

Salterlee Primary School

Kell Lane, Shibden, Halifax, West Yorkshire HX3 7AY

Inspection dates

12–13 September 2018

Overall effectiveness	Good
Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Good
Outcomes for pupils	Good
Early years provision	Good
Overall effectiveness at previous inspection	Outstanding

Summary of key findings for parents and pupils

This is a good school

- Leaders, including governors, are accurate in their evaluations of the school's performance. They identify appropriate priorities for improvement and have a track record of tackling these successfully.
- Leaders have fostered a strong sense of community within the school. As a result, trusting relationships exist between staff, pupils and their families.
- Through staff professional development, leaders have ensured that the quality of teaching, learning and assessment is good. Overall, all groups of pupils make good progress across the range of subjects.
- The teaching of phonics is effective in equipping pupils with early reading skills.
- Teachers provide a wide range of educational experiences, including educational visits and visitors into the school. These fruitful experiences broaden pupils' horizons and contribute to their love of learning.
- In 2018, outcomes for pupils at the end of key stage 2 improved in comparison with those in 2016 and 2017. Consequently, the proportion of pupils reaching and exceeding the expected standard was above average in all subjects at the end of key stages 1 and 2.
- Senior and middle leaders are able to demonstrate the positive difference they have made to the quality of teaching in key areas.
- Improvement plans are not always focused precisely on pupils' progress. As a result, leaders cannot be sure that they are having maximum impact on pupils' outcomes.
- Governors are confident in challenging the headteacher. However, lack of precision around measurable steps within the school improvement plans hampers their full effectiveness.
- Children in the early years settle quickly into school routines and become confident learners. They benefit from effective teaching which is matched to their needs. Consequently, they make good progress.
- Pupils across school express a love of reading. Leaders nurture this passion effectively, ensuring that pupils have a wide-ranging 'diet' of reading materials, which sits alongside the effective teaching of reading skills.
- Most pupils attend school regularly. However, a small number of pupils did not attend regularly last year and this has resulted in attendance being below average.

Full report

What does the school need to do to improve further?

- Improve the effectiveness of leadership and management by ensuring that:
 - improvement plans and the way these are monitored and evaluated focus precisely on gains in pupils' progress
 - governors hold leaders to account more effectively in relation to their impact on pupils' progress.
- Improve the attendance of a small number of pupils by:
 - raising further the importance of attendance within the school community
 - continuing to check the impact of initiatives regularly and carefully
 - tracking individual pupils' attendance with increased rigour.

Inspection judgements

Effectiveness of leadership and management

Good

- The headteacher is honest and accurate in his views of the school's current performance and is committed to taking every opportunity to build on this. His quest to provide the best possible education for pupils is mirrored by a highly motivated staff team. They create a positive atmosphere where pupils thrive and a love of learning permeates the school.
- Leaders, including governors, are passionate about pupils having valuable learning experiences. They ensure that the curriculum is broad and balanced, and they enhance teaching with a vast range of excursions, workshops and expert visitors, all of which are linked to current topics. Through this approach, they have ignited pupils' enthusiasm, built their knowledge and broadened their horizons.
- Following the last inspection, the school experienced a period of staffing turbulence. Much needed stability is now in place and leaders have used professional development well to improve the quality of teaching, learning and assessment and to build leadership capacity.
- Senior and middle leaders have secured improvements in a number of areas, notably in the teaching of phonics, writing, mathematics and art. However, too often, middle leaders' plans and checks focus heavily on what they feel needs to be done, rather than on the difference these actions make to pupils' progress.
- Parents and carers who shared their views during the inspection were overwhelmingly positive about the school. They praise the school for the progress their children make, both academically and socially. Additionally, they appreciate the wealth of opportunities they have to be involved in school life and their child's learning. The close relationships the school and families have built contribute to the strong sense of community which flows through the school.
- Leaders take every opportunity to teach pupils about British values and, alongside this, pupils' spiritual, moral, social and cultural development is prioritised. Leaders place particular emphasis on ensuring that pupils develop a secure understanding of different cultures and religions. In addition to effective religious education (RE) teaching, this is achieved through a variety of initiatives. For example, leaders form links with schools in a local but contrasting community and pupils learn from communicating with their 'pen pal' and from participating in joint events. As a result of this focus, pupils are reflective and they demonstrate respect for others, regardless of differences.
- Leaders spend pupil premium funding effectively to support the individual needs of the small number of disadvantaged pupils. This includes additional tailored pastoral or academic support, as well as access to extra-curricular clubs, the breakfast club and educational visits. Leaders check carefully on the difference this spending makes and, as a result, disadvantaged pupils make strong progress.
- The primary physical education (PE) and sport premium funding has been used effectively. Pupils benefit from specialist PE teaching and participation in the wide range of extra-curricular activities and sports competitions on offer. Leaders track pupils' participation in clubs and competitions carefully. They use this information to

