

Saltergate Community Junior School

Newby Crescent, Harrogate, North Yorkshire HG3 2TT

Inspection dates

23–24 October 2018

Overall effectiveness	Requires improvement
Effectiveness of leadership and management	Requires improvement
Quality of teaching, learning and assessment	Requires improvement
Personal development, behaviour and welfare	Good
Outcomes for pupils	Requires improvement
Overall effectiveness at previous inspection	Good

Summary of key findings for parents and pupils

This is a school that requires improvement

- Leaders and governors are ambitious for the school and its pupils, but have an overgenerous view of its performance.
- Leaders have not secured consistently good teaching across all year groups. As a result, pupils' progress is variable.
- In mathematics, disadvantaged pupils and boys do not make the progress they need to in order to catch up with other pupils with similar starting points.
- Pupils do not extend and apply their writing skills across a wide range of subjects.
- In all year groups, pupils do not deepen their subject-specific knowledge and understanding in a range of subjects.
- Sometimes, teachers do not provide enough challenge in mathematics. Middle-ability pupils, in particular, do not attain the high standards of which they are capable.

The school has the following strengths

- Leaders' improvement strategies are having a positive impact on the quality of teaching.
- Leaders have established an ethos that is based on respect, responsibility and resilience. Consequently, pupils are well behaved, proud of their school and most are eager to learn.
- Leaders use the sport premium funding well. Pupils take part in a wide range of sporting activities.
- Pupils show respect for adults and each other. Occurrences of bullying are infrequent.
- The development of pupils' spiritual, moral, social and cultural understanding is a strength of the school. Different cultures and faiths are celebrated.
- All of the parents and carers who responded to Ofsted's online questionnaire, Parent View, would recommend the school to others. Parents can see the positive impact of the work of school leaders over the last few years.

Full report

What does the school need to do to improve further?

- Improve the quality of teaching, learning and assessment so that it is consistently good, by ensuring that:
 - strategies lead to well-judged challenge in learning to enable more pupils to achieve higher standards, particularly pupils from middle and higher prior attaining groups
 - there are more opportunities for the pupils to practise their writing skills in a range of subjects
 - pupils have more frequent opportunities to develop their problem-solving skills in mathematics, so that they make better progress, particularly middle-ability and most able pupils, boys and disadvantaged pupils
 - pupils act upon the advice their teachers give them, so that they can improve their work.
- Improve the effectiveness of leadership and management, by:
 - strengthening the school’s self-evaluation, so leaders and governors have a more accurate understanding of the impact of their actions to improve the quality of teaching and pupils’ progress
 - developing the role of middle leaders to ensure they have a better understanding of the progress pupils make in their subject areas
 - ensuring that improvement plans include specific measures for success, so leaders and governors can judge the impact of actions on the quality of teaching and pupils’ learning and progress
 - developing the curriculum so that there are more opportunities for pupils to extend their subject-specific knowledge, skills and understanding in a range of subjects
 - ensuring that all procedures and protocols for recording safeguarding issues are adhered to rigorously.

An external review of governance should be undertaken in order to assess how this aspect of leadership and management may be improved.

An external review of the school’s use of pupil premium should be undertaken in order to assess how this aspect of leadership and management may be improved.

