

Alfred Salter Primary School

Quebec Way, Rotherhithe, London SE16 7LP

Inspection dates

5–6 February 2019

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	Requires improvement

Summary of key findings for parents and pupils

This is a good school

- The school is an inclusive learning community that meets the diverse needs of its pupils. Leaders' vision is shared by governors and staff, and valued by parents and carers.
- The school environment is inspirational. The buildings and outside space celebrate pupils' work and achievements. The facilities enable pupils with a range of physical difficulties to move around the school safely and access all learning and play areas.
- Leaders and governors have worked tirelessly to improve the quality of education since the previous inspection. They are outward looking. They work closely with the local authority, the local teaching school alliance and partner schools. This has led to improvements in the quality of teaching, learning and assessment.
- The recruitment and retention of staff have stabilised. The extended leadership team is highly skilled and strategic. The development of middle leadership is leading to greater consistency in the delivery of the wider curriculum.
- The use of additional funding is carefully targeted by leaders and governors to improve the progress and achievement of disadvantaged boys in reading and writing.
- Teaching, learning and assessment of reading, writing and mathematics are now good. Lessons are planned to meet the needs of all pupils. In science and history, pupils' writing skills are developed well. However, planning of the wider curriculum is not yet consistent in developing pupils' depth of study.
- Outcomes for all pupils are improving. The proportion of pupils achieving expected or higher standards is now at the national average. Disadvantaged pupils are now making stronger progress. So too are those with special educational needs and/or disabilities.
- Provision for pupils with education, health and care (EHC) plans is outstanding. They are fully included in all aspects of the life of the school and are taught well.
- The quality of early years provision has improved in the past three years. Most children make strong progress from their starting points.
- Pupils' spiritual, moral, social and cultural development is promoted throughout the school. Pupils are taught to be caring, responsible citizens.
- Safeguarding is effective.

Full report

What does the school need to do to improve further?

- Leaders should ensure that strategies to improve reading and writing have a positive impact on progress and attainment for all pupils, especially disadvantaged boys.
- Middle leaders should further develop the wider curriculum by ensuring that pupils have the opportunity to study in greater depth in all subjects.

Inspection judgements

Effectiveness of leadership and management

Good

- Leaders have an accurate view of the quality of education provided by the school. They have identified the right priorities and take effective action. Responsibility for improving outcomes for all pupils is shared well among the extended leadership team. Leaders have developed a strong, stable team of teachers and support staff. Where staff changes occur, leaders ensure that new staff are inducted swiftly so that high standards in teaching are maintained.
- Leaders are outward looking and seek continuous self-improvement. They use the support and advice from local school networks, leading educational experts and the local authority to inform their practice. They have implemented new schemes for reading, writing and mathematics to raise standards. Evidence from pupils' books, school tracking information and performance management records show these initiatives are having a positive impact on pupils' achievement.
- The roles and responsibilities of middle leaders are at an early stage of development. Subject leaders are beginning to establish a coherent plan for the delivery of the wider curriculum. For example, in science and computing, key vocabulary, knowledge and skills are clearly defined and taught consistently in all classes. Teachers develop pupils' writing skills and ask questions that deepen their learning in these subjects. However, the same quality of planning is not found in all subjects.
- All staff share leaders' high expectations for pupils. Teachers and support staff value the professional training they receive. It has led to improvements in the way they manage pupils' behaviour and has sharpened the quality and focus of teaching. Support staff receive high-quality training to support pupils with complex special educational needs and/or disabilities (SEND).
- The breadth of the curriculum is impressive. For example, pupils' art work is of a high quality and is displayed throughout the school; all pupils in key stage 2 learn to play a different musical instrument each year; and these pupils are also taught Spanish. However, the depth of learning is not yet consistent in all subjects.
- Leaders have taken a range of initiatives to tackle the historical underachievement of boys. Whole-class reading texts are chosen to engage boys' interest in literature. The school promotes reading for pleasure through whole-school events including World Book Day and Roald Dahl day and a termly reading challenge. A new reading scheme has been introduced for pupils in the early years and key stage 1.
- Pupils take part in a wide range of learning experiences outside the classroom. The school garden and visits to local environmental centres provide opportunities for learning about the natural world. Pupils in Years 2, 4 and 6 take part in residential trips, which help to develop their social skills and independence. Pupils can take part in a number of sporting competitions, including football and cross-country. In 2017/18, the school won the PE and Schools Sports Network award for participation in sports events for pupils with special educational needs.
- As a Rights Respecting School, there is a strong emphasis on social and moral conduct in every area of school life. Pupils are taught fundamental British values through the

curriculum. For example, in Year 5, pupils study democracy and debating in history lessons about Ancient Greece. Pupils are elected to the school council from Years 2 to 6. They learn to vote and they make yearly visits to Westminster and meet their local Member of Parliament. Pupils in Year 3 sell vegetables at Borough Market to raise money for charity. Others sing at a local older people's home. Through the teaching of religious education, pupils are taught about different faiths, with a focus on developing empathy for others

