

Saltaire Primary School

Albert Road, Shipley, West Yorkshire, BD18 4NR

Inspection dates 21–22 March 2013

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Under the determined and clear-sighted leadership of the headteacher, strongly supported by an increasingly effective team of senior staff and the conscientious governing body, the school has made good improvement since the last inspection in raising the quality of teaching and accelerating pupils' progress.
- Pupils' progress is now good and they achieve well. By the end of Year 6 attainment is above average in English and mathematics and pupils are well equipped for the next stage in their education.
- Teaching is good overall and some is outstanding. Creative lessons which often involve pupils in doing things for themselves make learning interesting.
- Pupils are friendly, polite and well mannered. They are very keen to learn and their behaviour in and out of lessons is good. Attendance has improved steadily over time and is above average.
- Pupils are cared for well and enjoy excellent relationships with staff.
- Since the last inspection, thoughtful reorganisation has improved provision for Reception children and they make a good start to their school life.

It is not yet an outstanding school because

- There is not yet enough outstanding teaching and a small amount requires improvement. Occasionally teachers do not give pupils enough information about what they have to do or provide them with sufficient opportunities during the lesson to correct misunderstandings.
- In a small number of lessons some tasks do not enable pupils of different abilities to learn enough.

Information about this inspection

- Inspectors observed 21 lessons of which two were joint observations with the headteacher. In addition, inspectors made other short visits to lessons and heard pupils from Years 1, 2 and 6 read.
- Meetings were held with pupils from Years 2 to 6, the Chair and other members of the Governing Body, a representative from the local authority and school staff with management responsibilities.
- Inspectors took account of the 73 responses to the online questionnaire (Parent View), the views of parents they met informally and the 56 staff questionnaires in planning the inspection.
- They observed the school’s work and looked at a number of documents including the school’s own data on pupils’ current progress, planning and monitoring documentation, records in relation to behaviour and attendance and documents relating to safeguarding.

Inspection team

Keith Bardon, Lead inspector

Additional Inspector

Peter McKay

Additional Inspector

Mary Lanovy-Taylor

Additional Inspector

Full report

Information about this school

- Saltaire is a larger than average-sized primary school.
- The proportion of pupils known to be eligible for the pupil premium (which is government funding mainly to support those known to be eligible for free school meals) is broadly average.
- The proportion of disabled pupils and those who have special educational needs supported through school action is broadly average. The proportion supported through school action plus or who have a statement of special educational needs is below average. The majority of these pupils experience moderate learning or behaviour, emotional and social difficulties.
- Approximately one third of pupils are from a range of minority ethnic backgrounds which is above the national average. Pupils of Pakistani heritage form the largest group. A little over one in 10 pupils speak English as an additional language which is also above the national average.
- A very small number of pupils spend part of the week at another school which has specialist provision.
- The school meets the government's current floor standards which set the minimum expectations for pupils' attainment and progress.
- Since the last inspection the school has had a new headteacher, deputy headteacher and three new senior leaders. In all, almost half of the teaching staff has changed.

What does the school need to do to improve further?

- To promote a further rise in pupils' achievement, make sure that all teaching is at least good and increase the proportion that is outstanding by:
 - ensuring that throughout lessons all tasks challenge pupils to think hard and learn well, whatever their ability
 - providing more opportunities as the lesson progresses for teachers and pupils to review how much they have learned, correct any misunderstandings and check they are ready to move on
 - making sure pupils have a full understanding of how to go about the tasks they have been set and providing them with more examples of what good quality work should look like, for example, by using the electronic whiteboard.

Inspection judgements

The achievement of pupils is good

- While most children have personal, social and communication skills that are typical for their age when they first enter the school, many have lower skills in other key areas, such as early reading. Carefully chosen and stimulating activities both inside and out of doors, and a warm and welcoming environment, ensures that children make good progress in Reception.
- This secure start is built on successfully and throughout Key Stages 1 and 2 pupils make good progress.
- The effective teaching of phonics (letters and the sounds they make) and frequent opportunities to read, ensure pupils develop good reading skills and the confidence to sound out new words. After successfully identifying the word 'afraid' a Year 2 pupil explained how the 'ai' combination made the middle 'a' sound. Although a small proportion of pupils have a few problems remembering words they have read previously, by the end of Year 2 a large majority are reading confidently and with a full understanding.
- By the end of Year 6 pupils' attainment in reading is above and for some well above average. All read aloud with confidence, skilfully varying the way they read to reflect the punctuation. They often describe a 'love of books' and have developed preferences for the types of novels they read, with high attainers showing interest in the classics, such as Little Women.
- Pupils' writing progresses at a similar good pace and by the end of Year 6 many are composing lengthy and detailed pieces of text which tell a story well. Pupils' accounts of how Grace Darling must have felt as she rowed to the rescue of the sailors paint a vivid picture of courage and determination.
- Pupils' ability to solve problems set in everyday contexts is a strong feature of their above average mathematics skills. Higher ability Year 1 pupils confidently solve quite lengthy word problems involving time and Year 6 pupils accurately determine the larger of two money value amounts by accurately comparing a percentage of one with a fraction of the other.
- The school makes good provision for disabled pupils and those who have special educational needs. They are fully included in lessons and receive well organised and effective support. As a result, they achieve well relative to their needs and abilities and maintain a good rate of progress.
- The attainment of pupils from minority ethnic backgrounds, including pupils of Pakistani heritage and those who speak English as an additional language is very similar to that of other pupils in the school and they make good progress in their learning.
- Although the attainment of pupils eligible for pupil premium funding is currently lower than that of other pupils in the school the gap is closing. The school spends pupil premium funding carefully and effectively and as a result a very large majority of these pupils make expected or better progress in their learning.

