

# Inspection of Saltford CofE Primary School

Claverton Road, Saltford, Bristol BS31 3DW

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Inspection dates: 28 February and 1 March 2023

<b>Overall effectiveness</b>	<b>Outstanding</b>
The quality of education	<b>Outstanding</b>
Behaviour and attitudes	<b>Outstanding</b>
Personal development	<b>Outstanding</b>
Leadership and management	<b>Outstanding</b>
Early years provision	<b>Outstanding</b>
Previous inspection grade	Good

## **What is it like to attend this school?**

Pupils thrive at Salford. They are safe and happy. Staff encourage pupils to be the best version of themselves. The school's vision, 'Caring for our Community,' informs the development of pupils' characters. They are kind and look for ways to help others. For example, pupils warmly welcome those who join from other countries. Pupils with special educational needs and/or disabilities (SEND) receive a high level of care and support.

Pupils are rightly proud of their school. They talk passionately about their learning across the curriculum. Pupils are extremely well behaved and attend school regularly. Children in Reception learn the routines of school very well. Pupils eagerly participate in all aspects of school life. They say that bullying is very rare and that, if it occurs, staff resolve it immediately.

Pupils have an extensive range of leadership opportunities, such as being classroom monitors, digital leaders and members of the school council. Pupils speak with great pride about their roles. Pupils are enthused by the many clubs and activities, such as Spanish, sewing and cricket. Parents are overwhelmingly positive about the education and care their children receive at the school.

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

Leaders relentlessly pursue excellence. Staff share this continuous drive for improvement across all aspects of the school. Together, they are aspirational for what pupils can achieve.

Leaders have constructed an exceptional curriculum. All pupils, including those with SEND, learn a broad range of subjects. Teachers know how to build pupils' learning over time, using what pupils have already learned. This prepares pupils well for what they will learn next. They expertly check what pupils know and remember from the curriculum.

Pupils show excellent recall of what they have learned. They make sophisticated connections. For example, in mathematics, Year 2 pupils describe how their understanding of symmetry comes from their learning in Year 1. In French, pupils create videos of themselves telling whole stories in French, using vocabulary and phrases learned over an extended period of time. They proudly share these with other classes and with parents.

Leaders have prioritised an ongoing cycle of high-quality training for all staff. It is carefully tailored to support the school's priorities. For example, staff receive frequent training on how best to support and challenge pupils with SEND. Pupils, therefore, receive precise support, which enables them to learn well. As a result, these pupils, and disadvantaged pupils, flourish.

Leaders have created a strong culture of reading. They have embedded an effective early reading curriculum. Staff regularly assess the progress pupils make. They ensure pupils read books that match the sounds they know. Pupils learn good reading habits in Reception Year and carry these with them through the rest of the school. The library is a welcoming space. It provides a wide range of books that pupils love to read. Pupils talk about these enthusiastically. In the early years foundation stage, staff read many stories and rhymes to the children. In discussions, they use well-chosen vocabulary to help children to improve their language skills rapidly.

Pupils are highly motivated. They try hard in lessons and show resilience when faced with a setback. When attempting work that they find challenging, pupils persist until they are successful. Pupils strive to meet the high expectations set by staff. Positive behaviour systems are strong so low-level disruption is rare. At play times, outside provision is excellent and pupils have an extensive choice of games and activities. They play cooperatively and respond immediately to instructions from staff. Children in Reception are very kind and helpful towards each other. They understand the importance of turn taking and sharing.

Salford is an inclusive school. Leaders seek opportunities to celebrate difference. For example, pupils in Year 5 learned how to play wheelchair basketball. Pupils learn about fundamental British values and how to be respectful citizens. They explore beliefs and cultures that are different to their own.

Staff feel very proud to work at Salford. Leaders, including governors, have prioritised the well-being of staff. Leaders consult with staff about any significant changes. Staff morale is high. Early career teachers have high-quality support. The trust's support has been instrumental in developing the expertise of staff. The trust, combined with an effective local governing body, share the vision of leaders. They support and challenge in equal measure. As a result, the pupils at this school receive outstanding provision.

## **Safeguarding**

The arrangements for safeguarding are effective.

Staff, including governors, receive relevant safeguarding training, alongside regular updates. They are vigilant and report any concerns in a timely manner. This ensures pupils and families receive the help they need. Leaders seek support from external agencies, when it is appropriate to do so.

Appropriate safeguarding checks are completed before staff and volunteers begin working at the school. Leaders frequently review these processes to assure themselves they are up to date and accurate.

Pupils learn about mental health and physical well-being through the curriculum. They know how to keep themselves safe when online and in the local community.

## 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.

## 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

<b>Unique reference number</b>	143083
<b>Local authority</b>	Bath and North East Somerset Council
<b>Inspection number</b>	10227513
<b>Type of school</b>	Primary
<b>School category</b>	Academy converter
<b>Age range of pupils</b>	4 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	438
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	Malcolm Broad
<b>Headteacher</b>	Dawn Sage
<b>Website</b>	<a href="http://www.saltfordschool.org.uk">www.saltfordschool.org.uk</a>
<b>Date of previous inspection</b>	15 May 2019 under section 8 of the Education Act 2005

## Information about this school

- Saltford is a Church of England primary school. The last section 48 inspection took place in November 2017.
- The school does not use alternative provision.

## Information about this inspection

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

- This was the first routine inspection the school received 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 held discussions with the headteacher, the deputy headteacher, the special educational needs coordinator, curriculum and key stage leaders, a group of governors and representatives from the trust.

- Inspectors carried out deep dives in these subjects: Early reading, mathematics, physical education, and French. For each deep dive, inspectors discussed the curriculum with subject leaders, looked at curriculum planning, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- To evaluate the effectiveness of safeguarding, inspectors scrutinised the single central record of adults working in the school. The lead inspector met with the designated safeguarding leader to consider how well the school identifies pupils who are at risk and engages with external services. Inspectors also spoke with a range of pupils and staff about safeguarding.
- Inspectors considered responses to Ofsted's online survey for parents and carers, Parent View, including free-text comments. Inspectors also considered responses to the staff survey and responses to the survey for pupils.

### **Inspection team**

Kelly Olive, lead inspector

His Majesty's Inspector

Tom Brewer

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