

Salterforth Primary School

Inspection report

Unique Reference Number	119267
Local Authority	Lancashire
Inspection number	339395
Inspection dates	16–17 June 2010
Reporting inspector	Nigel Cromey-Hawke

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

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	88
Appropriate authority	The governing body
Chair	Mr Peter King
Headteacher	Mrs H Dunsdon
Date of previous school inspection	20 June 2007
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Introduction

This inspection was carried out by two additional inspectors. They visited six lessons, observing four teachers and all classes. They also held meetings with governors, staff, groups of pupils and parents and carers. They observed the school's work, and looked at a wide range of documentation, including development plans, self-evaluation records, policies and performance data. Questionnaires from 44 parents and carers and 42 pupils were scrutinised.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- what the school is doing to improve attainment in English and mathematics
- how well the curriculum meets the needs of all pupils
- given recent changes, how well focused and cohesive staff are in driving the school forward.

Information about the school

This is a small rural primary school. All pupils are of White British heritage, and none speak English as an additional language. The number of pupils with special educational needs and/or disabilities is above average. The proportion known to be eligible for a free school meal is above average. The school has the Healthy Schools award. The school has suffered significant staffing disruption, largely outside of its control, since the last inspection, including a period without a permanent headteacher. There is an independently run breakfast and after-school club on site. This did not form part of the school inspection. A report of its effectiveness is available on the Ofsted website.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

3

The school's capacity for sustained improvement

3

Main findings

This is a satisfactory school. It has some good features. One parent, reflecting a typical view, commented that, Salterforth is a lovely school where the children are happy and well-mannered.'

Recent challenges facing the school over staffing are being overcome and it is moving forward under the leadership of the headteacher, staff and governors. In the recently restructured Early Years Foundation Stage, children make a good start to their learning as a result of the good teaching, curriculum, assessment practices and leadership and management there. Pupils' progress through Key Stages 1 and 2 is satisfactory, but variable due to the legacy of past inconsistent staffing. Attainment by the time pupils leave in Year 6 is broadly average. Pupils with special educational needs and/or disabilities make good progress as a result of the effective support provided, notably from the teaching assistants. Teaching is satisfactory, with some that is good. Some activities do not appropriately match pupils' needs, especially the more able, and some lessons are too dominated by teachers. The satisfactory curriculum has strengths in the use of the arts and sport. There is an effective programme of personal, social and health education that promotes pupils' satisfactory personal development. Care, guidance and support are satisfactory, with some recently introduced practices not yet well established across the school. The school recognises that its plans to develop community cohesion further are not yet fully implemented and that pupils' understanding of the cultural diversity of the modern world is relatively weak. As a result, pupils' spiritual, moral, social and cultural development is satisfactory overall.

Pupils enjoy their time in school, behaviour is satisfactory and pupils say they feel safe and valued. There is a strong emphasis upon pupils' health and welfare. Governors support the school satisfactorily. Through its extensive self-evaluation the school has a good understanding of its strengths and weaknesses. It has appropriate plans in place to bring about improvement, but does not always engage and communicate effectively with parents over these. As such, the school's capacity for sustained improvement is satisfactory.

What does the school need to do to improve further?

- Improve the quality of teaching and learning to at least good by;
 - ensuring a better match of activities in lessons to pupils' needs, especially the needs of the more-able pupils
 - engaging pupils more fully in lessons by letting them demonstrate their own

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learning without adult support.

- Broaden pupils' understanding of and contact with the richness of cultures in the wider world.
- Engage with parents and carers more effectively by better communicating with them over the steps being taken to bring about improvement.
- About 40% of schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next Section 5 inspection.

Outcomes for individuals and groups of pupils**3**

The school is accurate in its self-evaluation that achievement and enjoyment is satisfactory and that attainment is broadly average. Learning is satisfactory in the majority of lessons, with pupils engaged as a result of satisfactory and sometimes good teaching. Pupils acquire knowledge, develop understanding and learn and practise their skills satisfactorily. They are keen to succeed, mostly apply themselves well in lessons and work at a good pace when provided with appropriate tasks and guidance. Attainment, by the time pupils leave Year 6, is broadly average, with a dip in standards two years ago having been recovered. Attainment is variable across year groups, reflecting differences in the quality of teaching and the legacy of past temporary staffing. The headteacher is tackling this well and most groups of pupils are now on track to meet the challenging targets the school has set, including those in English and mathematics, where there were previous weaknesses. The number of pupils reaching the higher levels in these subjects, however, remains below average. Given pupils' starting points, this represents satisfactory, and in some cases good, progress. Pupils with special educational needs and/or disabilities make good progress as a result of the additional support they receive, especially from the talented teaching assistants.

