

Salfords Primary School

Inspection report

Unique Reference Number	125128
Local Authority	Surrey
Inspection number	359841
Inspection dates	11–12 January 2011
Reporting inspector	Sheila Browning

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

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	302
Appropriate authority	The governing body
Chair	Audrey Tripp
Headteacher	Di Trainor
Date of previous school inspection	12 December 2007
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Introduction

This inspection was carried out by three additional inspectors. Inspectors observed 19 lessons taught by 12 teachers. Meetings were held with staff, members of the governing body and groups of pupils. Inspectors observed the school's work and scrutinised the school's development plan, tracking data, pupils' work, governing body minutes, safeguarding arrangements and school policies. They also analysed questionnaires completed by 110 parents and carers, 145 pupils and 22 staff.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- How effectively the school is securing pupils' good progress in mathematics and in writing.
- The extent to which teaching and assessment consistently meet the needs of more-able pupils and those with specific learning needs.
- The impact of subject leaders, middle managers and members of the governing body on driving and sustaining improvement. The impact of subject leaders, middle managers and members of the governing body on driving and sustaining improvement.

Information about the school

This is a larger-than-average school. The proportion of pupils known to be eligible for free school meals is at around the national average. Seventeen per cent of pupils are from minority ethnic groups; of these, the largest group are Travellers, with a few at the early stages of learning English. The proportion of pupils with special educational needs and/or disabilities is average, although the number with a statement of special educational needs is high. An after-school club shares the site but is managed privately and so was not included in this inspection. The school runs a breakfast club and has received several awards reflecting its commitment to promoting pupils' healthy lifestyles. The Early Years Foundation Stage comprises of two Reception classes. The school also has several mixed-aged classes. The school is a member of a local confederation of schools known as the 'Horley Learning Partnership'.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

2

The school's capacity for sustained improvement

2

Main findings

Salfords is a good school. It has consolidated and built upon the strengths identified in the last inspection under the effective leadership of its headteacher and senior team. Staff are vigilant in their care of pupils and ensure they are safeguarded well. As a result, pupils say they feel safe and secure and are eager and confident learners, achieving well academically. Pupils are well behaved and very polite and friendly in this calm harmonious community, where pupils from differing backgrounds get on well together. Pupils make good progress to attain levels that are at least average by the time they leave the school. Strategies to improve pupils' attainment in mathematics have been particularly successful, especially in increasing the number of more-able pupils securing higher levels. Pupils' attainment in literacy has also risen, including that for more-able pupils. Pupils' writing skills, especially for boys, have improved, but pupils are not yet confident writers. Pupils who are learning English or have specific learning needs receive good support, which enables them to gain in confidence and to progress well. Leaders ensure that pupils make good progress because careful monitoring of pupils' progress is detailed and accurate and regular pupil-progress meetings identify any at risk of underperforming early on. A more diverse curriculum, good quality intervention programmes for those who need to catch up and various enrichment opportunities help pupils to enjoy their learning.

Teachers successfully meet the wide range of abilities within the mixed-age classes through interesting and demanding activities. They check pupils are clear about the purpose of lessons and learning. Marking is regular and supportive and highlights clearly to pupils the next steps needed to improve their learning. Pupils benefit from extended learning across the Horley Learning Partnership and in the wider community, from sports competitions and music festivals to planting trees. Pupils show a good awareness of keeping healthy; Year 6 run a healthy tuck shop and many are active in sports. While pupils from different ethnic heritages get on well with each other and pupils show an awareness of different beliefs and cultures in the wider world, the school acknowledges the need to strengthen pupils' understanding of community cohesion within the diversity of the United Kingdom today.

◆ The headteacher is well supported by an effective deputy headteacher and committed staff team. The school's self-evaluation is accurate and together with members of the governing body leaders it has effective plans in place to tackle any weaknesses identified. Improvements in the Early Years Foundation Stage contribute successfully to good progress and far more children are better prepared to start the National Curriculum in Year 1 than in previous years. The school has raised its level of effectiveness in several important areas since the last inspection. This indicates that the school has good capacity to get even better. The strengths in pupils' outcomes have been maintained and strategies

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to improve academic achievement, for example, in English and mathematics, are having a positive impact.

What does the school need to do to improve further?

- Raise all pupils' attainment in writing this coming academic year by:
 - giving pupils more guidance and motivating activities to help improve their writing skills and confidence.
- Raise pupils' awareness of others with differing backgrounds and beliefs this calendar year by:
 - implementing the planned link with a contrasting school within the United Kingdom
 - extending links so that pupils can become more involved in exchanging ideas, views and expectations about where they live and what they do.

