

Saltburn Primary School

Inspection report

Unique Reference Number	111663
Local authority	Redcar and Cleveland
Inspection number	378334
Inspection dates	4–5 October 2011
Reporting inspector	Lesley Clark

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	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	414
Appropriate authority	The governing body
Chair	Nick Fowler
Headteacher	Janet Richardson
Date of previous school inspection	14 September 2006
School address	Marske Mill Lane Saltburn Cleveland TS12 1HJ
Telephone number	01287 621010
Fax number	01287 621011
Email address	slc@redcar-cleveland.gov.uk

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Introduction

This inspection was carried out by four additional inspectors. The inspection team observed 22 lessons taught by 16 teachers. Meetings were held with three groups of pupils, members of the governing body and staff. The inspection team observed the school's work and looked at a range of documentation including: assessments of pupils' progress; the school improvement plan; attendance data and documentation relating to safeguarding. The team analysed questionnaires returned from staff and pupils, and 132 questionnaires from parents and carers.

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

- The extent to which pupils, especially the most able, use and apply their skills to investigate and solve mathematical problems and read a wide range of reading materials.
- How far pupils' behaviour and involvement in assessing their own learning are significant factors in their good progress and the extent to which their ideas and suggestions are taken into account to shape their learning.
- The effectiveness of the 'Partnership for Learning' in terms of its impact on pupils' learning and development.

Information about the school

Saltburn Primary School is much larger than the average primary school. It serves a local community in a seaside resort. Almost all pupils are of White British heritage. None is learning to speak English as an additional language. An average proportion of pupils have special educational needs and/or disabilities. The proportion with a statement of special educational needs is below average. The proportion of pupils known to be eligible for free school meals is average.

The school relocated in September 2009 to the purpose-built Saltburn learning campus which it shares with Huntcliff Secondary School and Saltburn Children's Centre. The schools have a collaborative committee but separate governing bodies. They share a site supervisor and have joint business, facilities and office managers. A new assistant headteacher joined the school in September 2010. The school's breakfast and after-school clubs are run by a private provider. These are inspected separately and the inspection report can be found on the Ofsted website.

The school holds several awards including the Sportsmark Active award, the International School award, Eco School award and Investors in People. The school has Healthy Schools 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?

3

The school's capacity for sustained improvement

3

Main findings

This school gives pupils a satisfactory education. It has some good features, including the provision in the Early Years Foundation Stage, which enables children to make good progress from their starting points with skills and abilities typical for their age. Care, support and guidance are good and ensure that pupils with special educational needs and/or disabilities make good progress and that those whose circumstances make them potentially vulnerable have the support they need. Pupils behave well and clearly understand why it is important to lead healthy lives. They have good safety awareness because the school's safeguarding arrangements are of good quality. The school has good partnerships with other providers, organisations and services. These strengths make a good contribution to pupils' spiritual, moral, social and cultural development and advanced social skills.

Pupils make satisfactory progress overall. They make the best progress in Year 6 where outstanding teaching enables pupils to fill the gaps in their learning and make rapid progress. As a result, their attainment is broadly average by the end of Year 6 and sometimes it is above average. Pupils make uneven progress in the rest of the school where teaching quality varies in its effectiveness from class to class. Although the quality of teaching is satisfactory overall, teachers tend to underestimate more-able pupils' capabilities and do not give them sufficiently different and challenging tasks. Pupils have relatively few opportunities to work independently, make decisions or assess their own learning. As a result, they tend to be less engaged in lessons than they should be which further slows their progress.

The school thinks it is more effective than it currently is. This is because its self-evaluation and improvement planning are not sufficiently rigorous or focused on pupils' progress. Senior leaders have taken effective action to strengthen some areas of weakness, such as introducing a more systematic way of teaching reading and analysing weaknesses in provision and outcomes in mathematics. However, these have yet to result in high quality teaching and learning across the school. The school has coped well with moving from a split site to a learning campus. Its innovative partnerships make a good contribution to ensuring that pupils turn into well-rounded young people. The school demonstrates it has satisfactory capacity for sustained improvement.

Up to 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

What does the school need to do to improve further?

- Accelerate progress and raise attainment, especially of more-able pupils by:
 - improving the quality of teaching so it is effective in all classes
 - improving the pace of learning and use of time in lessons
 - using assessments of what pupils know and can do to base lessons on what they need to learn next
 - providing suitably different and challenging tasks
 - using teaching assistants more effectively to support the needs of different groups of learners.

- Ensure pupils are more engaged in their learning by:
 - providing more opportunities for them to learn independently, ask questions, make decisions and work together in pairs and groups
 - involving pupils in assessing their learning and setting targets
 - taking pupils' ideas and suggestions into account.

- Ensure self-evaluation is more rigorous by sharply focusing on pupils' progress and using this to set clear priorities for development.