Inspection judgements

Effectiveness of leadership and management

Requires improvement

- Leaders have stemmed the decline in outcomes since the last inspection. As a result, pupils make better progress in reading and writing by the end of Year 6. However, leadership requires improvement because leaders have not ensured that all pupils make good progress, particularly in mathematics, from their different starting points.
- Leaders have identified the main priorities to improve the school. However, leaders' overall evaluation of the school is overgenerous. Current plans do not focus enough on the impact of actions to accelerate pupils' progress, particularly that of boys and disadvantaged pupils. Improvement plans do not include specific measures for success for leaders and governors to judge pupils' progress.
- The school has received support from the local authority and worked in collaboration with a teaching school alliance to bring about improvements in teaching and learning. However, progress in mathematics continues to be below the national average.
- New middle leaders are keen to improve the teaching in their subjects to ensure more consistency in the quality of teaching across all year groups. They have identified the main priorities for improvement. However, their action plans do not focus closely enough on pupils' progress to bring about rapid improvement. Many middle leaders are new to their roles, so it is too early to judge the impact of their actions.
- Newly qualified teachers feel well supported by school leaders. They value the effective induction programme and the ongoing support they receive.
- Historically, the support for pupils with special educational needs and/or disabilities (SEND) was not effective. Their needs have not always been met. The special educational needs coordinator has now established clear procedures to identify the needs of these pupils, with teachers held to account for the pupils' progress. As a result, a range of support is now in place, and pupils with SEND have started to make quicker progress. However, some of the plans to support pupils with SEND do not include targets that are precise enough.
- Pupils have an appreciation of other religions and cultures. Leaders develop British values effectively. As a result, pupils are well prepared for life in modern Britain. During the inspection, Year 6 pupils led an assembly that allowed pupils to discuss various aspects of British values.
- Pupils in Years 5 and 6 have less time to develop their in-depth, subject-specific knowledge and understanding across a wide range of subjects. This is because there has been more emphasis on English and mathematics. However, teachers arrange a wide range of trips, visits and enrichment experiences to interest and engage pupils and broaden their experience. For example, Year 3 pupils visit the Yorkshire Dales to learn about aspects of geography and science, and Year 6 pupils undertake a residential visit to the Lake District to take part in a range of outdoor education activities.
- Parents who spoke to inspectors said their children are happy at school. All of the parents responding to Ofsted's online questionnaire, Parent View, thought the school was well led and managed. They would recommend the school to other parents. One

parent commented, 'I feel the school has really progressed over the past few years. The new leadership has created a dynamic, positive and progressive environment, which I feel gives my child the opportunity to thrive.'

Governance of the school

- Governors know the school well and are committed to improving outcomes for the pupils. They visit school and as a result they have a secure understanding of some of the aspects that need improving. Governors receive valuable information regarding pupils' outcomes for each year group. However, they do not challenge leaders effectively about the progress pupils make from the end of key stage 1.
- Governors ensure the effective use of additional funding to support the development of physical education and sports. Pupils are very proud of their sporting achievements, including representing their school at competitions. Leaders use the funding to provide training for staff. Consequently, teachers are more confident in teaching physical education and the improvements in teaching are sustainable.
- Governors have a growing understanding of the variation in achievement of different groups of pupils, such as boys and middle-ability pupils. Governors are also well aware that, over time, the pupil premium funding has not had all the impact it might on improving disadvantaged pupils' achievement. Their progress in reading and writing has improved, but this is not the case in mathematics. Leaders use funding more effectively to ensure good attendance for disadvantaged pupils and to improve their punctuality.

Safeguarding

- The arrangements for safeguarding are effective.
- There is a strong culture of safeguarding across the school. Staff understand their responsibilities to keep pupils safe. They are kept up to date with any local issues or pupil welfare concerns in weekly staff briefings. Staff are vigilant, keeping a sharp eye out for any concerns they have about pupils' well-being. However, leaders have not addressed all the recommendations from a local authority report to ensure the very best practice regarding records that are maintained about adults working in the school. Leaders also recognise that welfare records always need to show precise follow-up actions.
- Leaders work effectively with external agencies and professional services to provide additional support to pupils and families.
- Pupils enjoy coming to school and feel safe. They told inspectors that there is always a trusted adult in school to talk to, should they have any issues or concerns.
- All of the parents who responded to Ofsted's online parent questionnaire, Parent View, feel that their children are safe in school and are well looked after.

