

Inspection of Saltergate Community Junior School

Newby Crescent, Harrogate, North Yorkshire HG3 2TT

Inspection dates: 22 and 23 June 2022

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Outstanding
Leadership and management	Good
Previous inspection grade	Requires improvement

What is it like to attend this school?

Pupils are happy to attend Saltergate Community Junior School. Many pupils say there is nothing they would change about their 'amazing' school. They thoroughly enjoy the wide range of rich and exciting experiences provided for them. School leaders make sure all pupils get lots of opportunities to develop their talents and interests.

Pupils enjoy lessons. This is because teachers make lessons interesting. Pupils are familiar with the routine of each lesson and the high expectations that teachers have of them. As a result, pupils know what to expect and are keen to learn and apply their knowledge. Pupils appreciate the many trips and activities that are planned for them.

Relationships between staff and pupils are warm and respectful. This helps pupils to meet the high expectations that staff have of them. Pupils feel safe because staff look after them very well. Pupils' behaviour is positive in lessons and at unstructured times of day. They understand the behaviour policy and feel that it is fair. There have been occasional instances of bullying and inappropriate name-calling. However, pupils are confident that when this does happen it is sorted out.

What does the school do well and what does it need to do better?

Leaders and governors have brought about significant improvements since the previous inspection. Improvements to the curriculum and the way it is taught continued throughout the pandemic. The curriculum is broad, well planned and enhanced by a wide range of interesting enrichment activities. Trips that are planned into the curriculum, help pupils to remember important information.

Leaders have made sure that teachers know what to teach and when in each subject. This helps teachers plan sequences of lessons that build on what pupils already know. Golden threads of knowledge run through and between subjects. As a result, pupils revisit key knowledge in different contexts. This helps them to remember more. The new curriculum has been in place in some subjects for longer than in others. Pupils remember more of their previous learning in the more established subjects.

Pupils are encouraged to read widely and often. They have all recently joined Harrogate library. Teachers choose books carefully to enhance curriculum topics. They read to pupils every day. Pupils are encouraged to read aloud in class. Teachers help pupils to read with accuracy and expression. Pupils who are behind in reading receive precise support to help them catch up. They read books that match the sounds they know. This helps them to enjoy reading with confidence.

Pupils use their prior knowledge well in mathematics. For example, during the

inspection, some pupils explained how their knowledge of different angles was helping them in their current work on shapes. Pupils are able to use their knowledge of the number system to tackle problem-solving and reasoning challenges. Teachers provide immediate help when pupils make a mistake or are stuck. However, they do not always check later that pupils have remembered what they have been taught.

The structure of lessons helps pupils with special educational needs and/or disabilities to take a full part in lessons. A small number of pupils have needs that make it difficult for them to regulate their behaviour at times. They receive appropriate support based on very positive relationships. This helps them to be successful.

Pupils learn how to keep themselves safe and how to be healthy, physically and mentally. They learn about other faiths and the importance of equality. They care about others and are proud to raise money for good causes. Pupil leadership is strong. For example, pupils in Year 6 lead an assembly every week. They choose their own themes which are useful for other pupils. Some Year 3 pupils explained what they had learned about keeping safe online at a Year 6 assembly.

The range and depth of enrichment opportunities is exceptional. Leaders want all pupils to complete the 'Saltergate 500'. This includes a visit to the seaside, riding a bicycle, visiting the theatre and cinema and visiting a restaurant. Pupils learn to play a range of musical instruments. Some are 'talent spotted' for one-to-one singing or instrument tuition. A wide range of after-school clubs allow pupils to try new things. These include musical theatre, arts and various sporting activities.

Governors know the school well and provide effective support and challenge. Staff say that leaders are always ready to provide professional and personal support. They are rightly proud to work at this school.

Safeguarding

The arrangements for safeguarding are effective.

There is a strong culture of safeguarding. Pupils' well-being is at the heart of every decision and action. Staff are knowledgeable about keeping pupils safe and have the mindset that 'anything could happen'. As a result, they are vigilant and take the right steps if they are concerned. Leaders act quickly to follow up concerns. They work with outside agencies and parents to make sure pupils are safe.

Pupils have at least one trusted adult to talk to in school if they have any worries. They learn how to stay safe, in the virtual and real worlds.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Curriculum developments in some subjects are still quite new. This means that the full impact of these changes has not had chance to be measured. Leaders should continue to implement, monitor and evaluate recent changes so all subjects enable pupils to acquire detailed knowledge as strongly as they do in other subjects.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

You can search for [published performance information](#) about the school.

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.

School details

Unique reference number	121463
Local authority	North Yorkshire
Inspection number	10227439
Type of school	Junior
School category	Community
Age range of pupils	7 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	211
Appropriate authority	The governing body
Chair of governing body	Mark Walker
Headteacher	Linda Mortimer
Website	www.saltergateschools.co.uk
Date of previous inspection	23 and 24 October 2018, under section 5 of the Education Act 2005

Information about this school

- The headteacher has resigned her post and will leave the school in August 2022. A new headteacher has been appointed from September 2022.

Information about this inspection

The inspectors carried out this inspection under section 5 of the Education Act 2005.

- This is the first routine inspection since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors met with the headteacher, the deputy headteacher, the assistant headteacher, the English leader, the mathematics leader, the special educational needs coordinator and some foundation subject leaders.
- The lead inspector met with members of the governing body, including the chair of governors (remotely).
- The lead inspector met with a representative from the local authority.
- Inspectors met with a group of girls and a group of boys.

- Inspectors carried out deep dives in English, mathematics, science and music. This included meeting with senior leaders, subject leaders and teachers, looking at curriculum plans, visiting lessons, speaking to pupils about their learning and scrutinising pupils' work. An inspector also observed adults listening to pupils read.
- An inspector met with the leaders of history and geography and looked at their curriculum documents and samples of pupils' work.
- The arrangements for safeguarding were checked. This included checks on the single central record, staff training and safeguarding records. An inspector also talked to the designated safeguarding lead.
- An inspector discussed the school's records on attendance and behaviour with the headteacher.
- The lead inspector reviewed the school's self-evaluation document and plans for improvement.
- Inspectors talked informally with pupils in lessons and at breaktime. They also took account of responses to Ofsted's online pupil questionnaire.
- Inspectors evaluated responses to Ofsted's survey, Ofsted Parent View and the free-text responses. Inspectors met with some members of staff and took account of the responses to Ofsted's online survey.

Inspection team

Janet Keefe, lead inspector	Ofsted Inspector
Pritiben Patel	Ofsted Inspector

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