- The school places a high value on cultural experiences, making extensive use of London's theatres, art galleries and music venues to enrich pupils' learning. In the past year, pupils have attended plays at the National Theatre and taken part in the London Jazz Festival.
- The school promotes equality of opportunity through the curriculum and through its values of inclusion. In literacy lessons, pupils read stories that challenge gender stereotypes. In history lessons, pupils learn about the contribution of different ethnic groups to British society. In physical education, pupils with complex special educational needs are given equal opportunities to take part in all activities with suitable adjustments made for them.

Governance of the school

- Governors are committed to high-quality provision for all pupils. They are well informed on the school's strengths and areas for development. Leaders provide them with detailed and accurate reports on the school's performance, which they scrutinise and challenge at full governing body and committee meetings. Governors are proud of the school and its achievements. They understand the diverse needs of the school community and share leaders' commitment to continuous improvement.
- Governors hold leaders to account for the effective use of additional funding through their monitoring of the impact of school initiatives. They support the school's priorities for the use of the pupil premium and are knowledgeable about what works to improve reading and writing for disadvantaged pupils. Governors have a comprehensive oversight of sports premium spending and ensure that it is used effectively to engage more pupils in an active lifestyle. Governors value the input from the local authority and other schools in sharing best practice of what works for the school community.

Safeguarding

- The arrangements for safeguarding are effective. Leaders and governors have established tight systems for keeping children safe from harm. Personal files and record checks are maintained to a high standard. Leaders and governors review all policies and practice on a rolling programme and attend regular updates on safeguarding training, including safe recruitment of new staff.
- Support for pupils and families who needs additional help is exemplary. The school's safeguarding team meets weekly to discuss pupils in need. They ensure early help is in place for families in need and work effectively with external agencies.
- All staff are trained regularly in safeguarding procedures and use the school's electronic systems for reporting concerns. Staff are vigilant to risks in the wider community. Pupils are taught to keep themselves safe through online safety training and are

confident to share any concerns with adults at the school.

- All parents who completed the Parent View survey or spoke to inspectors reported that they are confident in the school's systems for keeping their child safe.

Quality of teaching, learning and assessment

Good

- Most teaching is based on good planning with clear purpose. For example, building on effective teaching of key scientific vocabulary and concepts, pupils in Year 4 were able to talk about electrical circuits and soundwaves; their good understanding enabled them to make predictions and carry out experiments to test their ideas. However, in some subjects including personal, social and health education (PSHE), pupils do not understand the purpose of the lesson and their knowledge is not well developed.
- The teaching of writing is highly structured and supports good progress. Spelling and grammar are built into all literacy lessons. Teachers take every opportunity to extend pupils' vocabulary. For example, in Year 3, pupils discussed interesting synonyms, such as 'uttered' and 'whispered', to use in place of 'said'. Teaching assistants make useful notes on 'working walls'; this enables pupils to recap on what has been taught. Pupils are encouraged to write extensively and independently.
- Time in lessons is used productively. Teachers set high expectations for behaviour and most pupils focus well on their learning. In literacy and numeracy lessons, pupils are rarely off task, because teachers plan work that meets their different learning needs, including extension tasks that challenge most-able learners. In mathematics, pupils can choose to practise skills or to apply their knowledge to problem solving. Evidence from lessons and books indicates that most pupils are motivated to learn independently. Where pupils run into difficulty, teachers intervene swiftly with good questioning and tasks to keep them on track.
- Teachers plan well for pupils who need highly personalised support. Pupils' needs are identified clearly in their EHC plans; specialist therapists are available on site and support the work of the teaching assistants in the classroom. Teaching assistants make good use of a wide range of resources, including tablet computers, to support the learning and record the progress of pupils with complex needs. They maintain detailed notes in home-communication books, including photographic evidence of learning. These books are sent home daily so that parents can see what has been learned and can practise skills at home.
- In lessons, some pupils with SEND struggle to take part in whole-class activities because of their physical or social needs. They are managed sensitively and appropriately by teaching assistants, who provide activities and lesson breaks to help them engage in their learning.
- Teachers give pupils the confidence to learn from their mistakes. For example, in Year 2 and Year 4, teachers use tablet computers to project examples of pupils' work onto the whiteboard, asking pupils to identify what is good and what needs to be improved. Teachers provide pupils with good feedback and they respond well.
- Pupils complete homework tasks each week. In the early years and key stage 1, reading books and records allow teachers and parents to share comments about their child's reading at home.