Outcomes for individuals and groups of pupils

2

Pupils say they really enjoy their learning and this was evident in lessons. Pupils cooperate and collaborate very well and work hard. In a Year 5/6 English lesson pupils produced some good creative writing on Greek myths from their photo stories and by using computers. The school's success in making mathematics more engaging was evident in a Year 3 booster lesson. Pupils thoroughly enjoyed exploring estimates and problem solving and at the end of the lesson said, 'Now we are experts!' Consequently, pupils make good progress in mathematics and the gender gap in attainment is rapidly closing. Pupils who are learning English as an additional language are well supported, enabling them to quickly access the curriculum, and those with specific learning needs are helped to become confident learners and experience success. For example, in an additional literacy class, pupils were given tips on how to improve their writing, use connectives and decode information text. By the end of Year 6, pupils' attainment, though average, is rising quickly and this is confirmed in the school's tracking of pupils' progress and current work. While good progress is the norm, some pupils make outstanding progress. Pupils' achievement is good overall, but their attainment and confidence in writing is not fully secure. Pupils' good and improving achievement in the basic skills of literacy, numeracy and information and communication technology (ICT), together with their good attitudes to learning, show they are well prepared for secondary education.

◆ Pupils behave well and while exemplary behaviour was seen on several occasions, a few parents, carers and children expressed concerns. Pupils have a good understanding of how to keep themselves safe in different situations. The newly introduced personal development programme helps pupils to develop good conflict- resolution skills. They take their responsibilities, as school and local councillors and play buddies, very seriously and are involved in conservation work, choose playground equipment, fund raise and support a child in Cambodia. The school has several awards reflecting pupils' good awareness of healthy lifestyles and eco sustainability. Attendance has improved to satisfactory levels.

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These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account:	
Pupils' attainment ¹	3
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	2
Taking into account:	
Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	2

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

How effective is the provision?

The good quality of care, guidance and support is most evident in the close working partnerships with Traveller families and those most vulnerable. This has led from below-average attendance to the rapidly improving attendance of these pupils as well as raising their confidence and self-esteem. Financial subsidies are used well to enable children to access breakfast, after-school clubs and enrichment opportunities where needed. Focused curriculum days, the confederation with local schools, philosophy and French for all, further enrich the curriculum. Teaching has improved, with teachers using questions skilfully to develop pupils' understanding. This and the use of 'talk partners' help consolidate pupils' learning. Good advances have been made in ensuring learning is fun, relevant and practical, especially in science and mathematics, and the impact of this is also being embedded in writing. Teachers work hard to make lessons interesting but on occasion too much teacher talk slows the pace of learning. Teachers assess pupils' work regularly and pupils proudly shared their key ring targets with inspectors, explaining what they were. Targets and marking are used effectively to ensure pupils understand how to improve their work and move on to the next levels. The school's good teaching and curriculum provision enable pupils to develop very good attitudes to learning and to make good progress in the basic skills of literacy and numeracy. A good range of programmes are in place to support pupils who need a 'boost' or further challenge, from individual to small group work and work within the confederation. Teachers and well-qualified teaching assistants work together as a team and provide good role models for pupils.

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These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The headteacher and deputy headteacher work effectively together and have a clear vision to drive up standards. They have secured the enthusiasm of staff and are well supported by effective leaders at all levels. Leaders monitor the progress of pupils rigorously and use information productively to identify any pupils who may be underperforming and in need of support. This includes mentoring and coaching of teachers and plans to introduce a model of 'good lesson practices' to improve professional development, provision and pupils' confidence and enjoyment. Good links with other organisations have added to opportunities for learning in a number of physical activities and sports. Salfords also offers activities to other schools such as drama, art, and craft workshops at half term. These are leading to better progress for pupils across the school, particularly in these subjects.

◆ Many members of the governing body are experienced and knowledgeable about the school. Involved in self-evaluation, they set challenging targets and hold leaders to account for the performance of the school effectively. All requirements to keep children safe are in place, with good quality policies that are monitored effectively. Minor updates needed to some documentation were quickly carried out when inspectors drew them to the school's attention. The school promotes equality of opportunity effectively, especially as gaps in the performance of different groups of pupils are closing rapidly. The school is fully inclusive with no discrimination. Through its partnerships leaders promote community cohesion well both locally and globally but they know that there is more to be done to raise pupils' awareness of diversity in the United Kingdom today. The school works closely in partnership with parents and carers and a range of agencies to support pupils' welfare and learning effectively. All the usual communication channels are in place for parents and carers, as well as others such as texting, workshops and opportunities to be involved in school decision-making processes. However, a few parents felt their views and suggestions were not taken fully into account and seemed to be unaware of the many improvements that had taken place recently. The headteacher is keen to rectify this and has plans to improve communications and the dialogue with parents and carers.

