

# Saltergate Community Junior School

## Inspection report

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<b>Unique Reference Number</b>	121463
<b>Local Authority</b>	North Yorkshire
<b>Inspection number</b>	359019
<b>Inspection dates</b>	5–6 May 2011
<b>Reporting inspector</b>	Brenda Clarke

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

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	7–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	170
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs Karen Weaver
<b>Headteacher</b>	Mr Chris Taylor
<b>Date of previous school inspection</b>	18 June 2008
<b>School address</b>	Newby Crescent Harrogate North Yorkshire HG3 2TT
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## Introduction

This inspection was carried out by three additional inspectors. They observed ten lessons and seven teachers and held meetings with groups of pupils, members of the governing body and staff. They observed the school's work, and looked at documentation including pupils' books, the school's data, plans for future development and safeguarding arrangements. Questionnaires returned by pupils, staff and the 76 returned from parents and carers, were scrutinised.

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

- Pupils' achievement and the standards they reach in reading, writing and mathematics
- The quality and consistency of teaching and whether teachers use assessment and marking effectively
- Whether leaders at all levels have sufficient skills to manage change and sustain improvement
- Whether pupils have a good understanding and appreciation of communities different to their own

## Information about the school

The school is smaller than others of a similar type. The proportion of pupils known to be eligible for free school meals is just below average. The number of pupils who have special educational needs and/ or disabilities is above average. Very few pupils are at the stage of learning English as an additional language. The school has gained Healthy School status.

**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

This is a good school. Good quality care, guidance and support ensure that pupils thoroughly enjoy school and that the needs of the pupils who are most vulnerable due to their circumstances are very effectively met. The interesting and relevant curriculum makes pupils eager to learn and facilitates their creative interests in art, music and drama. Good partnerships with other schools and agencies enrich this provision further. Parents and carers recognise these qualities and most are pleased with the school's provision.

The outcomes for pupils' personal development are good. Pupils have a good understanding of the importance of a healthy lifestyle and show enthusiasm for the many sporting activities available. Behaviour is good and contributes significantly to their good learning and progress in lessons. Pupils persevere with their tasks and show mature attitudes to learning. They extend their understanding of their role in society through involvement in many local community initiatives. Although the school's work in promoting community cohesion is satisfactory, it recognises the need to improve this further by extending pupils' understanding of communities different to their own.

Pupils achieve well. Attainment on entry to school varies considerably from year to year. The school's data shows that from their individual starting points in Year 3 pupils make good progress. Attainment at the end of Year 6 is broadly average but it is rising, especially with an increase in the number of pupils exceeding the levels expected for their age. The school has effectively adapted the English curriculum in ways that interest and engage pupils and they make particularly good progress in reading and writing. Although many pupils make consistently good progress in elements of mathematics, for example data handling and measurement, their progress in applying their skills to solve problems is not as strong. The school has recently introduced daily mental mathematics sessions in order to help pupils develop their problem-solving skills. Although this initiative has not yet had time to impact fully on their attainment, it is beginning to improve their skills of mental mathematics. Good teaching and learning contributes significantly to pupils' good overall progress. In literacy lessons most teachers use assessments effectively to plan interesting work. In mathematics lessons, the pace of pupils' progress is limited when activities, particularly those to promote problem solving skills, do not always closely match pupils' differing abilities.

There has been good improvement since the last inspection. The quality of teaching and learning has improved so that most pupils meet challenging targets by the end of Year 6. Leadership and management are strongly focused on raising achievement and show real skill in perceptive monitoring and evaluation of current provision and in making effective improvements. Self-evaluation is accurate and new initiatives are accelerating pupils' progress. The governing body gives good support and challenge. These factors give the school a good capacity to improve further.

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## What does the school need to do to improve further?

- Improve pupils' attainment in mathematics by:
  - sharpening pupils' mental arithmetic skills
  - ensuring that assessment information is used accurately to plan work that closely matches pupils' differing needs
  - developing stimulating opportunities for pupils to solve problems in creative ways across a range of subjects
  - providing opportunities for parents and carers to be involved in their children's learning.
- Provide more opportunities for pupils to interact with children whose communities are different to their own.

