

Saltaire Primary School

Albert Road, Shipley, West Yorkshire BD18 4NR

Inspection dates

20–21 November 2018

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

Summary of key findings for parents and pupils

This is a good school

- The executive headteacher and head of school are highly focused and passionate about the school and its continuous improvement. Along with their assistant headteacher, they have created a culture in which pupils thrive emotionally and academically. As a result, pupils receive a good education and make good progress in a caring and nurturing environment.
- Governance is a significant strength of the school. Governors know the school extremely well. They are supportive but also provide highly effective challenge to school leaders.
- Pupils make good progress from their starting points to reach expected standards. However, not enough pupils, including the most able and the disadvantaged pupils, make accelerated progress to reach the higher standards, especially in reading and mathematics at the end of Year 6.
- Pupils with special educational needs and/or disabilities (SEND) make good progress from their starting points.
- Most teachers plan learning well to meet the needs of most pupils. However, the level of challenge for pupils is inconsistent, including in key stage 1. As a result, not all groups of pupils learn as effectively as they could.
- Children get an excellent start to their school careers in the highly effective early years setting. Teachers in the Reception classes help children settle quickly into school life and ensure that they develop the skills needed for very successful learning.
- Pupils behave impressively well. They are highly self-confident, caring individuals. This is a result of the school's carefully crafted approach to promoting pupils' personal development and welfare.
- Pupils enjoy learning and attend very well. They value the friendly and inclusive ethos in the school. Pupils play well together and work cooperatively in lessons.
- Teachers receive bespoke professional development and have high expectations of what pupils can achieve. As a result, teaching and learning are good.
- Teachers use their assessments to set work that systematically builds pupils' knowledge, skills and understanding. This is why most pupils achieve well.
- The engaging curriculum provides pupils with a wide range of opportunities to extend their learning beyond the classroom.

Full report

What does the school need to do to improve further?

- Continue to improve the progress pupils make from their starting points, particularly the disadvantaged pupils and the most able pupils – including in mathematics and reading – by the end of Year 6.
- Further improve the good quality of teaching and learning by making sure that questioning and the work set by teachers – including in key stage 1 – consistently challenge and stretch all groups of pupils, particularly the disadvantaged pupils and the most able pupils.

Inspection judgements

Effectiveness of leadership and management

Outstanding

- The executive headteacher and the head of school lead the school with great determination and skill. Their clear vision has inspired staff, pupils, parents and carers. Together with the assistant headteacher, leaders have worked very successfully to create a school where pupils want to learn and where they are able to experience success. As a result, teaching and pupils' outcomes are good and improving, and pupils' personal development, behaviour and welfare are exceptional.
- The drive, ambition and commitment to continuing improvement are clearly evident and unwavering. Leaders at all levels share the executive headteacher's drive and passion that the school should provide the very best for its pupils every day. Leaders are honest and searching in their quest to achieve this ambition. As a result, staff morale and expectations are high.
- Leaders have a detailed and accurate view of the school. They systematically examine information about school effectiveness to find ways in which it could be improved. Leaders then quickly put in place well-thought-out and appropriate actions that soon remedy any issue. Leaders analysed in detail the reasons for the underperformance in 2018 and took appropriate actions to make improvements. Consequently, pupils' outcomes have improved.
- A great deal of thought has gone into designing the school's curriculum, with pupils and local context at the centre of it all. As a result, the curriculum excites pupils and motivates them to achieve well. It prepares them exceptionally well for the opportunities, responsibilities and challenges of adult life. This is a result of the expertly interwoven approaches to 'champion learning' and promoting pupils' mental health, personal well-being and their social and moral understanding. As a result, pupils have deep self-awareness and genuine empathy and respect for others.
- Leaders and teachers regularly check pupils' progress and set targets which are challenging but which they believe their pupils can achieve. Teachers use these to plan the content and the approach to teaching different subjects. Consequently, most pupils make strong progress from their starting points.
- Both lesson time and enrichment activities prepare pupils very well to make an active and positive contribution to British society. Elections for the school council, for 'play pals' and for 'buddies' help them to understand how democracy works. Visits to many different places of interest help broaden pupils' understanding of British values and a wide range of other cultures.
- The executive headteacher and the governors have been highly effective in developing the leadership qualities of staff. They restructured middle leadership roles and put in place a thorough induction. Middle leaders are clear about their roles and lead their areas effectively. Staff improve their skills by working with other schools in the federation. They are highly supportive of the direction the school is taking and committed to its continuing improvement.
- Leaders and staff want all pupils to achieve to the best of their ability and the additional funding to support disadvantaged pupils is strategically targeted. Those who

may be at risk of falling behind are supported, both in class and individually, or in smaller groups to help them catch up.

