

Saltburn Primary School

Marske Mill Lane, Saltburn, Cleveland, TS12 1HT

Inspection dates 20–21 November 2013

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school

- Pupils are proud of their school and their achievements. They make good progress from their individual starting points.
- Teaching is good and some is outstanding. Teachers plan exciting activities that build on what pupils already know. Pupils enjoy coming to school and say that teachers make learning 'fun'.
- Pupils have good attitudes to learning and work well with each other. Even the very young children in the Early Years Foundation Stage quickly develop confidence and independence.
- The school provides well for pupils of all abilities and backgrounds.
- Actions taken by school leaders have improved pupils' attainment over time, particularly that of the more-able pupils in writing.
- The new Executive Headteacher is ably supported by the head of primary school. Middle Leaders now have clearly defined roles, aimed at further improving teaching.
- Governors and leaders are taking the federation of the two schools as an opportunity to provide good continuity for pupils as they move through the school system.
- The vast majority of parents feel that their children are safe and happy at school. They are supportive of the changes.

It is not yet an outstanding school because

- Progress in mathematics is not as strong as in reading and writing.
- Marking, particularly in mathematics, does not always offer guidance and opportunities for pupils to accelerate their learning.
- Although appropriate actions have been accurately identified by leaders, some targets for development are not specific enough for the improvements made to be measured.

Information about this inspection

- Inspectors observed 21 lessons and parts of lessons, two of which were joint observations with the Head of School.
- They looked at a range of documentation, including the school’s development plan, data on pupils’ progress, information the school holds on the quality of teaching, and safeguarding policies.
- They heard pupils of different ages read and looked at a sample of pupils’ work from across the school.
- Meetings were held with the leadership team, governors and representatives from the local authority.
- Inspectors took account of the 37 responses to the online Parent View survey and of the school’s own parents’ questionnaires, as well as the views of parents they met during the inspection. They also considered the responses to the staff questionnaire.

Inspection team

Carol Gater, Lead inspector

Additional Inspector

Sheila Iwaskow

Additional Inspector

Irene Lavelle

Additional Inspector

Full report

Information about this school

- Saltburn Primary School is larger than the average-sized primary school.
- The Early Years Foundation Stage comprises a Nursery class and two Reception classes.
- The proportion of pupils for whom the school receives pupil premium (additional government funding for those known to be eligible for free school meals, children from service families and those children who are looked after by the local authority) is lower than the national average.
- The proportion of pupils supported through school action is below the national average. The proportion of pupils supported at school action plus or with a statement of special educational needs has increased and is higher than the national average.
- The school meets the current government floor standards, which set the minimum expectations for pupils' attainment and progress.
- The school has a number of awards including Achievement for All and Rights Respecting.
- There have been significant changes since the previous inspection. The school federated with Huntcliff School, the secondary school with which it shares a building. There is now a single governing body for the two schools. An Executive Headteacher, a Head of Primary school and an Assistant Headteacher took up post in September 2013.
- A considerable number of pupils, of different ages, have joined the school this term.

What does the school need to do to improve further?

- Further accelerate progress, particularly in mathematics by ensuring that:
 - teachers' marking provides pupils with improvement points to drive their learning forward
 - teachers provide time for pupils to address these points.
- Refine development plans to ensure that actions are precise and measurable in order to show how well the school is improving.

Inspection judgements

The achievement of pupils is good

- Children enter school with skills that are below those typical for their age. Because of good teaching, they make good progress and are well prepared for their transition to Year 1.
- The teaching of phonics (linking sounds and letters) is strong and the number reaching the expected standard at the end of Year 1 has been well above the national figure for two years.
- By the end of Year 2, pupils' attainment overall is in line with the national average. Over time, attainment has been consistently above in writing. In 2013, fewer pupils reached the higher levels in reading and mathematics. The school has acted quickly and inspectors found that this is no longer the case.
- Pupils' achievement has improved since the last inspection. The proportion of pupils making better than expected progress by the time they leave Year 6 is higher than the national figure, particularly in reading and writing.
- Actions taken to improve writing through creative contexts have been very successful. Work in pupils' books shows that pupils have developed confidence and stamina to write at length. There are good opportunities for pupils to practise their reading and writing skills across the curriculum.
- Pupils enjoy reading and talk enthusiastically about books they read at home and at school. In guided reading sessions, older pupils are challenged to share their understanding of what they have read. Home-school links are good and parents support their children well. Children in the Early Years Foundation Stage enjoy choosing a 'Storysack' to take home. A dedicated team of helpers from the community take pride in maintaining the 80 sacks they have made.
- A focus on developing mental mathematics and ensuring that the more-able pupils are challenged has had an impact on accelerating progress across the school. Assessment information and work in books show that more pupils are now reaching the higher levels in all year groups.
- An increasing number of pupils are working towards the very high Level 6 in mathematics and reading. Liaison with teachers in the secondary school provides extra challenge for the most-able pupils in the school.
- Disabled pupils and those who have special educational needs make good progress. Communication with parents is effective in sharing and reviewing pupils' targets. Teachers and teaching assistants make it a priority to build pupils' self-esteem so that they can quickly get to grips with the learning tasks they are given.
- Pupils supported through the pupil premium funding make good progress, particularly in reading and writing, and this is closing the gap between their attainment and that of others by the time they leave school. Current school information shows that the gap in all subjects is continuing to reduce because of focused support for groups and individuals.
- Sports funding is being used effectively to build on existing good provision. Physical education, observed during the inspection, showed that pupils receive high quality teaching that develops skills and promotes an excellent understanding of personal health and safety.

