

Saltford C of E Primary School

Claverton Road, Saltford, Bristol, BS31 3DW

Inspection dates 14–15 May 2013

Overall effectiveness	Previous inspection:	Outstanding	1
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Pupils make good progress and achieve well. Achievement in reading is a particular strength.
- Achievement in writing has improved in the past year and is now good because it has been a focus for school improvement.
- Teachers use on-going assessments effectively to plan work that meets the learning needs of pupils.
- Pupils are given every opportunity to reflect on their learning and to discuss their ideas, both with the class and by themselves.
- The variety of subjects taught is enriched through many visits and extra-curricular activities to broaden pupils' experiences.
- Pupils behave exceptionally well and have highly positive attitudes towards their work.
- Attendance has continued to rise and is now well above the national average.
- The care of pupils and their families and the focus on pupils' spiritual, moral, social and cultural development is well promoted through the school's Christian ethos.
- The vision and drive of senior leaders and governors to improve teaching and pupils' achievement are shared by all staff. Consequently, the school is improving.

It is not yet an outstanding school because:

- Progress is not as rapid in mathematics as in English. More-able pupils are not always given challenging work early enough in lessons. Questions are not consistently used to deepen pupils' understanding and marking does not always tell pupils how to improve.
- There are not enough opportunities for pupils to practise their key skills in other subjects.
- Lesson observations do not always focus well enough on the progress of groups of pupils.
- Senior leaders and managers do not use information about pupils' progress well enough to bring about more outstanding progress.
- The governing body does not actively monitor the school's main areas for development, reducing its impact.

Information about this inspection

- Inspectors visited 17 lessons taught by 13 different teachers, and held meetings with governors, staff, groups of pupils and a representative of the local authority. Six joint lesson observations were conducted with the head of school.
- Inspectors observed the school's work and looked at planning documents, monitoring records, assessment data and pupils' work.
- Inspectors took account of 114 responses to Parent View (the online questionnaire) and 45 responses to the staff questionnaire in reaching their judgements about the school.

Inspection team

David Shears, Lead inspector

Additional Inspector

Margaret Simmons-Bird

Additional Inspector

Malcolm Davison

Additional Inspector

Full report

Information about this school

- Saltford C of E Primary is larger than the average-sized primary school.
- The proportion of disabled pupils and those who have special educational needs supported through school action is above average although the proportion supported at school action plus or with a statement of special educational needs is below average.
- The proportion of pupils from minority ethnic groups is below average.
- The proportion of pupils known to be eligible for the pupil premium, which is extra government funding for pupils known to be eligible for free school meals, looked after children and pupils from service families, is well below average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- A nursery runs on the school site and manages a breakfast and after-school club for pupils at the school. This is not managed by the governing body and is subject to separate inspection.
- Since the last inspection the school has become a National Teaching School. As a result, the executive headteacher oversees both the school and the partnership while a newly appointed head of school oversees the day-to-day management of the school.

What does the school need to do to improve further?

- Improve the quality of teaching and learning so that much of it is outstanding, particularly in mathematics, by making sure that:
 - more-able pupils are given challenging work earlier in lessons so that they make rapid progress
 - all staff use carefully crafted questions of all pupils, to further deepen and extend their understanding
 - marking consistently tells pupils how to improve their work and gives them regular opportunities to respond
 - there are more planned opportunities for pupils to practise their key skills in other subjects.
- Strengthen the quality of leadership and management by making sure that:
 - information about pupils' progress is used more effectively to see that all pupils make at least good and, increasingly, outstanding progress
 - observations of lessons focus on the progress of different groups of pupils and that overall judgements are consistently accurate
 - the governing body is more actively involved in checking that the main areas for school improvement are being fully addressed.

Inspection judgements

The achievement of pupils is good

- Children begin school with skills and knowledge that are broadly in line with those typical for their age group, although below in some key areas of language and mathematical development. Staff quickly establish positive relationships with parents and carers and this helps children to settle quickly. They make good progress, particularly in their language development. For example, in one lesson children used their understanding of phonics (the sounds that letters make) to write sentences that described people who help them.
- In Years 1 and 2, teachers build on pupils' learning so that by the time they complete Year 2, standards are at least average in reading, writing and mathematics. There are good opportunities for pupils to engage in practical learning such as in one lesson where pupils made good progress in exploring how to measure the capacity of a container.
- In Years 3 to 6, pupils continue to make good progress in reading so that they leave with attainment that is significantly above average. Progress in writing has been less good in the past. The school has successfully focused on this and progress has improved this year. For example, pupils made outstanding progress in learning about the difference between similes and metaphors.
- While progress in English is now good in Years 3 to 6 it is less consistent in mathematics. This is because teaching does not always meet the learning needs of pupils quickly enough and questions do not consistently enable pupils to make rapid progress.
- Disabled pupils and those who have special educational needs make good progress because they receive effective support in lessons, such as in one lesson where a teaching assistant helped a group of pupils explore how to use descriptive words to improve their writing. However, their progress in mathematics mirrors that of other pupils and is not as strong.
- The small proportion of pupils who are eligible for the pupil premium generally make similar progress because they are able to access extra support both in class and in one-to-one mentoring, for example to develop their social skills. However, the gap in attainment is still too wide. There were too few pupils in last year's Year 6 to comment on their attainment and progress in English and mathematics. Those from other minority ethnic groups make similar progress to their peers.