target individual pupils and they tailor provision to appeal to pupils' preferences. Consequently, all pupils take part in a variety of different activities.

- The special educational needs coordinator has developed strong links with external agencies, who have provided invaluable advice and expertise in relation to the complex needs of pupils. This has ensured that staff are well equipped to support pupils who have special educational needs (SEN) and/or disabilities. As a result, this group of pupils makes good progress.

Governance of the school

- Governance is effective. Governors provide appropriate challenge to leaders. They receive detailed, clear information from leaders and are skilled in interrogating this. As a result, they have a secure understanding of priorities for improvement and leaders' effectiveness in tackling these. However, they are not able to hold leaders to account as effectively as they might because leaders' improvement plans do not always focus precisely enough on gains in pupils' progress.
- The governing body has recently experienced considerable change in membership. Governors have recruited new members wisely to ensure that a full range of appropriate expertise is represented. Governors have accessed appropriate training and external support where necessary to enable them to fulfil their responsibilities.

Safeguarding

- The arrangements for safeguarding are effective.
- Pupils say that they feel safe in school. They have strong relationships with members of staff and trust that adults will support them with any concerns they may have. Pupils are taught how to stay safe in a range of contexts, including when online. As a result, they show a secure understanding of potential risks and know how to avoid these.
- Staff at all levels are suitably knowledgeable and well trained to identify and respond to the needs of vulnerable pupils. The designated safeguarding leader ensures that communication with external agencies is effective and timely, and that detailed records are maintained. As a result, pupils and their families receive valuable support.
- Appropriate checks are in place to make sure that all members of staff and volunteers are suitable to work with children. Records of these checks are accurate and organised efficiently.

Quality of teaching, learning and assessment

Good

- The quality of teaching, learning and assessment is good. Teachers gather accurate information about pupils' starting points and they use this to plan lessons which extend pupils' knowledge and skills. Teachers and teaching assistants are effective in steering pupils during lessons to add challenge or provide support.
- The teaching of writing is good. Teachers plan sequences of lessons carefully to build the skills which pupils then apply to extended pieces of writing. Pupils are motivated to write because high-quality texts linked to wider curriculum topics are used as models which stimulate pupils' ideas. For example, key stage 2 pupils studying the Second

World War were keen to write a narrative set during this conflict, having studied and compared 'Rose Blanche' and 'The Boy in the Striped Pyjamas'. Pupils also benefit from having frequent opportunities to apply their writing skills in wider curriculum subjects. As a result of this approach to teaching writing, pupils make good progress, which is particularly evident in their increasingly sophisticated vocabulary choices, sentence construction and text organisation.

- The quality of teaching in mathematics ensures that pupils develop a secure understanding of key concepts, along with the skills necessary to manipulate numbers fluently. The teaching of reasoning skills is embedded in mathematics lessons, where teachers challenge pupils to explain their thinking and to justify this using their mathematical knowledge. Pupils also have regular opportunities to solve mathematical problems. Consequently, pupils' make strong progress in mathematics and a significant proportion work at greater depth.
- Leaders' revised approach to the teaching of phonics has resulted in consistent and effective practice across the early years and key stage 1. Teachers and teaching assistants demonstrate strong subject knowledge, which enables them to support and challenge pupils appropriately. Teaching and books are well matched to pupils' needs, and this enables pupils to decode words quickly. Teachers put targeted support in place for those who need it and, consequently, pupils develop early reading skills well.
- Leaders had previously identified that the teaching of spelling was not equipping pupils with the necessary skills. Following focused work in this area, younger pupils now demonstrate a deep understanding of spelling conventions. Teachers of upper key stage 2 pupils are now focusing their efforts on addressing a legacy of inaccurate spelling habits.
- Pupils in all classes have daily opportunities to practise their reading skills through reading lessons, independent reading and reading to adults. Pupils enjoy reading and are taught comprehension skills effectively.
- Teaching assistants are highly skilled and are almost always used to good effect. Those who support pupils who have SEN and/or disabilities make a vital difference in enabling them to access the curriculum and progress well.
- Pupils are enthused by lessons in the wider curriculum and, as a result, they develop secure knowledge about a range of subjects. For example, during the inspection, Year 5 and 6 pupils were learning about the importance of the Seder Plate in Judaism. Teaching was effective in bringing learning to life for pupils through role play and practical activities. As a result, pupils acquired the necessary knowledge to enable them to participate in thoughtful discussions about the significance of each item shared during this aspect of Passover.