- The additional physical education (PE) and sport funding is used successfully. The wide range of sports give pupils experience of different outdoor activities. Pupils say they enjoy PE and sport and a large proportion take up the opportunities on offer.

Governance of the school

- Governors are very proud of the nurturing and inclusive ethos that school leaders have developed over time. They share the leaders' high expectations and are highly ambitious for pupils.
- The governing body is led exceptionally well by the knowledgeable chair. Governors have a wide range of skills and expertise, including in education, and are totally committed to the continuous improvement of the school. They provide robust challenge and support to school leaders through regular updates and reports from the executive headteacher, presentations from staff, visits to the school and outcomes of external reviews. They ask challenging questions to bring about continuous improvement.
- Governors know the school well and talk confidently about the school's performance in key areas, such as the impact of additional funding, the achievement of different groups of pupils and the effectiveness of the curriculum.
- Governors take their responsibility for safeguarding very seriously and have worked with leaders to establish a culture of safety in the school. They systematically monitor what the school does to ensure that legal requirements are met and that pupils are kept safe.

Safeguarding

- The arrangements for safeguarding are effective.
- The executive headteacher and her safeguarding team ensure that all staff, including governors, receive appropriate and up-to-date training on child protection, including the dangers of radicalisation. As a result, staff are knowledgeable about child protection procedures, the signs to look for and how to report concerns.
- Safeguarding records are thorough and detailed and leaders ensure that all appropriate checks are carried out on the suitability of staff who work with pupils. Safer recruitment procedures are followed appropriately.
- Staff know the pupils very well and are vigilant. Leaders have effective referral procedures in place, follow up actions diligently and work closely with external agencies to support vulnerable pupils.
- There is a strong culture of safeguarding in the school. There is effective supervision on entry to school in the mornings, at lunchtimes and at the end of the school day. Pupils say that they feel safe. They report that they know who to go to if they have any concerns. This was confirmed by inspection evidence, staff and parent views.

Quality of teaching, learning and assessment

Good

- Teaching is good and learning activities are planned well to ensure that pupils make good progress. Teachers expect pupils to work hard and behave well in lessons. Pupils and teachers live up to each other's expectations. As a result, pupils try very hard and are confident to challenge themselves.
- The effectiveness of teaching in the school is underpinned by the deep respect and trusting relationships that exist between pupils and adults. Teachers and teaching assistants use imaginative strategies to make learning fun and meaningful. They break down complex ideas into manageable chunks and show pupils clearly how to succeed. This is why pupils learn well.
- Teachers are knowledgeable about the subject matter they teach. They know how to deliver it appropriately for the age and ability of their pupils. Consequently, work is generally pitched at the right level to enable pupils to meet these expectations. As a result, most pupils achieve well.
- Teaching strongly promotes pupils' mental well-being. The culture of 'champion learning' and 'champion learners' is embedded in the approach to the teaching of all subjects. Teachers make frequent reference to it in all lessons. Consequently, teaching helps pupils develop self-awareness, self-confidence and resilience.
- Teachers and teaching assistants use questioning well to deepen pupils' thinking, especially in upper key stage 2 classes. During lessons, teachers offer individualised feedback and, as a result, pupils improve their work instantly, for example by editing their work in literacy or by correcting their calculations in mathematics. In lessons, pupils work with positive attitudes and take an interest in their own progress.
- Teachers keep a close eye on how well pupils are learning in lessons. They skilfully adjust the task if pupils are finding it difficult. This ensures that no one gets left behind. Staff assess pupils' work accurately to identify what they can and cannot do. Teachers then use this information to plan work that helps fill gaps in pupils' knowledge, deepen their understanding and build their skills further.
- Leaders monitor the quality of teaching and learning frequently through a carefully planned cycle of activities. This includes leaders observing lessons, scrutinising books and having conversations with pupils. Leaders have also linked the quality of teaching to pupils' outcomes. As a result, leaders and staff can identify early any pupils who may need additional support in order to reach their potential.
- Teachers regularly review and evaluate the individual needs of pupils with SEND. Consequently, these pupils receive effective support to ensure that they make good progress.
- Since the last inspection, leaders have ensured that the teaching of phonics is effective and improving further. Staff teach pupils effective skills in phonics to improve their reading. Pupils, including the lower-attaining pupils, use their phonics skills well to read unfamiliar or difficult words. This contributes well to pupils' confidence and enjoyment of reading. Inspectors were able to confirm this when they listened to a range of pupils read.
- Most teachers plan activities well that meet the needs of most pupils. However, there is

some variation in the work set, including across key stage 1 and lower key stage 2 classes. As a result, not all pupils, including the most able and disadvantaged pupils, are sufficiently stretched and challenged to enable them to deepen their knowledge and understanding.