Outcomes for individuals and groups of pupils

3

Pupils' achievement and the extent to which they enjoy their learning are satisfactory. Attainment in English and mathematics tends to be broadly average because more-able pupils are not always sufficiently challenged. The school sometimes misses the higher level targets. Lessons tend to be pitched to the middle groups of learners, giving pupils few opportunities to make decisions, ask questions or work together in pairs or groups. Pupils have a sensible perspective on their work and progress. They say, 'This wouldn't be for all children but we would like the work to be harder for some people, we'd find it more interesting.' They point out, 'Literacy is boring when we only do a bit every day because some get left behind but some could just finish it off quickly.' In mathematics lessons, more-able pupils work quickly and efficiently when they are set challenging tasks. For example, more-able Year 6 pupils were gripped by the systematic process they rapidly learnt to use to solve algebraic problems. Their progress slows considerably when they repeat familiar material and wait for others to catch up.

Pupils are sensible, friendly and articulate. They know that 'smoking is bad for you and causes pollution' and talk knowledgeably about 'burning calories' and 'not eating saturated fats.' They enjoy many aspects of their school. They say they have lots of fun playing with their friends. They are confident that teachers would help them should bullying occur. Those who have behavioural problems explained clearly how the school has helped them successfully through giving them support and

encouragement. Pupils respect each other's needs. The pupil governors understand their role is to bring in ideas from everyone they represent. Pupils are curious about the world around them and they are keen to learn. They show a strong sense of common values which contribute successfully to the school's harmonious community.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account:	
Pupils' attainment ¹	3
The quality of pupils' learning and their progress	3
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	3
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account:	
Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

The quality of teaching and assessment, although satisfactory, is variable. Pupils are not systematically involved in assessing their learning and setting targets except in Year 6. In the best lessons, teachers use assessment extremely well to plan what to teach in order to challenge all pupils, address gaps in pupils' knowledge and aid rapid progress. Pupils' ideas and suggestions are incorporated and they have ample opportunities to ask questions, make decisions and work together in pairs and groups. This ensures they are fully involved in the learning process and know exactly what they need to learn next. Weaknesses in lessons include a slow pace, time wasted through resources not being well organised and pupils' ideas and suggestions not being taken into account. In these lessons, teachers do not take pupils' prior knowledge fully into account in order to provide different ability groups with suitably different and challenging tasks. For example, capable readers in Year 3 read books which are too easy for them and in mathematics, a mental warm-up involving four-digit numbers did not prepare pupils adequately for calculating combinations of numbers to make 10. Teaching assistants are used well to support pupils with special educational needs and/or disabilities but their skills are rarely used effectively to support different groups of learners.

The curriculum centres on developing basic literacy and numeracy skills and using these in other subjects. Daily use of information and communication technology (ICT) to support learning is less well developed. The curriculum is enlivened by different enrichment activities through educational visits and visitors to school. The school makes good provision for music, including the use of specialist teachers, and offers a wide range of extra-curricular activities. Pupils are cared for well cared. The

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

school is particularly successful at helping potentially vulnerable pupils overcome significant barriers to their education and make the most of what the school has to offer them. This is further supported by the 'Achievement for All' project which involves parents and carers in discussion about their children's learning. Clearly targeted support for pupils with special educational needs and/or disabilities is also effective, resulting in their good progress. Transition procedures have been a strength of the school since its time as a split-site primary to its current shared site with Huntcliff secondary school. The impact is seen in pupils' self-assurance.

These are the grades for the quality of provision

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

How effective are leadership and management?

The senior leaders are motivated to seek further improvement and have accurately identified what needs improving. They have begun to tackle successfully areas of underperformance through using a wide range of measures to check teaching effectiveness. Senior leaders quite rightly identified shortcomings in pupils' learning in mathematics and in aspects of reading. It is too soon to see the full impact of the actions taken to address these issues. At the same time, over-generous self-evaluation has led to some complacency, which has in turn slowed the process of change as staff and the governing body have been slow to recognise the need take effective action to improve pupils' rates of progress and so raise attainment further. Although literacy and numeracy leaders have clear action plans these are not sufficiently well reflected in the school's development planning.

The governing body meets its statutory responsibilities satisfactorily. It is very supportive and rigorous in ensuring that safeguarding is of good quality and that child protection is paramount. As a result, staff and pupils are safe and secure. However, the governing body does not always challenge senior leaders through asking searching questions in order to improve outcomes for all pupils. The school promotes equality of opportunity satisfactorily. It tackles discrimination well and this is reflected in pupils' non-sexist attitudes and sociable behaviour. The school's extensive links with other providers, services and organisations, such as the 'Partnership for Learning', are used well to promote education as a life-long learning experience. Community cohesion is satisfactory. While the school has good local community links it is at an early stage of evaluating its impact within or beyond the school.