The quality of teaching is good

- Pupils make good progress because teachers plan work that is tailored to meet their needs and provide interesting activities to engage them. Good use is made of interactive whiteboards to enhance the teaching and provide a visual focus for their learning. Pupils are clearly told what they are going to learn and in many lessons pupils have the opportunity to reflect on their learning and communicate to the teacher how confident they feel.
- Teachers are enthusiastic about learning and this is communicated to pupils. As a result, pupils have excellent attitudes to their work and are eager to please their teachers. Relationships in the classroom are highly positive and consequently pupils behave exceptionally well.
- Pupils have many opportunities to talk to each other about their learning and teachers are skilled at sharing good work so that all can benefit from others' thoughts and ideas. When pupils are working independently they are still encouraged to discuss together. This leads to much creativity and excitement as all are supported in improving their own work.
- Disabled pupils and those who have special educational needs particularly benefit from this collaborative approach to learning. For example, in one lesson pupils were learning to find more exciting vocabulary to improve their sentences and when working by themselves these pupils were able to use what they had found in their own work.
- Sometimes, however, teachers and teaching assistants do not always use questions carefully enough to deepen and extend pupils' understanding and so miss opportunities for them to make

rapid progress. At times this is because responses from pupils are not taken up and explored more fully. More-able pupils do not always receive challenging enough work early enough in lessons and this can limit the amount of progress they make.

- There are good examples of effective marking and feedback although this is not yet consistent in all classes. While all work is marked and pupils given positive feedback, there are not always enough comments about how pupils could improve their work or time allocated for them to respond to these.
- Pupils are given many opportunities to broaden their learning in other subjects through visits and special visitors, through thematic days and a wide variety of extra-curricular clubs. However, while there are some opportunities to practise their key literacy and numeracy skills in other subjects, these are not consistently planned to make the most of their learning.

The behaviour and safety of pupils are outstanding

- Pupils, staff and parents and carers all agree that the behaviour of pupils is extremely strong. In lessons they have excellent attitudes towards their work. They work very well together and can equally work by themselves when required. They all want to give their best and achieve as well as they can.
- Pupils behave well in the playground and around the school. They say that there are occasional disagreements, usually about the rules of a game. When this happens they often are able to resolve any issues together. However, they know that an adult is always on hand to give them support should they need it.
- Pupils say that when an adult intervenes it is to help them to resolve the incident together rather than to 'sort it out' for them. Pupils are aware of a few who find good behaviour difficult. The support given to these pupils is of a high quality and there are examples of how their behaviour has significantly improved.
- Pupils feel safe. They are very clear about what constitutes bullying and the various forms in which it can take place, such as verbal, mental and physical bullying. They assert that this occurs very rarely in school and that when it does it is dealt with quickly and resolved. School records confirm this view.
- Pupils make a good contribution through the school council. For example, they have been very involved in compiling an antibullying charter.
- The enjoyment of pupils is reflected in the continued improvement in their attendance which is now well-above average.

The leadership and management are good

- Senior leaders and managers have a strong vision and drive for school improvement which is clearly communicated and adopted by all staff. The Christian ethos of the school unites staff and pupils in making the most of being at Saltford Primary.
- The National Teaching School has had a positive impact because there has been a renewed emphasis on the quality of learning in lessons. The school has benefited from having a number of good quality students, three of whom have continued at the school as newly qualified teachers.
- The leadership of the school has a good understanding of the strengths of the school and what needs to be developed further. Plans for improvement are clearly expressed and whole-school development is effective. For example, the focus on writing this year has meant that the standard of written work has significantly improved.
- The management of the care of pupils and their families is a strength and the promotion of pupils' spiritual, moral, social and cultural development is secure throughout the school. The school enjoys very positive relationships with parents and carers and the local community.
- Subject leaders are very enthusiastic about their areas of responsibility and this contributes well

to the wide variety of experiences for pupils. The school checks that pupils have equal opportunities and that any discrimination is tackled.

- The school has much information about the progress of pupils. However, it is not yet used well enough to target all groups of pupils. For example, while there are good arrangements to support pupils who are at risk of underachievement, the same rigour is not applied to pupils who are making at least expected progress to consistently make good and outstanding progress.
- The management of teaching is good overall. There is effective support for those in their first year of teaching and opportunities for staff to engage in training to develop their skills further. However, while observations of lessons clearly identify clear strengths and areas for development there is not always enough focus on the progress of groups of pupils. The judgement about the overall effectiveness of the learning is sometimes too generous.

■ The governance of the school:

- The governing body has a clear understanding of what the school does well and what needs to improve. Governors are well informed by the school's leaders about the quality of teaching and what is being developed in school. They give support and challenge by asking questions about how well the school is improving. However, while they have an understanding of pupils' achievement in relation to national expectations they are not yet able to analyse the information for themselves, limiting their capacity to provide greater challenge. The governing body manages the school's finances well, including the management of teachers' performance. They know what is being done to reward good teaching and tackle any underperformance. They are aware of the pupil premium budget and know how it is used, although they are not clear about the impact this is having. While governors visit the school they are still too reliant on the information provided by school leaders and their monitoring does not focus well enough on the main areas for school improvement. The governing body is active in developing positive links with parents and carers, including being available during parent consultation evenings and holding parent forums.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	109205
Local authority	Bath and North East Somerset
Inspection number	411832

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

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	372
Appropriate authority	The governing body
Chair	Roger Fowler
Headteacher	Barry Rennie
Date of previous school inspection	3 October 2007
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