

Inspection of a good school: Saltburn Primary School

Marske Mill Lane, Saltburn-by-the-Sea, North Yorkshire TS12 1HJ

Inspection dates:

27 and 28 June 2023

Outcome

Saltburn Primary School continues to be a good school.

What is it like to attend this school?

Pupils at Saltburn Primary School would highly recommend their school to other children if they moved to the area. Pupils are proud to attend here and their attitudes to learning demonstrate this clearly. Leaders have high expectations for all pupils. These are evident in both the curriculum for pupils and the support they have from teachers to develop their skills and knowledge beyond classroom learning.

Behaviour in classes and around school is focused and calm. Leaders have established 'Saltburn Standards' that pupils know well. Each week, leaders make one standard a priority. Pupils rise to this challenge well. They say that bullying is not something that happens often at this school. They are very clear that if it does occur, staff are quick to deal with it. The records that leaders keep for behaviour reflect pupils' views. Pupils feel safe and know that adults are available to them if they have any worries.

Learning and experiences beyond the classroom are preparing pupils well for their next steps in life. For example, older pupils can use the facilities at the secondary school, which uses the same site, to eat their lunch. Pupils enjoy a variety of sporting successes. They are proud of their recent regional achievements in cricket.

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

Leaders have high ambitions for the pupils at Saltburn Primary School. It is clear what leaders want pupils to know and remember as they move through school. This vision starts in early years, where the small steps of learning are clearly mapped out. However, in some subjects, the important knowledge and skills that pupils need to learn are not as precisely set out. This means that in subjects such as art, the curriculum is not taught consistently well across all classes.

The reading curriculum starts with a clearly structured phonics scheme. Pupils are eager to show and apply their phonic skills in lessons. They do so successfully. They are rightly proud of their achievements. Teachers' knowledge of phonics and early reading skills is

strong. Pupils make a positive start to their reading journey. They have reading books that are helping them to become fluent readers. Some adults do not use a consistent approach to support pupils to apply their phonic knowledge when reading to them.

Leaders for mathematics use the support of colleagues working in other schools within the trust. This helps them to strengthen the mathematics curriculum. This curriculum is clearly planned so that pupils revisit their learning regularly. Pupils can talk with confidence about how their current and previous learning are linked. Leaders have ensured assessment is purposeful. Teachers make daily checks on previously taught knowledge. This is helping pupils to remember more over time. Children in the Nursery Year learn to count and recognise numbers as part of their daily work. Adults use their conversations with children to consolidate mathematical language for children across the early years.

Pupils with special educational needs and/or disabilities (SEND) have resources and support so they can learn alongside their peers. Support is in place for pupils with SEND in all aspects of school life.

Leaders have prioritised a high-quality curriculum linked to pupils' personal development. Pupils are knowledgeable and mature when talking about equality, democracy and protected characteristics. Pupil mental well-being leaders and the school council take pride in their work to support pupils and the school. This includes running lunchtime well-being clubs for pupils and promoting recycling across school. Pupils enjoy a range of sporting events and school and trust-wide events, such as art week. Pupils, including children in the early years, develop life skills and learn about future careers. For example, children in the Reception Year enjoyed working alongside staff in the school kitchen to prepare food.

Leaders consider the implications of staff workload when making changes in school. Staff appreciate this. They are proud to be a part of a school where teamwork is part of daily school life.

Safeguarding

The arrangements for safeguarding are effective.

Leaders for safeguarding know their pupils and families well. Support and referrals to additional agencies are timely and are followed up well, when needed. Staff, leaders and stakeholders receive timely training. Procedures are clear and staff are vigilant to the needs of pupils in their care. Local issues such as water and road safety are part of the wider curriculum to keep pupils safe.

Pupils say that they feel safe in school. They know about adults who are responsible for keeping them safe. Pupils have trusted adults they can talk to. The curriculum is helping them to know how to keep safe in the local community and online.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Some pedagogical choices in some subjects, such as art, do not prepare pupils well for the aims and intentions of the curriculum. Pupils do not benefit from the same carefully planned small steps as evident in other subjects to ensure that knowledge and skills are secured in the teaching sequence. Leaders must ensure that teachers make the right pedagogical choices to enable pupils to learn the most important knowledge and skills to achieve the outcomes of the curriculum.
- Some adults who support pupils learning to read do not correctly model or use phonics strategies effectively. Leaders must ensure that all adults model, use and apply the same approaches as outlined in the school phonics programme when supporting pupils to read.

Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the second ungraded inspection since we judged the predecessor school, Saltburn Primary School, to be good in November 2013.

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

Unique reference number	148298
Local authority	Redcar and Cleveland
Inspection number	10269165
Type of school	Primary
School category	Academy converter
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	404
Appropriate authority	Board of trustees
Chair of trust	Gary Bickerstaff
Headteacher	Caroline Chadwick
Website	www.saltburnlearningcampus.co.uk
Date of previous inspection	Not previously inspected

Information about this school

- Saltburn Primary School converted to become an academy school in January 2021. When its predecessor school, Saltburn Primary School, was last inspected by Ofsted, it was judged to be good overall.
- The school has nursery provision.
- The school is part of the Vision Academy Learning Trust.
- The school uses one alternative provider.

Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with leaders and has taken that into account in their evaluation of the school.
- Prior to the inspection, the inspector reviewed documents on the school's website, as well as published information about the school's performance and previous Ofsted inspections.
- The inspector carried out deep dives in these subjects: early reading, mathematics, and art and design. The inspector discussed the curriculum with subject leaders, visited a

sample of lessons and spoke to teachers and teaching assistants. The inspector spoke to pupils about their learning and looked at samples of pupils' work.

- To inspect safeguarding, the inspector spoke to staff, pupils and a range of stakeholders, including governors and representatives of the trust. Safeguarding documentation was scrutinised, including the safeguarding policies and the single central record of recruitment checks. The inspector spoke to pupils and observed relationships between pupils and adults. The inspector also met with the designated safeguarding lead.
- The inspector gathered the views of parents informally in person and formally through the responses to Ofsted's online survey, Ofsted Parent View, and free-text responses. The views of staff were considered through the staff survey and through meetings with staff. Pupils' views were considered through pupil meetings.
- The inspector spoke with representatives from the local governing body and the trust.
- The inspector observed pupils' behaviour in classes, during breaks and at lunchtime.

Inspection team

Emily Stevens, lead inspector

His Majesty's Inspector

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