These are the grades for the leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	3
Taking into account: The leadership and management of teaching and learning	3

The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
The effectiveness of the school's engagement with parents and carers	3
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	3
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	3

Early Years Foundation Stage

Children make good progress because they are taught well. They spend much of their time making decisions and leading their own learning. They ask lots of questions and are very keen to take part in activities. They share well, asking each other at the water tray, for instance, 'Can I have a turn filling it?' or observing 'If you get too much it will all spill out.' Adults spend much time assessing children's achievements, observing small steps in progress and recording these in informative 'learning journeys', supplemented by annotated photographs. Special 'My diary' books are used by parents, carers, children and staff to share observations. As a result, children make good strides in their learning because home and school work closely together.

Excellent learning resources aid children's development and ensure that they always have something to do. Activities are well-considered to promote children's independence. These are supplemented by short, taught sessions which are exactly suited to children's different stages of development. Children move freely between indoors and outside. Staff are currently trialling a balance of focused and free-choice activities outdoors in order to cater for children's wide range of attainment. Staff change resources sensitively in response to children's different interests but do not often use their ideas as the basis for large-scale topics. By the end of the Reception Year, children comfortably meet, and a good proportion exceed, the level expected in all areas of learning. The provision is well led and managed.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation stage	2
Taking into account:	
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 in the Early Years Foundation Stage	2

Views of parents and carers

Almost a third of parents and carers responded to the questionnaire. The majority responded positively. A minority expressed concerns about some aspects of the school, often within an overall positive context. These centred on the lack of challenge and progress for more-able pupils; concerns over reading and

mathematics; bullying; safety in the school car park and aspects of leadership and management especially with regard to communication. The inspection looked carefully at lessons in reading and mathematics. It found that more-able pupils are not challenged sufficiently well and that raising their attainment and accelerating progress are areas for improvement. The speed restriction signs in the car park are too small and the inspection team has asked that these be made more visible. Other aspects of safeguarding are good. The school has a bullying policy and incident record books scrupulously record and date incidents. Inspectors spoke to a lot of pupils, including those with behavioural difficulties, about bullying and observed them at play, in lessons and around the school. Behaviour overall is good. The school has satisfactory systems to communicate with parents and carers.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Saltburn 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 132 completed questionnaires by the end of the on-site inspection. In total, there are 414 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	80	61	48	36	3	2	0	0
The school keeps my child safe	65	49	59	45	1	1	3	2
The school informs me about my child's progress	51	39	64	48	12	9	3	2
My child is making enough progress at this school	56	42	55	42	17	13	1	1
The teaching is good at this school	62	47	57	43	10	8	0	0
The school helps me to support my child's learning	55	42	61	46	11	8	2	2
The school helps my child to have a healthy lifestyle	52	39	69	52	6	5	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)	51	39	65	49	10	8	0	0
The school meets my child's particular needs	53	40	61	46	12	9	1	1
The school deals effectively with unacceptable behaviour	39	30	61	46	18	14	6	5
The school takes account of my suggestions and concerns	43	33	63	48	16	12	2	2
The school is led and managed effectively	45	34	63	48	14	11	5	4
Overall, I am happy with my child's experience at this school	62	47	59	45	7	5	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	43	47	10	0
Primary schools	6	46	42	6
Secondary schools	14	36	41	9
Sixth forms	15	42	41	3
Special schools	30	48	19	3
Pupil referral units	14	50	31	5
All schools	10	44	39	6

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 is for the period 1 September 2010 to 08 April 2011 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 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">■ 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.



6 October 2011

Dear Pupils

Inspection of Saltburn Primary School, Cleveland TS12 1HJ

Thank you for your warm and friendly welcome. A special 'thank you' goes to the three groups of pupils who spent time talking to me and my colleagues and showing us their work. We enjoyed talking to you and hearing your views. Your school gives you a satisfactory education. This means that it does some things well and some things could be better. These are the best things.

- You behave well and know how to keep safe and healthy.
- Children in the Early Years Foundation Stage learn a great deal and so do pupils in Year 6.
- Your school has good links with other places on the campus and nearby and this helps you to be happy in school and feel confident when you go to the next school.

This is what we have asked your school to do next.

- Make sure that pupils who find learning easy work have suitably different work that challenges them to think and allows them to work at a faster pace.
- Make sure that all pupils have the opportunities to share ideas, work in pairs and groups, check how well they are learning and set their own targets.
- We have asked your headteacher and assistant headteachers to make sure they look very carefully at your progress to help them decide what the school needs to do next to improve.

You can all help by making sure you attend school every day, ask lots of questions and tell your teachers when you find the work too easy or too hard. This way you will help your teachers to know what you need to learn next, just like you do in Year 6.

Yours sincerely,

Lesley Clark
Lead Inspector

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