## Outcomes for individuals and groups of pupils

2

Pupils enjoy learning and listen attentively to their teacher and others. They persevere and concentrate for good periods of time. Pupils cooperate well with others and share ideas and resources. They understand the purpose of the lesson and how it fits in with previous and future learning. In most lessons pupils make good progress because the learning is relevant. Attainment at the start of Year 3 varies considerably due to the abilities of different cohorts. Attainment is average overall as pupils leave Year 6 and this reflects good progress from individual starting points. This is evident in the average standards attained by the 2010 Year 6 cohort of pupils which entered school well below average. Boys' attainment in writing was especially low on entry to Year 3 and progress in this aspect was very good because topics have been revised to ensure relevance and interest for pupils. Pupils now write enthusiastically and for a variety of purposes. Although many enjoy aspects of mathematics, a significant minority lack confidence in applying their knowledge when tackling multi-part problems and few put hands up to answer questions relating to these in lessons. Pupils with special educational needs and/or disabilities make good progress due to the carefully targeted support they receive.

Pupils enjoy school. They develop a good understanding of how to stay safe, for example understanding Internet safety and the dangers of drugs abuse. Pupils make a good contribution to the school community as play leaders and school council representatives and think deeply about issues affecting the school. The amount of money raised for others is impressive and pupils show genuine concern to help others less fortunate than themselves. They play a full part in an extensive range of community activities such as performing at a recently organised street party. This ensures that pupils have a good understanding of their own community although their understanding of life in multi-ethnic Britain is more limited. Pupils clearly understand right from wrong and their behaviour is good and sometimes very good in lessons. Whilst behaviour is good overall and for the large majority of pupils, a small minority behave less well when not directly supervised by an adult; for example, sometimes behaving boisterously in corridors. Pupils' preparation for the future is good overall. Attendance is above average. There are some clear strengths in the development of basic skills. Literacy skills improve well and pupils' information and communication technology (ICT) skills are particularly strong. Whilst there are some weaker aspects in pupils' mathematical skills there are also stronger elements.

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Pupils' academic skills are very well supported by mature attitudes to learning and confidence in speaking and collaborating with others. They develop a good understanding of the world of work, for example through costing and merchandising when designing and selling bags at the school fair.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	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
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>2</b>
Taking into account:	
Pupils' attendance <sup>1</sup>	2
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

<sup>1</sup> 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 quality of teaching is good and is particularly strong in Years 5 and 6 where lessons proceed at a rigorous pace and no time is wasted. In the lessons observed during the inspection good teaching overall ensured that pupils made good progress. Teachers plan work that builds on earlier learning in carefully structured stages so that pupils learn in a consistent way. Questioning techniques are good so that pupils develop confidence as speakers but opportunities are missed for pupils to explain the mental strategies they have used when solving problems. Behaviour management in classes is good so that lessons are productive and relationships are strong. Teaching assistants are used effectively to support those who are vulnerable due to their circumstances, enabling these pupils to take a full part in lessons. Whilst marking is mostly effective there are some inconsistencies and it is not always made clear how pupils can improve, and teachers' expectations of presentation of pupils' work are variable.

The school provides a good curriculum that has been redesigned to make meaningful links between subjects enabling pupils to learn in a cohesive way. This has been very beneficial

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to learning in English but occasionally teachers miss opportunities to create interesting ways for pupils to develop their problem solving skills in other curriculum subjects. Regular use of ICT further enhances pupils' learning in many subjects. A good range of visitors, together with visits to interesting places such as a Victorian workhouse, adds relevance and excitement to learning. The school benefits from good links such as the Schools' Sports partnership providing access to a wide range of coaching and sporting opportunities. Through weekly lessons in personal and social health education the curriculum makes a good contribution to pupils' personal development.

The school takes good care of its pupils and places great importance on their welfare. Close links with other agencies ensure that vulnerable pupils receive the best possible support. Pupils with special educational needs and/or disabilities are identified at an early stage and planned interventions and support given to ensure their good achievement and self-esteem. The parent and carer support worker is pivotal in developing good home school links, by removing barriers to learning and by working with parents and carers to further improve the attendance of a small minority of pupils. The school has rigorous procedures to encourage good attendance and impress on parents and carers the importance of keeping absence to the minimum.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</b>
Taking into account: The use of assessment to support learning	3
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

## How effective are leadership and management?

The headteacher and senior leadership team convey high expectations and provide a strong steer for the school. Rigorous tracking of pupils' progress has enabled the headteacher to keep a close watch on pupils' progress and to set challenging targets for each pupil. The systematic monitoring of teaching and learning in classrooms has brought about good improvement in the quality of teaching. These two initiatives have been instrumental in bringing about good improvement since the last inspection. Subject co-ordinators are knowledgeable and enthusiastic and have comprehensive plans in place to improve their subjects further. The adjustment of the curriculum to include topics that interest and motivate boys together with daily guidance on how to structure their writing has brought about accelerated progress in pupils' reading and writing. The mathematics curriculum has also been appropriately adapted but this has had insufficient time to impact fully on pupils' learning. The governing body is effective. Its members maintain a high profile in the school's management and bring a range of skills and expertise to complement provision.

