

Inspection of a good school: Salterlee Primary School

Kell Lane, Shibden, Halifax, West Yorkshire HX3 7AY

Inspection date:

28 November 2023

Outcome

Salterlee Primary School continues to be a good school.

The headteacher of this school is Lucy Harper. This school is part of the Polaris Multi Academy Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Steve Evans, and overseen by a board of trustees, chaired by Duncan Brundell.

What is it like to attend this school?

Leaders and teachers have high expectations for pupils, including those with special educational needs and/or disabilities (SEND). Teachers plan lessons that encourage pupils to contribute well. Pupils say that teachers make learning fun.

Pupils enjoy coming to school and learning with their friends. They are polite, respectful and friendly to each other and to adults. Pupils always have someone who will play with them at lunch or breaktimes.

Pupils make many positive contributions to school life. For example, school councillors organised the 'Monster Ball' at Halloween. Older pupils who are play leaders and reading buddies help younger pupils to settle well at school. There is a strong sense of community in school.

Pupils behave well. The school is a calm and orderly environment, and it is well looked after. Bullying is very rare. The school does not tolerate it. Pupils know that, if they are worried, there are staff who will help them. They have great trust in staff.

The headteacher and staff are highly respected by parents, carers and pupils. Most parents appreciate the work that the school is doing for their children. Parents know that their children are safe in school and well cared for.

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

The school has a well-organised curriculum. The curriculum develops pupils' knowledge and expertise across a broad range of subjects, and it is carefully sequenced from early

years to Year 6. Disadvantaged pupils and those with SEND benefit from following the same curriculum as their peers.

The mathematics curriculum has been adapted to ensure that all pupils in the mixed-age classes learn well. Teachers use strategies to help pupils to remember important knowledge and become fluent in number and other areas of mathematics. Teachers check pupils' understanding regularly in class to make sure misconceptions are resolved quickly. Suitable adaptations are made to the curriculum to meet the needs of pupils, including those with SEND.

The new curriculum in history is being taught effectively. Teachers use assessment to identify gaps in pupils' learning, ensuring that these are addressed before moving on. Pupils can explain how historical periods link together. They make comparisons between the Maya and Egyptian civilisations. However, in some areas, the curriculum does not meet the needs of pupils in foundation subjects in mixed-age classes as well as in core subjects.

Well-trained staff teach phonics very effectively across the school. Pupils learn new sounds quickly. Books are well matched to the sounds being learned. Those who find phonics and reading more difficult get the support they need to catch up. Pupils enjoy reading. Teachers clear up misconceptions quickly. They give pupils many opportunities to use their phonics knowledge to spell words accurately and develop good writing skills. The school encourages parents to make a positive contribution to pupils' reading.

Older pupils enjoy reading and developing their comprehension skills. There are 'reading for pleasure' sessions where pupils bring books from home or choose books from their class library. Pupils are very pleased that the school library has been re-opened and that many new books have been purchased. They enjoy using an online reading scheme to check their understanding of what they are reading.

Children in Reception cooperate well together. Staff plan the curriculum and associated learning activities to develop children's communication skills and independence. Children enjoy being able to choose books to discuss with adults at the start of the day. Staff give children good opportunities to describe what they see in books and ask good questions to develop vocabulary. There are many opportunities for children to develop their counting skills and to work well together.

Pupils have a good sense of fairness and believe that people should be treated equally. They enjoy the wide range of clubs and activities available to them. They say, for example, 'Lots of pupils attend.' Pupils strive to achieve the 'MIRROR' rewards in assembly for being motivated and showing integrity and other positive character traits expected of them.

Staff are proud to be members of the school. Leaders have planned changes strategically to take account of staff workload. Staff say the trust is easing workload by supporting curriculum change and providing joint training to share ideas and expertise.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In a small number of foundation subjects, the curriculum does not meet the needs of some pupils in mixed-age classes as well as in core subjects. This means that the understanding of some pupils is not developed as much as it could be. The school should work with staff to better meet the needs of pupils in foundation subjects in mixed-age classes.

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 first ungraded inspection since we judged the school to be good in September 2018.

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](#)' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years,

looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	137347
Local authority	Calderdale
Inspection number	10297354
Type of school	Primary
School category	Academy converter
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	93
Appropriate authority	Board of trustees
Chair of trust	Duncan Brundell
Headteacher	Lucy Harper
Website	salterlee.polarismat.org.uk
Dates of previous inspection	12 and 13 September 2018, under section 5 of the Education Act 2005

Information about this school

- There has been a change in headteacher since the previous inspection. The new headteacher was appointed from 1 March 2023.
- The school joined the Polaris Multi-Academy Trust on 1 March 2023.
- The school does not use any alternative provision.

Information about this inspection

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- The inspectors met with the headteacher, senior leaders and subject leaders. The lead inspector held discussions with a representative of the chair of the trust and two members of the local governing body.
- The inspectors carried out deep dives in these subjects: reading, mathematics and history. For each deep dive, the inspectors discussed the curriculum with curriculum

leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work. The inspectors also listened to some pupils read.

- To evaluate the effectiveness of safeguarding, the inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- The inspectors observed pupils' behaviour throughout the day. They spoke to pupils about their views on behaviour in school. The inspectors considered how the school supports pupils' personal development.
- The lead inspector spoke with a number of parents at end of the day. Inspectors analysed responses to Ofsted's online questionnaire, Ofsted Parent View. Inspectors also analysed pupil and staff survey responses.

Inspection team

Jim McGrath, lead inspector

Ofsted Inspector

Shazia Azhar

Ofsted Inspector

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