Personal development, behaviour and welfare

Good

Personal development and welfare

- The school promotes pupils' personal development and welfare well. All pupils say they feel happy and safe. They have trusted adults with whom they can share any concerns. When rare incidents of bullying occur, they know that adults will deal with matters swiftly. Pupils are taught to keep themselves healthy and safe in science, computing and physical education. In PSHE lessons, they learn about emotional well-being. The school's values and behaviour code ('Ready, Respectful, Safe') are followed by most pupils in lessons and as they move around the school.
- Pupils are rightfully proud of their school and their work. They look after their learning environment. Their high-quality work is celebrated in classroom displays, throughout the school and in assemblies.
- Pupils are confident and self-assured. This is because adults teach them to be independent, to solve their own problems and to take risks. These skills are apparent within lessons and in the playground. The outside space offers high-quality provision and a range of activities; examples include a ball park, an arts space, a wildlife area and a running track. A sports coach provides structured games. Pupils also self-direct their play and use resources imaginatively.

Behaviour

- The behaviour of pupils is good. They show respect for each other and listen to each other's views. Older pupils are taught to care for younger children; they regularly listen to them read. In sports lessons, pupils encourage pupils with disabilities to participate fully in games.
- Most pupils respond quickly to instructions and requests from adults. In lessons where the task is not clear or extension activities are not planned, some pupils lose concentration. This is also the case for some younger pupils who have difficulty managing their behaviour when they return to the classroom after lunchtime, and when routines and expectations are not firmly established by the teacher.
- When a rare incident of fighting occurs, adults intervene swiftly. The school uses professional assistance from the local authority's pupil referral unit to support pupils who have social, emotional or mental health needs.
- Pupils love coming to the school. This is evident in high rates of attendance, which are now above the national average. Persistent absence remains high for a few pupils who have complex medical needs and require regular periods in hospital. The school's outreach team ensures that support is offered to families who are struggling to get their children to school on time. Breakfast club, support with pupils transport, and the school's reward systems have all contributed to improving attendance.

Outcomes for pupils

Good

- Over the past three years, there has been an increase in the proportion of pupils

attaining the expected and higher standard in reading, writing and mathematics. In 2018, pupils achieved the expected and higher standard in mathematics, and the higher standard in writing, in line with national expectations. The number of pupils achieving the expected standard in writing and the higher standard in reading was below the national benchmark.

- In all year groups, pupils are now making good progress in their reading. Inspectors listened to pupils read from Year 2 and Year 6. All pupils chose books appropriate to their reading ability. They read fluently and with good comprehension. As a result of leaders' initiatives, there is a clear celebration and love of reading across the school.
- Pupils' progress in writing has been less strong than in reading and mathematics. However, this has been a focus for the school's work and standards are rising. In Year 2, pupils can write a sequenced story with correct grammar. By Year 6, most pupils can write extensively, using a range of genres. However, some most-able pupils are not challenged to extend their writing skills.
- Disadvantaged pupils have made slower progress than others in the past. This has been a key area of focus for the leadership team. Initiatives to raise standards for disadvantaged pupils in writing this year are proving successful. In the early years and key stage 1, disadvantaged children and pupils are now making good progress from their starting points.
- In key stage 2, all pupils are making expected progress, and pupils with additional needs are making very strong progress. An increasing number of more able pupils are on track to achieve the higher standard.
- Pupils with SEND make strong progress. Leaders use an assessment system provided by a local special school to measure small steps of academic progress. There are comprehensive photographic and written records of learning and progress for all pupils with SEND, which are shared daily with parents.
- In 2018 the proportion of Year 1 pupils attaining the expected standard in the national phonics check was average. However, in Year 1, some pupils do not form letters correctly in their writing and this is not checked by adults. A number of phonics interventions are in place for pupils who struggle to develop their literacy skills. Evaluation to date shows that these pupils are now making stronger progress in their reading.
- Transition from the early years and between key stages is carefully planned, with information shared well between staff. Year 6 pupils say they feel well prepared to move on to their secondary schools.