Pupils across the school enjoy the majority of their learning. Behaviour within most lessons is good but is satisfactory overall due to some inconsiderate behaviour in the playground. Most pupils say they feel safe. They value the efforts made by the school to encourage them to lead healthy lives, reflecting the school's award, and they participate well in the good range of sporting activities provided. Attendance is above average but the school recognises that due to the variability in teaching, limited understanding of the wider world and developing information and communication technology skills, the preparation of pupils for the next stage of their learning is satisfactory rather than good. Pupils take on a satisfactory range of responsibilities within the school, supporting routines and having some influence through the school council on decisions about school life. Their involvement in the local community is satisfactory, but their fund-raising activities are good.

These are the grades for pupils' outcomes

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account: Pupils' attainment ¹	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	3
Pupils' behaviour	3
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	3
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account: Pupils' attendance ¹	2
The extent of pupils' spiritual, moral, social and cultural development	3

How effective is the provision?

Teaching is predominantly satisfactory. There is some that is good. A specific programme to support the development of teaching has been introduced by the headteacher, using local authority support. This is beginning to have a positive impact. In the best lessons, good planning ensures that appropriate and varied activities are provided and that challenge from the teacher stimulates pupils' interests. Individual targets for pupils have been introduced, and good practice from the Reception class adopted in reviewing and updating them. Pupils say they find these useful, but in the satisfactory lessons academic guidance is sometimes too generalised, activities are not as well matched to pupils' needs, especially the more able, and teachers spend too much time informing and guiding. As a result pupils are not able to demonstrate their own learning, they begin to lose interest and their progress slows.

The curriculum is currently under review, with a more extensive range of creative topic approaches being planned to develop pupils' skills. Weak areas in English and mathematics have been identified and good support put in place to target them. The recently introduced programme for music, the arts and sport has begun to promote pupils' learning and their personal development well, especially through extra-curricular clubs and visits. An enrichment focus has included work on international cultures but opportunities for pupils to learn about life in other parts of Britain and the wider world are otherwise limited.

The pastoral aspects of the care, guidance and support provided by the school are good but overall it is satisfactory, with recently introduced practices not yet embedded across the school. Transition arrangements into the school are of a high quality but transfer at

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the end of Year 6 to secondary school is satisfactory. The parent support assistant provides consistent support for vulnerable children and the good work of the nurture group is valued by parents and carers. Links with the on-site before- and after-school club are good. Communication over pupils' academic progress between interested parties is satisfactory. The school has identified those pupils with special gifts and/or talents and has recently put in place a programme to support them. Attendance monitoring is good and steps taken to further reduce the low levels of persistent absenteeism have been effective.

These are the grades for the quality of provision

The quality of teaching	3
Taking into account: The use of assessment to support learning	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	3
The effectiveness of care, guidance and support	3

How effective are leadership and management?

The headteacher has a clear vision for the school and is driving improvement forward with determination and skill. The headteacher communicates this ambition well to staff and this energy is beginning to be embedded at all levels in the school. Leadership and management of subject teaching and learning are satisfactory but improving rapidly. This is helped by accurate self-evaluation, which is providing the school with a good understanding of its strengths and areas that need development. Good plans are in place to address these issues, but are not always fully shared with parents, who then do not get a full picture of the school's improvement efforts. Safeguarding procedures are satisfactory, although some areas of best practice in the checking of policies by governors are underdeveloped. The promotion of equal opportunities is satisfactory, reflecting the variable teaching provision. Discrimination is tackled satisfactorily. Partnerships with local schools are good, but otherwise are underdeveloped. The school knows its social, religious and ethnic context well and there are plans in place with a new member of staff to boost work in this area. The Pendle Building Bridges programme does much to combat the relative isolation of the school, but the school recognises that pupils' understanding of and contact with the diversity of the wider world is otherwise underdeveloped. Governance is satisfactory. Governors know the strengths and areas for development in the school, and are increasingly supporting and challenging its drive for improvement.