Personal development, behaviour and welfare

Outstanding

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is outstanding.
- Leaders have created a nurturing, inclusive environment in which pupils enjoy their learning and thrive. The school's culture of 'champion learners' is truly embedded and woven into the fabric of the school. The strong emphasis placed on developing pupils' mental well-being, social understanding and moral purpose is a significant strength of the school. As a result, pupils are happy at school and enjoy their learning.
- Pupils are aware of and know how to protect themselves from a range of dangers. For example, pupils are aware of the risks of using the internet and social media. They can explain how to protect themselves online. The school has been awarded an accreditation for the work staff do in providing a high level of protection for users of new technologies.
- Pupils feel safe in school and know who to go to if they have any concerns.
- Pupils are respected as individuals within the school's inclusive ethos and display excellent attitudes to learning. Pupils listen carefully to each other and to their teachers, which supports them to achieve well. They are proud of their school and the school environment.
- Pupils are self-motivated and focused. Many take advantage of the breakfast club, where they have opportunities to be involved in a range of activities and are offered a variety of healthy foods. Pupils of all ages attending the club behave very responsibly and take turns in carrying out jobs – for example tidying up and washing up – before lessons begin.
- Pupils' spiritual, moral, social and cultural development is outstanding and is very effectively promoted by the core and extended curriculum, assemblies, visits and visitors.
- Pupils have many opportunities to make a contribution to school life and the wider community, such as raising money for local and national charities. They have the opportunity to take on school-wide responsibilities, such as school council representatives, 'play pals' in Year 5 and 'buddies' in Year 6. These opportunities are helping to prepare pupils very well for the next stage in their education.

Behaviour

- The behaviour of pupils is outstanding.
- Pupils conduct themselves extremely well around school. They are very courteous to adults and polite to one another as they move between classes or to and from the playgrounds. They interact extremely well with their peers and staff.

- Pupils' exemplary behaviour in lessons means that the vast majority of lessons proceed swiftly and efficiently. Little or no learning time is lost because pupils settle quickly to their tasks and concentrate on their work.
- The school is a caring, nurturing and happy place to be because leaders and staff have cultivated an ethos of mutual respect and tolerance that permeates all aspects of pupils' experiences. Pupils are well mannered and very welcoming to visitors.
- Staff have high expectations of behaviour and apply the school's recently reviewed policy consistently. During the inspection, pupils from a range of classes were keen to show inspectors how they achieve various rewards through good work and behaviour. Inspection evidence confirms that behaviour has been continuously improving over time and there have been no exclusions since 2016.
- Pupils play happily together in the playground. They enjoy each other's company and take care not to hurt or offend one another. Pupils have a good understanding of the various forms of bullying and report that it is rare and that, when it occurs, staff deal with it quickly and effectively. Inspection evidence and views from parents and staff confirm this.
- Pupils' enjoyment of school is reflected in their high rates of attendance. Leaders have raised expectations about good attendance. The school's attendance team works tirelessly to ensure that pupils attend school regularly and provides challenge and support to pupils and families that need it. As a result, pupils' attendance is higher than the national average and the proportion of pupils that are persistently absent is below the national average.

Outcomes for pupils

Good

- Pupils make good progress over time. Current school assessment information and scrutiny of pupils' work show that most pupils are working at the standard expected for their age and some are above age-related expectations.
- Since the last inspection, the school has experienced a variation in the outcomes of pupils at the end of key stage 2. In 2017, progress and attainment of pupils improved significantly compared to the previous year. However, leaders were disappointed in some of the 2018 outcomes. Although the progress of pupils in reading, writing and mathematics declined compared to the previous year, it remained in line with the national average. The proportion of pupils achieving the expected standard in reading, writing and mathematics combined at the end of Year 6 dropped below the national average. Leaders took swift actions to remedy the issues identified. The outcomes for current pupils in the school indicate a rapid improvement and pupils are on track to leave the school with very strong outcomes to ensure that they are well prepared for their secondary education. Inspection evidence, visits to lessons and scrutiny of pupils' work confirm this.
- The proportion of children reaching a good level of development at the end of Reception has consistently been above the national average and further improved in 2018.
- Phonics outcomes in key stage 1 are strong because phonics is taught well. Younger pupils learn to use phonics confidently to help them learn to read and spell new words.

The proportion of pupils achieving the expected standard in the Year 1 phonics screening check is consistently above the national average.