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These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

On entry, children's skills and understanding levels are often lower than expected, particularly in their social, communication and language development. They settle quickly because of the good partnership established with parents and carers. They are encouraged to contribute to curriculum workshops, assessment and transition processes. Children become eager, confident learners and make good progress, notably in their social skills, because staff plan a range of exciting activities in this stimulating environment. Through active learning in the 'shoe and toy shops' children happily bought and sold items in exchange for toy money and debit cards which they had made. Such activities provide good opportunities for children to explore their environment for themselves as well as more directed activities which develop their early literacy and numeracy skills. To tackle previous underachievement in writing, particularly by boys last year, a large writing area has been developed to stimulate children's early writing and fine motor skills linked to their interests. The needs of the more able and those learning English as an additional language are well met. The school is developing a distance learning pack to support learning for Travellers. Individual support is provided for those children who need it. Children are effectively monitored and the information is used well to plan next steps in learning. The outside areas, though well organised and resourced, are not fully accessible at all times. This somewhat limits developing the full range of children's learning. A particular strength is the way staff use questions and visitors to develop the children's speaking, listening and reasoning skills. Children have constructed their own pretend police station, which motivated them so well that the teaching assistant was 'arrested' and 'cautioned' for naughty behaviour. By the start of Year 1, attainment is slightly below that expected for their age, though they do particularly well in aspects of their personal and social development and early literacy and numeracy skills. Leaders are well focused on children's welfare and development and strive to further improve provision.

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These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	2
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

Thirty-six per cent of the parents and carers returned the questionnaire, which is within the average national return rate. The majority were supportive of all aspects of the school's work. Many parents and carers added positive comments about the school's work and dedication of staff. One comment typified many: 'I am so pleased my child goes to Salfords.' There were few negative comments, some of these relating to individual concerns, which were shared with the school without identifying any individual. A few highlighted concerns about how well the school tackled unacceptable behaviour, how well their views and suggestions were taken into account, and about the leadership and management of the school. Although inspectors found a little evidence of pupils' behaviour being less than good, often it was better. The school follows the usual activities and protocols to engage parents and carers, and communication with them is usually good. Inspectors found evidence that showed the school takes account of their suggestions and concerns. Inspectors judge that the school is led and managed effectively, as seen in the many improvements made since the last inspection.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Salfords Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 110 completed questionnaires by the end of the on-site inspection. In total, there are 300 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	48	44	55	50	5	5	1	1
The school keeps my child safe	42	38	59	54	6	5	3	3
My school informs me about my child's progress	24	22	72	65	8	7	3	3
My child is making enough progress at this school	36	33	59	54	10	9	3	3
The teaching is good at this school	36	33	65	59	3	3	3	3
The school helps me to support my child's learning	31	28	66	60	8	7	3	3
The school helps my child to have a healthy lifestyle	32	29	68	62	8	7	1	1
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	29	26	63	57	4	4	3	3
The school meets my child's particular needs	28	25	63	57	10	9	3	3
The school deals effectively with unacceptable behaviour	23	21	59	54	13	12	4	4
The school takes account of my suggestions and concerns	25	23	61	55	12	11	3	3
The school is led and managed effectively	21	19	66	60	11	10	6	5
Overall, I am happy with my child's experience at this school	38	35	60	55	8	7	3	3

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

	Overall effectiveness judgement (percentage of schools)			
Type of school	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	59	35	3	3
Primary schools	9	44	39	7
Secondary schools	13	36	41	11
Sixth forms	15	39	43	3
Special schools	35	43	17	5
Pupil referral units	21	42	29	9
All schools	13	43	37	8

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2009 to 31 August 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



13 January 2011

Dear Pupils

Inspection of Salfords Primary School, Redhill RH1 5BQ

We are delighted to tell you that you go to a good school and one that is better than at the time of its last inspection. The following are the key strengths of your school.

- You make good progress and your attainment has improved.
- Teachers help you to make good progress because teaching is good and they know you as individuals so well.
- Your behaviour is good and you get on really well with one another.
- All staff take good care of you and support you well.
- Those who lead and manage your school have worked hard together to improve many aspects of your school.
- You enjoy coming to school, feel very safe and know how to stay healthy.
- You appreciate the many clubs you can attend.

Though you go to a good school, there are two things which we think will help make your school even better. So we have asked your headteacher, teachers and governing body to:

- help you improve your writing skills by giving you more guidance and stimulating activities so that you become confident writers
- raise your awareness of those with differing backgrounds and beliefs to you in the United Kingdom today and through the link with a contrasting school help you to exchange your ideas, views and expectations about where they live and what they do.

You can help too by continuing to work hard and trying your very best when writing.

Yours sincerely

Sheila Browning Lead inspector

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