These are the grades for leadership and management

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The effectiveness of leadership and management in embedding ambition and driving improvement	3
Taking into account: The leadership and management of teaching and learning	3
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
The effectiveness of the school's engagement with parents and carers	3
The effectiveness of partnerships in promoting learning and well-being	3
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	3
The effectiveness of safeguarding procedures	3
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	3

Early Years Foundation Stage

Children settle well and enjoy their time in the Reception class because of the good care they receive and the warm positive atmosphere. Children often enter with knowledge, understanding and skills below those typical for their age. Their interests and needs are quickly identified and there is a strong emphasis upon developing the basic skills. Learning is very well recorded by both adults and the children, and excellent assessment practices ensure that children's development is tracked carefully. The teacher communicates this regularly with parents and carers, who are highly supportive of the provision within the Reception class. Children make good and sometimes very good progress as a result of the good teaching in an environment that caters well for their needs. Children now leave the Early Years Foundation Stage having reached, and in some cases exceeded, all of their early learning goals. This is especially the case for their personal, social and emotional development. Those children with special educational needs and/or disabilities also make good progress because of the extra support they receive. The teacher and her assistant plan a good range of activities with a good balance between those that they direct and ones that children choose themselves. As a result behaviour is good. By the time they leave, children are able to play and work together well. The outdoor area is well used, including an outdoor classroom that supports children's understanding of the environment well. Leadership and management are good, with training up-to-date, safeguarding measures fully in place and good plans in evidence for driving further improvement, for example, in the further development of learning resources.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

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These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

The majority of parents who returned the questionnaires are supportive of the school. A few expressed concerns over some aspects of its provision. Inspection evidence showed these areas to be satisfactory. A minority of parents expressed concern over the quality of leadership and management in the school, especially over the lack of some permanent teaching staff since the last inspection. Inspection evidence indicated that the reasons for this were largely beyond the school's control and that steps taken by the headteacher and governors to redress this, supported by the local authority, have been at least satisfactory and the issue has been largely resolved.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Salterforth Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 44 completed questionnaires by the end of the on-site inspection. In total, there are 88 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	19	43	20	45	1	2	4	9
The school keeps my child safe	21	48	20	45	3	7	0	0
The school informs me about my child's progress	15	34	20	45	6	14	2	5
My child is making enough progress at this school	12	27	22	50	7	16	3	7
The teaching is good at this school	22	50	15	34	5	11	2	5
The school helps me to support my child's learning	18	41	17	39	3	7	3	7
The school helps my child to have a healthy lifestyle	18	41	25	57	1	2	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	14	32	23	52	4	9	2	5
The school meets my child's particular needs	14	32	21	48	5	11	2	5
The school deals effectively with unacceptable behaviour	17	39	15	34	8	18	3	7
The school takes account of my suggestions and concerns	16	36	17	39	3	7	5	11
The school is led and managed effectively	14	32	12	27	11	25	6	14
Overall, I am happy with my child's experience at this school	18	41	17	39	7	16	2	5

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above is for the period 1 September to 31 December 2009 and is the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



20 June 2010

Dear Pupils

Inspection of Salterforth Primary School, Barnoldswick, BB18 5UD

Thank you for the warm reception you gave me and my colleague when we inspected your school recently. You were very enthusiastic about what you do. You told us a lot of interesting things about your school and you are clearly proud of it.

Salterforth Primary is a satisfactory school. The headteacher, staff and governors are helping the school to improve. You get a good start to your learning in the Reception class, and make good progress there because of the good teaching and support you receive. Your progress throughout the rest of the school is satisfactory, so that by the time you leave in Year 6 you reach broadly average standards. You say you enjoy school and feel safe and valued. Your behaviour is satisfactory. Your attendance is above average. Well done! The teaching is satisfactory, with some that is good. The range of subjects you study is satisfactory, with a good focus upon the important areas of English and mathematics. The care, guidance and support provided by the school is satisfactory, with good support provided by teaching assistants for pupils who find learning difficult. We have asked the school to consider the following things that will help make it improve.

- Make sure that all your lessons are at least good.
- Help you to understand the wider world and to increase your contact with it.
- To communicate more effectively with your parents and carers about how the school is bringing about improvement.

You can help by telling your teachers how best you learn and if you have any difficulties. I wish you the best for the future.

Yours sincerely

Dr Nigel Cromey-Hawke

Lead inspector

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