement at the end of Year 2 and Year 6 are ambitious for pupils capable of achieving the higher levels in English and mathematics.

Impact statements in the action plan show what leaders want to improve and who will be checking the effectiveness of the actions taken. Start and end dates are helpful. The plan does lack key milestones to be achieved on the journey towards

being removed from the serious weaknesses category at the next inspection. However, your supporting evaluation document is comprehensive. This details the ongoing impact of each action. At present, the impact statements from the evaluation document are not added as milestones on the action plan. Therefore governors are not always able to check precisely the academy's ongoing progress.

Following the monitoring inspection, the following judgements were made:

The academy's action plans are fit for purpose.

The sponsor's statement of action is fit for purpose.

I am copying this letter to the Secretary of State, the Chair of the Governing Body and the Director of Children's Services for Wiltshire. This letter will be published on the Ofsted website.

Yours sincerely

Jane Neech

**Her Majesty's Inspector**