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Mr M Sambrook
Headteacher
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Devizes Road
Salisbury
Wiltshire
SP2 9LY

Dear Mr Sambrook

Serious weaknesses monitoring inspection of Pembroke Park Primary School

Following my visit to your academy on 4 November 2015 I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to confirm the 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 academy's previous monitoring inspection.

The inspection was the second monitoring inspection since the academy was judged to have serious weaknesses following the inspection which took place in February 2015. The monitoring inspection report is attached.

Having considered all the evidence I am of the opinion that at this time:

Leaders and managers are taking effective actions towards the removal of the serious weaknesses designation.

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

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

Yours sincerely

Jane Neech
Her Majesty's Inspector

Annex

The areas for improvement identified during the inspection which took place in February 2015.

- 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 (the sounds made by letters) 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 academy leaders are held fully to account for their actions to improve the quality of education.

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

Report on the second monitoring inspection on 4 November 2015

Evidence

During this inspection, meetings were held with the headteacher, senior leadership team and the English and mathematics leaders. At these meetings, we discussed pupils' progress and attainment in English and mathematics. You and I made visits to the Key Stage 2 classes to talk to pupils about their work. We looked specifically at the progress of pupils supported by the pupil premium (additional government funding for pupils known to be eligible for free school meals and for children who are looked after). I met with the Chair of the Academy Advisory Board and a Chief Executive of the Education Fellowship Trust. During the meeting, we focused on the impact of the review of governance.

Context

Since the first monitoring inspection, the new assistant headteacher has taken up his post as from 1 September 2015. The review of governance has recently begun and work continues in this area.

The quality of leadership and management at the academy

Since the first monitoring inspection, you have continued to take strong action to tackle the weaknesses identified in the February 2015 inspection report. You have completed the restructuring of job descriptions for senior and middle leaders. The deputy headteacher and the assistant headteacher have a clear brief for improving teaching and learning. The assistant headteacher works alongside teachers in lessons, and guides teachers' planning, to ensure activities capture pupils' interests and match closely to the needs of pupils. This has ensured that teachers' expectations of what pupils can achieve are now higher than previously. Consequently, pupils supported by pupil premium funding are now doing well. Overall, teaching, learning and pupils' attitudes to learning are improving.

Leaders measure teachers' performance against the action plan targets based on the areas for improvement detailed in the February 2015 inspection report. Leaders help teachers, including subject leaders, to develop specific areas of their work through coaching. Staff report that morale is high because leaders foster a school culture of learning from each other. Consequently, the optional professional development sessions are well attended.

Governors are robust in their evaluation of the academy's performance. The advisory board has used the review of governance to further develop the way in which they oversee actions detailed in the academy's improvement plan. The focus for governor visits to the academy and the reporting back expectations are much clearer. Academy leaders expect teachers to make regular quality assurance assessments of the extra support given to disadvantaged pupils through the pupil premium. This

information means that the advisory board is better informed about the effectiveness of interventions for pupils supported by the extra government funding.

The overarching academy improvement plan now contains key milestones towards removal from the serious weakness category at the next inspection. Start and end dates for actions are now included. English and mathematics plans align closely to the main plan. The new daily action plan is regularly reviewed to judge how well actions are improving teaching and learning. In this way, the senior team evaluate and feed back to the advisory board and the Trust as to whether standards are rising. The Trust and the advisory board are now having a greater impact on academy improvement.

Strengths in the academy's approaches to securing improvement:

- Teachers have high aspirations for the pupils in their classes to do well. During our visits to Key Stage 2 classes, pupils talked knowledgeably about new learning. In an English lesson, pupils explained the difference between a subordinate clause and a main clause, and showed examples in their written work.
- Teachers plan activities which help pupils catch up to where they need to be. Therefore, disadvantaged pupils are now making better progress in numeracy and writing as a result.
- The academy's approach to improving teaching and learning is relentless. Pupils' progress is constantly under review. Consequently, the academy's leaders ensure that pupils' achievement in reading, writing and mathematics has improved. Results from the most recent National Curriculum tests in English and mathematics show that, by the end of Key Stage 2, pupils are now making better progress than previously.
- Similarly, through the same approach, the results in the Key Stage 1 phonics test and the percentage of pupils achieving the higher levels, level 3, in reading has improved.
- Teachers' approach to marking pupils' work is consistently in line with the academy marking policy. Teachers are also on hand each morning before school starts so that pupils may correct their mistakes and receive help with their work. Teachers report that this has had a positive impact on pupils' behaviour and attitudes to learning.

Weaknesses in the academy's approaches to securing improvement:

- The academy is not addressing the gaps in some pupils' knowledge and skills in writing and mathematics quickly enough. For example, some Key Stage 2 pupils have a limited understanding of calculations and number facts. Their handwriting and presentation skills are not as good as they should be.

External support

The academy is being well supported by an external consultant who is leading the review of governance. Consequently, the advisory board now competently assesses the impact of actions taken to improve the quality of education.