Quality of teaching, learning and assessment

Requires improvement

- The quality of teaching, learning and assessment requires improvement because it is too variable across the school. It is stronger in Years 5 and 6 and more variable in Years 3 and 4.
- The teaching of mathematics is improving due to the training and support for teachers provided by the mathematics subject leader. However, pupils, particularly in Years 3 and 4, are not given enough opportunities to use their mathematical skills to solve problems. At times, activities lack challenge for middle-ability and the most able pupils.
- Leaders have ensured that the development of pupils' writing skills has been a key priority for the school. The teaching of writing is improving, particularly in Year 5 and 6 where pupils have opportunities to edit and improve their work. However, pupils do not have enough opportunities to apply and develop their writing skills across the wider curriculum. Pupils often have limited opportunities to write at greater length in subjects other than English. This prevents them making even better progress.
- Teachers' expectations of pupils' presentation are not consistently high. Consequently, pupils' presentation is variable, particularly that of boys. Teachers do not routinely spot when pupils continue to spell subject-specific words incorrectly.
- Where teaching is most effective, pupils engage and focus on their learning. The positive learning environment is calm and purposeful. Pupils are committed to improving their work. They make effective use of the opportunities their teachers give them to use resources independently or work with their peers to do so.
- Where teaching is less effective, pupils are less engaged in, and do not take responsibility for, their learning. As a result, they make less progress.
- In all year groups, teachers model subject-specific vocabulary well and encourage pupils to use this vocabulary. However, teachers in Years 5 and 6 use questioning more effectively to deepen understanding and clear up pupils' misconceptions. Consequently, these pupils make better progress than where questioning is more focused on making sure pupils know what they have to do to complete a task.
- The teaching of reading is improving. Teachers plan activities effectively to promote pupils' reading skills. For example, in a Year 6 lesson pupils were developing their inference skills well, when reading about the Second World War.
- Strong working relationships exist between teachers and pupils. Pupils talk positively about how their teachers help them to develop resilience in their learning. Consequently, pupils are not afraid to make, and learn from, their mistakes.

Personal development, behaviour and welfare

Good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- Pupils who spoke to inspectors said they feel safe in school. Pupils can talk to staff, who will listen and sort out any problems. Pupils respect each other and celebrate everyone's differences. One pupil told an inspector: 'It's great to be different. If we

were all the same, it would be boring.’

- Pupils understand the importance of keeping healthy and how exercise contributes to this. They have access to a wide range of activities and clubs, including a school choir which performs to a variety of audiences.
- Resilience is one of the core values of the school. Pupils talk about the importance of not giving up and they know that it is normal to make mistakes. Pupils have opportunities to support each other with their learning. Most pupils participate well and show positive attitudes to learning.
- Pupils say there is little bullying. Scrutiny of the school behaviour records shows that incidents of bullying are rare. Pupils understand the different types of bullying and know the difference between these and falling out with friends. Pupils know that any type of bullying is not tolerated and any issues are sorted out quickly.
- Pupils have a good understanding of how to stay safe in a range of situations. For example, pupils know how to stay safe when using the internet. They understand the risks and dangers of the internet and know how to avoid these. Pupils take part in an internet safety day and are taught e-safety rules as part of the curriculum.
- Staff and parents are confident that pupils are well cared for and safe in school.

Behaviour

- The behaviour of pupils is good. Over time, leaders have had a positive impact on behaviour. Pupils conduct themselves well throughout the day both in and out of lessons. Staff have a high level of expertise in supporting vulnerable pupils. This helps these pupils learn to manage themselves more effectively. As a result, there have been no fixed-term exclusions for the last two years.
- Leaders support all staff and especially newly appointed teachers to implement the school’s behaviour policy. As a consequence, the school is a calm, purposeful environment. Pupils are polite and respectful to adults and each other.
- Attendance is broadly average. Leaders have introduced procedures that are having a positive impact. As a result, persistent absences are now well below the national average. Leaders have robust systems in place to check on those pupils who are absent.
- The overwhelming majority of parents responding to Ofsted’s online questionnaire, Parent View, think behaviour is good.