Personal development, behaviour and welfare

Good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good. Pupils are articulate and confident learners. Through lessons and assemblies, they are encouraged to be reflective and they regularly participate in thoughtful discussions on a range of pertinent issues. Consequently, they are knowledgeable about and sensitive

in expressing their views on global issues, such as those involving the environment, conflict and the work of significant figures.

- Pupils take pride in their work because teachers expect them to do so.
- Leaders place suitable emphasis on pupils' personal and social development. Pupils benefit from opportunities to hone their leadership skills, for example in their roles as school council representatives or in leading their house teams in sporting events. As a result, pupils are considerate of the needs of others and they support one another well.
- Pupils are taught how to make healthy choices which support their physical and mental development. In addition to the sports clubs that many attend, pupils participate in highly active playtimes and enjoy nutritious snacks.

Behaviour

- The behaviour of pupils is good. Staff have high expectations of pupils' behaviour and place high value on kindness and friendship. As a result, pupils are compassionate, mature and responsible: their conduct is orderly and sensible throughout all areas of the school.
- Pupils demonstrate a secure understanding of the nature of bullying. They are clear that instances of bullying are very infrequent and they have faith in staff to deal with any unkindness which may occur. Similarly, pupils' use of derogatory language is rare. Leaders' records show that any instances are dealt with effectively and reoccurrences are avoided.
- Pupils are conscientious in their approach to learning. Lessons are purposeful and have an atmosphere of productivity. Therefore, disruption in lessons is extremely rare.
- Most pupils attend school regularly. However, a small number of pupils were regularly absent in the past year. Consequently, the school's attendance rates are below average. Leaders check on pupils' attendance regularly and follow up patterns of absence rigorously. They have introduced incentives for good attendance. However, they do not respond to some absences stringently enough.

Outcomes for pupils

Good

- In all year groups, most pupils make at least good progress in reading, writing and mathematics, and a significant number make rapid progress. The small number of pupils in each year group means that each pupil's performance has a marked impact on the school's overall figures.
- In 2017, pupils' attainment at the end of key stage 1 was above average in all subjects. Unvalidated data for 2018 indicates that this pattern of high attainment has continued.
- In 2018, unvalidated data shows that pupils' attainment and progress at the end of key stage 2 were much improved compared to 2016 and 2017. The proportion of pupils reaching and exceeding the standard expected for their age was above average in all subjects. The rates of progress pupils made were broadly in line with national figures for reading and mathematics, and were just below average for writing.
- In-school assessment information and pupils' writing books show that current pupils are making strong progress in writing. Leaders have ensured that pupils have

opportunities to write in a range of wider curriculum lessons and for a variety of purposes. This has been effective in providing pupils with increased opportunities to practise and apply their writing skills. As a result, pupils are motivated and confident writers.

- The improvements leaders made to the teaching of phonics have resulted in almost all pupils reaching the expected standard by the end of Year 1. For the past three years, the proportion of pupils who passed the Year 1 phonics screening check was above the national average.
- Pupils' passion for reading is evident. They read daily, both in school and at home, and speak enthusiastically about books, expressing preferences for authors and genres. Leaders and staff foster this love of reading through an array of strategies, including the selection of high-quality texts which are linked to wider curriculum topics. This is effective in ensuring that pupils are exposed to a broad range of engaging texts, which pupils say influences their future reading choices.
- The very small number of disadvantaged pupils make good progress overall. Leaders regularly check on their progress and arrange additional teaching to address any gaps in learning where necessary.
- The vast majority of pupils who have SEN and/or disabilities make good progress from their starting points, with a significant number making rapid progress. This is because teaching is adapted appropriately to meet their needs.

