

Saltford CofE Primary School

Inspection report

Unique Reference Number	109205
Local Authority	Bath and North East Somerset
Inspection number	309925
Inspection date	3 October 2007
Reporting inspector	Malcolm Greenhalgh

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4-11
Gender of pupils	Mixed
Number on roll	
School	350
Appropriate authority	The governing body
Chair	Richard Hall
Headteacher	Barry Rennie
Date of previous school inspection	1 March 2004
School address	Claverton Road Saltford Bristol BS31 3DW
Telephone number	01225 872185
Fax number	01225 872185

Age group	4-11
Inspection date	3 October 2007
Inspection number	309925

© Crown copyright 2007

Website: www.ofsted.gov.uk

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

Introduction

The inspection was carried out by one Additional Inspector. The inspector evaluated the overall effectiveness of the school and investigated the following issues: achievement in mathematics in Years 1 and 2, achievement in writing in Years 3 to 6 and the effectiveness of the school's processes of selfevaluation. Evidence was gathered from lesson observations, analysis of pupils' work in lessons, discussions with pupils, meetings with the headteacher and other staff and governors, an analysis of school tracking and assessment data and scrutiny of a range of school documentation. The views of parents were gathered from the returns of the Ofsted questionnaire. Other aspects of the school were not investigated in detail, but the inspector found no evidence to suggest that the school's own assessments, as given in its self-evaluation form, were not justified, and these have been included where appropriate in this report.

Description of the school

Attainment on entry is above the national expectation. The proportion of pupils with learning difficulties and/or disabilities is well below the national average. A small number of pupils are from minority ethnic backgrounds but none is at an early stage of learning English.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 1

This is an outstanding school that enables pupils to make excellent progress both academically and in their personal development. The leadership and management of the school are excellent. The headteacher has built a very effective partnership with the senior management team. This partnership permeates throughout the school to embrace staff, governors, pupils and parents and has a major influence on how well pupils achieve, including those with learning difficulties and disabilities. The school knows itself well and tracks the progress pupils make effectively. The pupils make outstanding progress from the time they enter school in Reception to the time they leave in Year 6. At the end of Year 6, standards are significantly above national averages. To ensure the school maintains a drive to improve and to maintain high standards, it provides a comprehensive programme of professional development for staff. This keeps the school at the forefront of educational thinking. The quality of teaching and curriculum are outstanding. The curriculum is very well organised to ensure that teachers provide activities that are exciting and stimulating. Thematic work joining different subjects together is an important feature of the curriculum. The recent 'Story Making Project' from Reception through to Year 6 was very successful in improving pupils' motivation and interest in writing. Subject leaders provide effective support for other teachers helping them to develop their skills across the whole curriculum. The teachers are particularly strong in developing the pupils' skills in music, information and communication technology (ICT) and geography. The singing in assembly is of a particularly high standard and helps to create a special spiritual atmosphere. The curriculum is enhanced very effectively through visitors coming into the school and pupils making educational visits. Year 5 and Year 6 pupils go on residential visits to places such as the Brecon Beacons and thoroughly enjoy the experiences. The school also provides many opportunities for pupils to gain a better understanding of the world through the Comenius Project, which involves effective links with Sweden, Italy, Germany and Poland. During the inspection, teaching students from Sweden were helping in the classroom and all were enjoying the experience. The school is very well known in the local community for its drama and musical productions. These are greatly valued by the pupils and parents. The care, guidance and support provided for pupils are outstanding and lead to the pupils' outstanding personal development and well-being. The personal, social and health education programme ensures that pupils develop key personal skills effectively. Pupils have a very good understanding of how to eat healthily and know why regular exercise is important and how to stay safe. The regular 'Huff and Puff' sessions help to instil an awareness of the importance of being active. Pupils are very happy in school and enjoy the experiences they have. Bullying is rare and dealt with effectively. Attendance levels are improving, and are well above the national average. Much of this is due to the 'Every Lesson Counts' strategy which has reduced the number of pupils taking holidays during school time. Pupils are very much involved in the day-to-day running of the school and make a good contribution as monitors and general classroom helpers. Pupils are involved in running stalls and the healthy tuck shop and this enhances their skills of managing 'businesses' and their sense of responsibility. The pupils are also involved in the local community through links with local care homes and other schools in the locality. Behaviour and pupils' relationships with each other are excellent. There is a definite sense of community within the school and pupils acknowledge and respect the role they have to play within this. They work extremely well in groups. This was demonstrated very effectively during a drama lesson when pupils had to work together and improvise during performances in front of other class members. The school understands the need to improve what it is doing and is developing and changing the way that

lessons are organised. As a result, pupils are developing more responsibility for their own learning and are gaining a greater degree of independence. They are starting to receive more information from teachers on what they need to learn next. This helps pupils to know what they should do to improve. . They are also becoming involved in assessing their own and each other's work, which is enabling them to progress more quickly. This process is still in its infancy and is not yet consistent across all areas of the school or in all subjects. Overall, the school has made very good progress since the last inspection, particularly in maintaining high standards. It has excellent capacity to improve and provides excellent value for money.