Outcomes for pupils

Requires improvement

- In 2017, by the end of key stage 2, pupils’ progress was below average in reading, writing and mathematics, particularly for boys. In 2018, provisional results show that progress in reading and writing has improved to be average; however, progress in mathematics remains below average.
- In 2018, attainment of Year 6 pupils in reading, writing and mathematics improved and is now in line with the provisional national average. As a result, pupils are better prepared for the demands of secondary school. However, the proportion of pupils who

reached the higher standard of attainment was below average in mathematics.

- Over time, disadvantaged pupils have made better progress in reading and writing; this is not the case in mathematics. For the last three years, the progress of disadvantaged pupils in mathematics has been below the national average. For current year groups, the progress of disadvantaged pupils is variable.
- Over time, the proportion of pupils with SEND who reached the expected standard in reading, writing and mathematics has increased. However, progress across all year groups is variable. These pupils make weaker progress from their starting points in mathematics compared to reading and writing.
- Inspectors checked current pupils' work and found the progress made was variable across all year groups. In a wide range of subjects, pupils do not develop their understanding enough.
- Inspectors found that most pupils enjoyed reading and had a good understanding of the texts they were reading. Pupils in Years 5 and 6 said they felt suitably challenged by what they read. Since 2017, pupils have made better progress in reading and the provisional results for 2018 show progress in reading to be in line with the national average.

School details

Unique reference number	121463
Local authority	North Yorkshire
Inspection number	10042224

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

Type of school	Junior
School category	Maintained
Age range of pupils	7 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	204
Appropriate authority	The governing body
Chair	Mark Walker
Headteacher	Linda Mortimer
Telephone number	01423 506866
Website	www.saltergateschools.co.uk
Email address	headteacher@saltergate-jun.n-yorks.sch.uk
Date of previous inspection	8–9 July 2014

Information about this school

- Since the previous inspection, the school has federated with Saltergate Infant school, located on the same site. Both schools share the same governing body.
- The two schools are led and managed by an executive headteacher who took up post in April 2015. There have been significant changes in the teaching staff. Most staff have been appointed since the last inspection.
- The school is smaller than average. A large majority of pupils come from White British families.
- The proportions of disadvantaged pupils and pupils who have support for SEND are higher than the national average.
- The proportion of pupils with an education, health and care plan is below average.

Information about this inspection

- Inspectors visited lessons in all year groups. A number of lesson visits were carried out jointly with the headteacher and deputy headteacher.
- Discussions took place with senior and middle leaders, staff, governors and representatives from the local authority.
- Inspectors, together with subject leaders, scrutinised pupils' work. Inspectors also looked at pupils' books during lesson visits.
- An inspector listened to Year 3, 4 and 6 pupils read.
- Inspectors sought pupils' opinions both formally and informally during lunchtimes and breaktimes.
- A range of documentation was scrutinised by inspectors, including: the school's self-evaluation; improvement plans; governing body minutes; the school's own records of the monitoring of teaching and learning, behaviour and attendance; safeguarding records; and information on current pupils' attainment and progress.
- Inspectors took in to account the 36 responses to Ofsted's online questionnaire, Parent View, including the 35 written comments. An inspector also spoke to parents at the end of the school day to gather their views of the school.
- Inspectors took account of the 12 responses to Ofsted's online staff questionnaire.

Inspection team

Andy Taylor, lead inspector

Ofsted Inspector

Michele Costello

Her Majesty's Inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Raising concerns and making a complaint about Ofsted', which is available from Ofsted's website: www.gov.uk/government/publications/complaints-about-ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

In the report, 'disadvantaged pupils' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route. www.gov.uk/pupil-premium-information-for-schools-and-alternative-provision-settings.

You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.gov.uk/government/organisations/ofsted.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at www.gov.uk/ofsted.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2018