Early years provision

Good

- Children enter the early years with skills which are broadly typical for their age. They quickly settle into clear routines and become confident learners. This enables them to make good progress. By the time they leave the Reception Year, most reach a good level of development and are well prepared for key stage 1. The proportion of children who exceed the expectations for their age in reading, writing and mathematics is often above the national average.
- Teaching in the early years is highly effective. Despite the children only being in their second week since starting school, adults have already made accurate assessments which they use to inform the activities they provide. This is just one positive effect of the comprehensive transition work and strong links with pre-school providers which leaders have put in place.
- Adults use the assessment information they have gathered to target questions and learning opportunities with precision. They then take additional opportunities to revisit, repeat and reinforce specific aspects of learning with individual children. This approach is highly effective in ensuring that any gaps in learning are addressed and contributes to the good progress children make.
- Phonics teaching in the early years is particularly effective. Children participate well in adult-led sessions and benefit from regular opportunities to consolidate prior learning. As a result, they develop the skills they need to decode words quickly.
- Adults design activities carefully to support children in developing a range of skills simultaneously. For example, children working in pairs on a number recognition activity were also successful in developing their fine motor, social and communication skills.

During child-led learning, the wealth of activities on offer is enticing and, as a result, children show high levels of concentration, remaining focused for extended periods.

- The early years leader is accurate in identifying priorities to further improve the provision. Although all activities are well matched to children's needs, teacher-led activities offer an optimum level of challenge which is not replicated for the most able in child-led provision. The early years leader has plans in place, including associated professional development, to address this.
- Strong relationships already exist between adults and children. Children have the confidence to be inquisitive because the response they receive from adults is encouraging. These positive interactions support children's development of communication skills, as well as creating a productive atmosphere in which they thrive.
- Adults place a suitably heavy emphasis on children developing social skills appropriate for their age. Adults' high expectations, along with clear boundaries and routines, mean that children behave sensibly, both in the classroom and in the outdoor area. Adults model polite manners effectively and encourage children to become increasingly considerate towards others. As a result, children cooperate well on a range of tasks.
- Parents appreciate the opportunities to be involved in their child's learning which are on offer. They are regularly asked to contribute to assessments by providing information about learning which has taken place outside the school. They also attend 'stay and play' sessions and workshops which provide information and ideas for parents to support their child's learning at home.
- Leaders have ensured that welfare requirements are met. Adults create a safe environment where children are well cared for and can flourish.

School details

Unique reference number	137347
Local authority	Calderdale
Inspection number	10012454

This inspection was carried out under section 8 of the Education Act 2005. The inspection was also deemed a section 5 inspection under the same Act.

Type of school	Primary
School category	Academy converter
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	102
Appropriate authority	Board of trustees
Chair	Chris Widdop
Headteacher	Mark Scott
Telephone number	01422 365464
Website	www.salterlee.calderdale.sch.uk
Email address	admin@salterlee.calderdale.sch.uk
Date of previous inspection	20–21 June 2013

Information about this school

- Salterlee Primary School is a smaller than average-sized primary school.
- The vast majority of pupils are of White British heritage and very few pupils speak English as an additional language.
- The proportion of pupils who have SEN and/or disabilities is above average.
- The proportion of disadvantaged pupils is below the national average.
- The school runs a breakfast club and provides after-school childcare for its pupils.

Information about this inspection

- The inspector observed learning in a range of lessons in all classes across the school. Many of these observations were carried out jointly with the headteacher and other leaders.
- The inspector scrutinised pupils' work alongside leaders and listened to pupils read. She observed pupils' behaviour in lessons and around the school, including playtimes and lunchtimes. The inspector spoke to pupils, both formally and informally, to gather their opinions about the school.
- Meetings were held with governors, senior and middle leaders, and a school improvement partner.
- The inspector viewed a range of documentation, including the school's self-evaluation, the school's improvement plans, minutes of governing body meetings, safeguarding documents and monitoring records of the quality of teaching and learning. Information relating to pupils' outcomes, behaviour and attendance was also studied.
- The inspector took into account parents' views, which were gathered at the start of the school day. The views of staff were also considered.

Inspection team

Karine Hendley, lead inspector

Her Majesty's Inspector

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