The quality of teaching is good

- The quality of teaching in all subjects is good and there are examples of outstanding practice.
- Teachers know their pupils very well and plan engaging activities that capture pupils' interests. In Year 6, pupils acted as reporters for Radio 1 and Radio 4, enthusiastically preparing news items on the capture of Miss Hood and the demise of Mr Dumpty. They quickly developed an understanding of how to adapt their style of writing for different purposes.
- Lessons are built on pupils' prior learning. Year 2 pupils created a poem on The Great Fire of London, after learning about the topic in history and securing knowledge of adjectives and

adverbs in a previous English lesson.

- Pupils take an active part in their own learning. They are encouraged to evaluate how well they are doing during and at the end of a lesson.
- Teachers plan together for their parallel classes as well as sharing ideas in phase teams. This has led to improved practice across the school.
- Teachers are well organised and little time is wasted between activities.
- Because of high expectations and teachers' clear instructions, pupils' independence is excellent. This is evident in both Nursery and Reception classes where young children access resources and tidy up without adult support.
- In the Early Years Foundation Stage, the vibrant environment, both inside and outside, provides exciting opportunities for children to learn. Different areas of learning are well defined and promote many opportunities to write. Learning journals show a good level of parental involvement and evidence of children's good progress.
- Since the previous inspection, teachers have used assessment information well to plan work that challenges pupils at different levels. Teaching assistants have received appropriate training and provide good quality support. Consequently, pupils who are at risk of falling behind make accelerated progress. Pupils who are disabled and those who have special educational needs receive tailored support from a range of professionals that helps them to make good progress.
- Pupils are very aware of their targets. Teachers are thorough in their marking and, in response to pupils' writing, provide specific points, indicating what they need to do next to improve. In mathematics, this is less consistent and there are missed opportunities for pupils to respond to teachers' comments.
- Homework sets appropriate challenges and contributes well to pupils' overall learning.

The behaviour and safety of pupils is good

- Pupils have good attitudes to learning and settle quickly to independent activities. They clearly enjoy working together in small groups and in pairs. Older pupils take the roles of 'critical friends' to evaluate each other's work. Pupils in Year 4 speak enthusiastically about 'joining forces' to share their different skills.
- Rules and routines are securely in place and pupils rise to their teachers' high expectations of good behaviour in class, around the school and outside. They make good use of the wide variety of resources made available for them at playtime.
- Pupils have a strong sense of their role in the local and wider community. They act as peer mediators and ambassadors within school and they plan events to raise money for those less fortunate than themselves. Governors speak highly of how well pupils worked with the community to win the Saltburn in Bloom competition.
- Pupils say they feel very safe in school and are confident that that adults act quickly if they have any concerns. They are aware of different forms of bullying. During an assembly, older pupils reflected openly and maturely on the issues of cyber-bullying.
- Parents overwhelmingly agree that their pupils are safe and enjoy coming to school. Results from the online survey show that a small number of parents were less confident in how the school deals with bullying. In conversations with parents and pupils during the inspection, it was evident that any issues of bullying were rare and dealt with quickly.
- Attendance has dipped recently to be slightly below the national average. The new assistant headteacher has put initiatives in place to address this.

The leadership and management are good

- The newly formed leadership team and governing body have a clear understanding of the school's strengths and areas to develop. They are committed to building on successful actions taken since the last inspection and have a determination to make the school outstanding. The school action plan identifies the appropriate priorities. However, some targets are not precise enough to measure the improvements made.
- The Executive Headteacher has put in place robust systems that link teachers' pay to their targets. The head of the primary school is highly effective in improving teaching and middle leaders tightly monitor the progress of all pupils, particularly those supported through the pupil premium funding.
- Teachers have ongoing training to improve their practice and to develop their leadership skills.
- The rich curriculum allows pupils to develop a range of skills and successfully promotes their spiritual, moral, social and cultural development. A high proportion of pupils have the opportunity to play a musical instrument. Over 50 pupils take part in the school choir and enjoy performing in community events.
- The school ensures that each pupil has the opportunity to enjoy learning and achieve success. No discrimination is tolerated.
- 'Family Learning' days, held each term, are popular with parents. They work alongside their children and gain a good understanding of how they learn.
- Safeguarding is given a high profile and all statutory requirements are securely met.
- The local authority has supported the school well through its federation. It has provided relevant training for staff.
- **The governance of the school:**
 - The new governing body is passionate about making further improvements to the school and raising its profile within the community. They have accessed appropriate training, such as for analysing data and safeguarding. They fully understand the procedures that are in place to improve teaching through performance management.
 - Governors provide good support and challenge and are vigilant in tracking the improvement priorities; for example, they are working closely with the school to monitor initiatives to promote attendance.
 - Financial management is good and governors ensure that additional funding is carefully allocated. They are aware of the impact pupil premium funding has had on closing the gap for these pupils and are confident that the primary sports funding is being used to boost existing provision that will enhance pupils' physical well-being.

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	111663
Local authority	Redcar and Cleveland
Inspection number	425795

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	446
Appropriate authority	The governing body
Chair	Anne Asprey
Headteacher	Ruth Mayes
Date of previous school inspection	4 October 2011
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