- The proportions of pupils achieving the expected standards in reading, writing and mathematics at the end of key stage 1 have been consistently at or above national averages.
- Leaders and teachers use data about pupils' prior attainment to identify whether they are currently achieving well enough. Almost all groups of pupils do achieve well. However, some of the most able pupils and disadvantaged pupils do not make as much progress as they could, especially in reading and mathematics at the end of Year 6.

Early years provision

Outstanding

- The early years leader is highly effective and has the drive to review and refine practice continually. She provides effective coaching and mentoring to all staff in the early years to ensure that their practice is in line with her high expectations. The leader provides support and further professional development when needed.
- Children join the Reception classes from a range of settings and from a relatively low base, particularly in specific areas of learning, such as reading. Children make rapid and significant progress and, by the end of the year, their skills and knowledge are broadly typical or better for their age. Over the last three years, the proportion of children achieving a good level of development by the end of Reception has been consistently above the national average. The children are very well prepared for their transition into Year 1.
- Children from disadvantaged backgrounds make progress which is at least as good as others. Children with SEND are taught very effectively because their needs are understood and they, too, make excellent progress.
- The early years leader is very knowledgeable and highly skilled in planning the Reception curriculum, which is exceptionally well organised and planned to address children's needs through exciting topics and activities. As a result, children are engaged in activities and remain focused.
- Staff assess the children's capabilities and previous experience in depth and they are quick to adjust the teaching and the approach to take account of individual and group differences. The early years leader makes sure that all adults are well trained to provide the teaching and support that the children need. Joint training sessions with the staff from the partner nursery school in the federation provide opportunities for staff to further enhance their own practice, as well as to share good practice across the federation.
- Teaching is monitored frequently, is consistently of a high quality and is very responsive to children's needs. Teachers work closely with parents to find out what children can and cannot do when they start school. Teachers review this continuously to build a picture of children's growing skills and interests. As a result, all children are challenged because adults have very high expectations of what the children can achieve.
- The classroom and the outdoor area are very well organised and resourced to stimulate children's curiosity, as well as helping them to acquire essential skills in reading, writing

and mathematics. Adults throughout the setting actively encourage mark-making and the application of phonics skills.

- Safeguarding procedures are effective and welfare requirements are met fully.
- Children settle quickly in to school life because staff create a caring, nurturing, ordered environment. This helps children feel safe and confident. The well-established routines ensure that children learn quickly to behave well, follow instructions, take turns and play sensibly together.

School details

Unique reference number	107270
Local authority	Bradford
Inspection number	10053754

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	5 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	422
Appropriate authority	The governing body
Chair	Christian Bunting
Headteacher	Sally Stoker (executive headteacher)
Telephone number	01274 584 093
Website	www.saltaireprimaryschool.co.uk
Email address	office@saltaire.bradford.sch.uk
Date of previous inspection	21–22 March 2013

Information about this school

- Saltaire Primary School is larger than the average-sized primary school.
- The school is part of a soft federation with Hirst Wood Nursery School.
- Since the last inspection, a new assistant headteacher has joined the school. The middle leadership of the school has been restructured and three phase leaders have been introduced.
- The proportion of pupils with SEND is below the national average. The proportion of pupils in school who have an education, health and care plan is broadly in line with the national average.
- The proportion of disadvantaged pupils supported by the pupil premium is below the national average.
- The school operates a breakfast club.

Information about this inspection

- Inspectors visited lessons across a range of subjects in all key stages and covering all teaching staff. Some of these visits took place with senior leaders accompanying inspectors. During visits to classrooms, inspectors looked in pupils' books and questioned pupils about their learning.
- Discussions took place with the executive headteacher, head of school, members of the leadership team and members of the wider body of staff.
- Inspectors met with members of the governing body, including the chair, and held a telephone conversation with the school's improvement partner.
- Inspectors held discussions with parents and groups of pupils from Years 3, 4, 5 and 6 about what it is like to be a young person at the school. Inspectors also listened to some of these pupils read.
- Inspectors observed pupils' behaviour around the school, including between lessons, at breaktimes and at lunchtime.
- Inspectors took into account the 247 responses from parents to Ofsted's online survey, Parent View, including the 120 free-text responses. They also analysed the 20 responses to Ofsted's pupil questionnaire and the 41 responses to the staff questionnaire.
- Inspectors examined records relating to behaviour, attendance and safeguarding and, jointly with senior leaders, conducted a scrutiny of pupils' work in a range of subjects.
- Inspectors also scrutinised documents, including school development plans, governing body minutes, leaders' monitoring notes and information about pupils' achievement.

Inspection team

Dimitris Spiliotis, lead inspector	Her Majesty's Inspector
Chris Cook	Her Majesty's Inspector
Mike Tull	Ofsted Inspector

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