Early years provision

Good

- Over the past three years, leaders have made a concerted effort to improve the quality of early years provision. Staff have received high-quality training so that they can meet the diverse needs of the children. The impact of leaders' actions is seen in significant improvements in children's attainment. In 2018, 71% of children achieved a good level of development. Disadvantaged children have made exceptional progress from their starting points.
- The early years learning environment is vibrant and engaging. Significant

improvements have been made to the outside areas to ensure that opportunities for learning are maximised. Adults use effective questioning to develop children's language skills and provide them with key vocabulary to extend their knowledge. For example, children can use scientific language such as 'expand' and 'dry to wet' when watering the plants they are growing.

- Reading, writing and counting activities are planned well and taught thematically. For example, the story of 'Goldilocks' was used to provide opportunities for children to understand the language of big, medium and small when comparing bowls of porridge. Children can write their own version of the story, using the words they know, and building on what they have been taught in daily phonics practice. Reading is promoted through attractive reading corners, daily stories and the introduction of a new reading scheme. Phonics is taught well to children of all abilities.
- Assessment of children's abilities when they enter the school is comprehensive. The school works well with external specialists to provide speech and language support to children who are identified as needing it through assessments. In-school support for pupils with additional needs is exemplary. All staff monitor every child's progress on a daily basis. This ensures that they build on prior learning when planning activities.
- The children's learning journals and writing books show evidence of consistently strong progress. Information is shared well with parents, through daily contact and termly progress meetings. Reading records ensure that parents can share comments about how well their child is reading at home. Parents have also been supported by phonics workshops and guided tasks to complete with their child at home. 'Culture bags' are also sent home weekly, so that children can share photos and objects during circle time discussions. This provides opportunities for children to share and understand each other's cultural experiences.
- Children learn the expected behaviour and most follow routines quickly. However, at changeover times, not all children follow routines, and during free-flow activities some children are unable to settle to activities. Children play well together and are kind to each other. They are supported by adults who nurture their independence and encourage them to take risks.
- Statutory arrangements for safeguarding and welfare are met. All staff are appropriately trained, staffing ratios provide high levels of support for children, and risk assessments are implemented thoroughly.

School details

Unique reference number	100819
Local authority	Southwark
Inspection number	10054351

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

Type of school	Primary
School category	Maintained
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	409
Appropriate authority	The governing body
Chair	Elaine Garlick
Headteacher	Eleanor Prestage
Telephone number	02072523676
Website	www.alfredsalter.com
Email address	office@alfredsalter.com
Date of previous inspection	6-7 October 2016

Information about this school

- This is a larger-than-average-sized primary school with a diverse mix of pupils.
- The school opened in 1995 in a new building with excellent facilities and generous outside space, including a running track.
- One third of pupils are White British.
- The proportion of pupils entitled to free school meals is significantly above the national average.
- The percentage of pupils with English as an additional language is higher than average.
- The percentage of pupils supported by an EHC plan is significantly higher than the national average. These pupils have a wide range of complex needs, including physical disabilities.

Information about this inspection

- Inspectors observed pupils working in 36 lessons, including through learning walks. All observations were carried out jointly with members of the school's leadership team. They looked at work in pupils' books and listened to pupils read across a range of ability and year groups. Inspectors also observed pupils at lunchtime and as they moved around the school.
- Meetings were held with school leaders, teaching and support staff, governors and the local authority's link adviser. A Skype call was held with the chair of governors.
- Inspectors looked at a wide range of documents provided by the school. These included the school's self-evaluation and development plan, the school's own systems for tracking pupils' attainment and progress, plans for the use of pupil premium funding and sports funding, and curriculum plans. Inspectors also considered documents showing how the school keeps pupils safe.
- The views of parents were taken into account through discussions with parents at the beginning and end of the school day, and through analysis of the 67 responses to the Ofsted online survey Parent View. Staff views were considered by analysing 43 responses to the staff questionnaire, and through interviews with a selection of staff and middle leaders. The views of pupils were considered through interviews with members of the school council, a cross section of pupils, and through analysis of the 11 responses to Ofsted's pupil survey.

Inspection team

Angela Tempany, lead inspector	Her Majesty's Inspector
Sean Flood	Ofsted Inspector
Sue Cox	Ofsted Inspector

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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.

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