

# Inspection of a good school: Savile Park Primary School

Moorfield Street, Halifax, West Yorkshire HX1 3ER

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Inspection dates:

26 and 27 June 2024

## Outcome

Savile Park Primary School continues to be a good school.

## What is it like to attend this school?

The school has two sites; pupils are proud to attend one school. The school carefully plans opportunities so that pupils know they are part of one school. For example, pupils from Moorfield and Heath sites enjoy meeting up for a picnic at the local park.

Pupils enact the values of the school. Pupils are keen to explain the differences in their school community and to welcome pupils who start the school at different stages. This reflects their love for one another.

Pupils respond well to the high expectations the school has for them. They achieve well at the end of key stage 2. They understand the high expectations for their behaviour. If they fall short of these expectations, they respond positively to the support the school gives them. Pupils know that bullying sometimes happens, but know the school takes this very seriously. They say they feel safe in this inclusive school.

Pupils enjoy a wide range of educational visits. Children in the early years enjoy visiting a local museum. Pupils in Year 4 enjoy learning about crime and punishment during their visit to a police museum. The school carefully plans visits to enhance pupils' understanding of the world and give them a broad experience.

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

The well-sequenced curriculum supports pupils to build their knowledge over time. In mathematics, pupils develop their times tables skills securely. They then build on this knowledge and access more complex problem-solving activities.

The curriculum approach benefits pupils in all subjects. In foundation subjects, learning activities are mapped from early years. This ensures that children develop a secure knowledge before progressing through the school. For example, in music, children in early years learn about tempo and pitch. This helps them as they move into Year 1, when they learn about fluency and applying this to the playing of musical instruments.

Highly trained adults support pupils at the early stage of reading. Pupils develop their reading skills quickly and are well supported to develop their comprehension skills. The school uses assessment to ensure that pupils who need further support are swiftly identified and supported. Pupils enjoy reading. Carefully chosen books link to the curriculum and promote a love of reading. For example, pupils in Year 4 enjoy reading 'Room 13' to supplement their learning about the local area and comparison with the coastline.

Pupils with special educational needs and/or disabilities (SEND) access the same ambitious curriculum as their peers. The school precisely identifies any additional support they require. Targets are broken down into small steps so that adults support pupils with SEND very effectively. However, for some pupils with SEND, their persistent absence remains too high. This means that they miss out on the broad experiences the school provides.

The school, rightly, recognises that the outcomes pupils achieve in writing by the end of key stage 2 are not as high as they should be. Pupils do not develop the stamina needed to write at length. A revamped and improved approach to writing has been introduced, which is starting to pay off. Pupils are now given the opportunities needed to practise writing in different genres, such as letter writing and report writing. However, these new approaches are not yet fully embedded, and the school is yet to check the impact of the new writing curriculum on improving pupils' outcomes.

Children in early years enjoy their education. The school ensures that children get off to a positive start to school. Children develop their writing skills when learning about 'Little Red Riding Hood'. They relish opportunities to work with children from the other school site. Children discuss how they would persuade the wolf to change his ways. These vital opportunities help build their language and communication skills.

Pupils enjoy learning about wider aspects of life in their personal, social and health education lessons. They display a strong understanding of fundamental British values. For example, pupils are keen to describe how respect and tolerance are features of their school. Pupils are eager to embrace the diverse nature of the school population and enjoy learning about different cultures.

Pupils enjoy taking on a wide array of leadership opportunities. Play leaders support their peers who may feel lonely on the playground. They help them to engage in an activity with potential new friends. The 'Phunky food' leaders are keen to help their peers understand how to eat healthily, and enjoy leading assemblies on this topic.

Adults in the school feel supported with their workload and well-being. The governing body ensures that this is at the forefront of the school's mind when considering changes. Many staff are proud to work at the school. The school embraces the diverse nature of the community. There is a unity between the two sites. One staff member represented the view of many, saying, 'It is an honour to work at Savile Park Primary School.'

## Safeguarding

The arrangements for safeguarding are effective.

### What does the school need to do to improve?

#### (Information for the school and appropriate authority)

- Some pupils have not developed the stamina to write at length by the end of key stage 2. They do not achieve as well as they should in writing over time. The school should continue to implement and evaluate the new curriculum to ensure pupils' outcomes in writing improve.
- Some pupils' attendance is not as high as it should be. These pupils miss out on important learning and experiences the school provides. The school should continue its work with families and other agencies to improve pupils' attendance at school.

## 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 July 2019.

### 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

<b>Unique reference number</b>	107482
<b>Local authority</b>	Calderdale
<b>Inspection number</b>	10346173
<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	377
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Debbie Pettiford
<b>Headteacher</b>	Jane Boylan
<b>Website</b>	<a href="https://savileparkprimary.org.uk">https://savileparkprimary.org.uk</a>
<b>Dates of previous inspection</b>	10 and 11 July 2019, under section 5 of the Education Act 2005

## Information about this school

- The school has two sites. Both sites accommodate pupils from Reception to Year 6.
- 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. The inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- The inspectors carried out deep dives in these subjects: early reading, mathematics and music. For each deep dive, the inspectors held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- An inspector also met with the subject leaders for geography, history and religious education.

- 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 lead inspector met with members of the governing board, including the chair.
- The lead inspector met with the local authority school effectiveness officer.
- The inspectors reviewed a range of school documents, including the school's self-evaluation and improvement plans.
- The inspectors considered the views of parents through the responses to Ofsted's online questionnaire for parents, Ofsted Parent View, including free-text comments.
- The inspectors considered the views of pupils through meetings held with them across the two days of the inspection.
- The inspectors considered the views of staff through meetings and through their responses to Ofsted's online survey for staff.

### **Inspection team**

Andrew Gibbins, lead inspector

His Majesty's Inspector

David Taylor

Ofsted Inspector

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