Equality of opportunity is at the heart of the school's provision. Interventions and organisational aspects are well-planned to ensure that all pupils are fully included and

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adjustments to the curriculum are enabling all to overcome their difficulties. The school acted swiftly to improve boys' writing and has closed the gap in their previously below average standards. Statutory safeguarding requirements are met. The school has good links with parents and carers and in a recent survey they reported that communication with the school has improved. Parents and carers have good opportunities to contribute to their children's learning in literacy, for example completing daily reading logs. Similar opportunities to support children's mathematical development are limited. Partnerships are strong and enhance provision. For example, good links with the infant school enable pupils to make a smooth transition into Year 3. The school has evaluated its response to community cohesion and has begun to make links with a charity overseas but acknowledges there is more to be done to extend pupils' understanding of cultural diversity.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	2
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>2</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>3</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>3</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

## Views of parents and carers

Almost half of parents and carers returned the questionnaires. A small number of those who responded also wrote to explain their views. Parents and carers are happy with the school's provision and say that their children enjoy school and are kept safe. They welcome the fact that children's individual needs are met. Most parents and carers indicate that teaching is good. About a sixth of questionnaires contain negative responses about how the school deals with unacceptable behaviour. Inspectors looked at pupils' behaviour in lessons and at playtime and judged this to be good but that the movement of a very small minority of pupils around the school could be rushed and boisterous.



## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Saltergate Community Junior 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 76 completed questionnaires by the end of the on-site inspection. In total, there are 170 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	37	49	33	43	5	7	0	0
The school keeps my child safe	43	57	32	42	0	0	1	1
My school informs me about my child's progress	30	39	43	57	2	3	1	1
My child is making enough progress at this school	29	38	38	50	7	9	1	1
The teaching is good at this school	37	49	37	49	1	1	0	0
The school helps me to support my child's learning	28	37	40	53	7	9	0	0
The school helps my child to have a healthy lifestyle	33	43	39	51	2	3	0	0
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)	25	33	44	58	2	3	0	0
The school meets my child's particular needs	26	34	45	59	2	3	1	1
The school deals effectively with unacceptable behaviour	18	24	44	58	12	16	1	1
The school takes account of my suggestions and concerns	19	25	50	66	6	8	0	0
The school is led and managed effectively	25	33	41	54	7	9	1	1
Overall, I am happy with my child's experience at this school	32	42	39	51	3	4	1	1

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

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	46	48	6	0
Primary schools	6	47	40	7
Secondary schools	12	39	38	11
Sixth forms	13	42	41	3
Special schools	28	49	19	4
Pupil referral units	14	45	31	10
All schools	10	46	37	7

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 2010 to 31 December 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 2010/11 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"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
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.**



9 May 2011

Dear Pupils,

**Inspection of Saltergate Community Junior School, Harrogate HG3 2TT**

I would like to thank you for the very warm welcome you gave the inspectors on our recent visit to your school. We enjoyed talking with you and finding out about your work and the interesting clubs that you attend.

Yours is a good school and we understand why you enjoy it so much. Most of you behave well in lessons and are kind and considerate to others. You listen carefully to your teacher and other pupils and cooperate well in lessons. You enjoy your good curriculum and the exciting activities that this includes. You particularly enjoy visits to interesting places such as the Coal Mining Museum and have made some super models of miners working underground. Your school takes good care of you and ensures that your needs are well met. You lead healthy lifestyles and take part in lots of sporting activities. Well done!

We have asked your head teacher, other staff and the governing body to do two things to make your school even better for you.

- Make sure that you make as much progress in mathematics, especially in solving problems, as you do in reading and writing.
- Provide more opportunities for you to meet with children from other cultures and faiths.

Thank you once again for two really enjoyable days in your school and very best wishes from all the inspectors.

Yours sincerely

Brenda Clarke

Lead inspector

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