Effectiveness of the Foundation Stage

Grade: 1

Children benefit from high quality teaching and the creation of a caring and supportive environment. This ensures that the children settle readily into school and make excellent progress. One parent expressed a typical view, 'My child has entered Reception this year and we have been very impressed with the warm welcome to both children and parents. There is excellent communication between school and home advising us of the teaching methods and generally what to expect.' The children respond extremely well to this welcome and adapt to school routines very quickly. For example, their first physical education (PE) lesson in the hall went extremely well. Most children demonstrated a keen willingness to change into PE clothes on their own and do this in good time.

What the school should do to improve further

Provide more consistent information on what pupils need to learn next so that they take on a greater sense of responsibility for their own learning.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: www.ofsted.gov.uk.

Annex A

Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
---	----------------

Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	1
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	1
The effectiveness of the Foundation Stage	1
The capacity to make any necessary improvements	1

Achievement and standards

How well do learners achieve?	1
The standards ¹ reached by learners	1
How well learners make progress, taking account of any significant variations between groups of learners	1
How well learners with learning difficulties and disabilities make progress	1

Personal development and well-being

How good is the overall personal development and well-being of the learners?	1
The extent of learners' spiritual, moral, social and cultural development	1
The extent to which learners adopt healthy lifestyles	1
The extent to which learners adopt safe practices	1
How well learners enjoy their education	1
The attendance of learners	1
The behaviour of learners	1
The extent to which learners make a positive contribution to the community	1
How well learners develop workplace and other skills that will contribute to their future economic well-being	1

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	1
How well do the curriculum and other activities meet the range of needs and interests of learners?	1
How well are learners cared for, guided and supported?	1

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

Annex A

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	1
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1
How effectively leaders and managers use challenging targets to raise standards	1
The effectiveness of the school's self-evaluation	1
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1
How effectively and efficiently resources, including staff, are deployed to achieve value for money	1
The extent to which governors and other supervisory boards discharge their responsibilities	1
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Annex B**Text from letter to pupils explaining the findings of the inspection**

4 October 2007 Dear Pupils Inspection of Saltford C of E Primary School, Saltford, Bristol. BS31 3DW Thank you for welcoming me to your school. I was very impressed with how friendly you were and I particularly want to thank the members of the school council for spending some of their lunchtime talking to me. I agree that your school is a very special place and that it provides an outstanding quality of education for you. The progress you make from the time you enter school in the Reception class to the time you leave in Year 6 is excellent. This is particularly so in English, mathematics and science. However, you also have excellent opportunities to progress well in other subjects and I was delighted to hear you sing so well in assembly. The school also makes sure that you develop your personal skills extremely well through the excellent care, support and guidance that it gives you. You have a very good understanding of how to live a healthy lifestyle and make some excellent contributions to the day-to-day running of the school and to the local community. You are also acquiring excellent key skills in literacy, numeracy and ICT and you learn how to work effectively in teams. Your teachers are doing an excellent job in providing some exciting activities that stimulate and interest you. They are constantly improving their knowledge and understanding of what and how they teach so that you can all do better. The school makes sure that you have a wide breadth of experiences across all areas of the curriculum. This is supported very effectively by things such as residential visits and extra activities at break times and after school. I was impressed by the international projects the school does to link up with Sweden, Italy, Germany and Poland. The school has excellent leadership and management. The headteacher works very well with other staff and governors. I believe they are very capable of ensuring the school continues to go from strength to strength. I have suggested one area for improvement. This is to give you more responsibility making decisions about how you organise your learning. You can help by thinking about the best ways of tackling the tasks you are given and assessing your own and your learning partners' work more often. Yours sincerely Malcolm Greenhalgh Lead inspector

Annex B

4 October 2007

Dear Pupils

Inspection of Saltford C of E Primary School, Saltford, Bristol. BS31 3DW

Thank you for welcoming me to your school. I was very impressed with how friendly you were and I particularly want to thank the members of the school council for spending some of their lunchtime talking to me. I agree that your school is a very special place and that it provides an outstanding quality of education for you.

The progress you make from the time you enter school in the Reception class to the time you leave in Year 6 is excellent. This is particularly so in English, mathematics and science. However, you also have excellent opportunities to progress well in other subjects and I was delighted to hear you sing so well in assembly. The school also makes sure that you develop your personal skills extremely well through the excellent care, support and guidance that it gives you. You have a very good understanding of how to live a healthy lifestyle and make some excellent contributions to the day-to-day running of the school and to the local community. You are also acquiring excellent key skills in literacy, numeracy and ICT and you learn how to work effectively in teams.

Your teachers are doing an excellent job in providing some exciting activities that stimulate and interest you. They are constantly improving their knowledge and understanding of what and how they teach so that you can all do better. The school makes sure that you have a wide breadth of experiences across all areas of the curriculum. This is supported very effectively by things such as residential visits and extra activities at break times and after school. I was impressed by the international projects the school does to link up with Sweden, Italy, Germany and Poland.

The school has excellent leadership and management. The headteacher works very well with other staff and governors. I believe they are very capable of ensuring the school continues to go from strength to strength. I have suggested one area for improvement. This is to give you more responsibility making decisions about how you organise your learning. You can help by thinking about the best ways of tackling the tasks you are given and assessing your own and your learning partners' work more often.

Yours sincerely

Malcolm Greenhalgh
Lead inspector