The quality of teaching is good

- Pupils hold very positive views of the teaching they receive, and find lessons enjoyable and 'fun'. This is because the tasks teachers set often require pupils to work things out for themselves. This regular active involvement of pupils helps them to develop good skills as independent learners and is a substantial improvement since the last inspection.
- Work is often set in everyday contexts, heightening pupils' interest and giving meaning to what they are learning. For example, what the Year 6 pupils learned about percentages and fractions will help them to work out the best value for money when they are shopping. This well considered approach results in busy, lively classrooms with pupils fully absorbed in what they are doing.

- Teachers assess pupils' attainment regularly and have a good understanding of how well they are progressing. Most lessons build systematically on what pupils have learned previously ensuring a good pace of development. Occasionally the tasks set are too easy or repetitive and do not move some or all pupils' learning forward quickly enough. This is in contrast to the highest quality lessons in which the precise matching of task to ability results in pupils making rapid progress and excellent gains in new knowledge and skills.
- Teachers and teaching assistants continually check how well pupils are doing, give them good advice and ask well judged questions to aid their understanding. Lessons often conclude with productive discussions of what has been achieved and where the learning needs to go next. However, opportunities to bring the class together part way through the lesson to review how much pupils have learned so far, correct any misunderstandings and check they are ready to move on are not utilised well enough.
- Class routines are very well established and lesson time is used efficiently. Teachers are encouraged to spend as little time as possible talking to the class at the start of a lesson and pupils are quickly engaged and active. Occasionally, instructions are too brief and have to be clarified as tasks progress interrupting the flow of the lesson.
- Lessons are planned well and have clear objectives. Teachers share objectives productively with pupils so that everyone understands what the lesson is about and what pupils are expected to learn. However, examples of what high quality work should look like are not provided often enough and teachers make too little use of the electronic whiteboards to reinforce pupils' understanding.
- The quality of marking is excellent. Teachers follow the school's well written policy precisely and give pupils clear guidance on what they have done well and how to improve.

The behaviour and safety of pupils are good

- Pupils show excellent attitudes to school and attend readily. This was typified on the second day of the inspection when heavy snowfall made travelling very difficult. A large majority of pupils (and all staff) braved the elements and arrived on time and in excellent spirits.
- They describe their teachers as 'firm but fair' and show a full understanding and appreciation of the school's clear code of conduct. Pupils of all ages try very hard to achieve the goals the school sets them and take great pride in becoming a 'Champion Learner' or 'Star of the Week'.
- Pupils have full confidence in staff to deal quickly and effectively with the small amount of unsociable behaviour which occasionally occurs and feel completely safe in the school's warm and friendly atmosphere. They show good understanding of how to keep themselves safe in their everyday lives, including when using the internet.
- In discussion with inspectors pupils were emphatic that theirs is a school devoid of racism. This was clearly evident from the way pupils of different ethnic and home backgrounds worked and played together in complete harmony.
- Older pupils in particular readily take on responsibilities around school and carry out the tasks they are given conscientiously and maturely. Pupils from Years 5 and 6 act as buddies and play leaders, organising games for the youngest pupils at lunchtimes. Digital leaders who have skills in information and communication technology help other pupils develop their skills and meet regularly to look for ways that technology can enhance the school's work.
- Teachers give pupils many good opportunities to work collaboratively and they discuss their ideas, consider alternatives and make suggestions thoughtfully and sensibly.
- The school monitors the progress of pupils who spend part of the week at a different school very carefully and adjusts provision regularly to ensure it is meeting their needs.
- All staff and particularly members of the 'Every Child a Learner' team keep a very close watch over pupils' personal development and well-being and take effective action if any show signs of becoming vulnerable.

The leadership and management are good

- The headteacher, supported strongly by the deputy headteacher and a team of senior staff leads the school with vision and purpose. Since the last inspection the drive for improvement has been relentless and the areas for improvement identified in the last report have been comprehensively addressed. Despite the school's very strong performance there is no complacency and staff and governors are working closely together to ensure its continuing success.
- Systems for evaluating and improving the quality of teaching are rigorous and effective. Changes have been made to the senior leadership team to incorporate 'Leaders of Learning'. To some extent, the role these senior leaders play is still developing but by providing models of good practice and leading clearly focused initiatives they are having a notable impact on raising the quality of teaching.
- Pupils' progress is monitored systematically and action taken quickly if any show signs of falling behind. The attainment of specific groups of pupils is checked frequently and a very careful watch is kept over each pupils' learning and development. This very thorough approach ensures all pupils have equal opportunities to learn and that none are discriminated against.
- The curriculum is good. English and mathematics are strong elements but all subjects receive the correct attention and pupils enjoy a wide range of visits and visitors which enrich their experiences. A strength of the curriculum is the way in which activities are organised for different age groups. The gradual transition from play based work in Reception to more formal tasks in the older classes ensures pupils move smoothly through the year groups and key stages and make evenly good progress throughout.
- Pupils' spiritual, moral, social and cultural development is good and features prominently throughout the curriculum and beyond. The achievement of the Eco Schools Green Flag award, for example, acknowledges the work the school does to raise pupils' awareness of environmental issues and involve them in initiatives that bring benefits for all.
- The local authority is fully aware of the school's good level of performance and provides appropriate light touch support.
- **The governance of the school:**
 - Regular training ensures governors have a good understanding of their statutory responsibilities and how to fulfil them. They ask challenging questions when evaluating the school's performance and play a full part in determining its priorities for improvement. Many governors visit school and classrooms regularly and are well aware of how well pupils' are learning. They monitor performance management well and ensure that it is used to recognise and reward good teaching. Governors have a clear understanding of how the pupil premium grant is spent and regularly check how well pupils eligible for help through this funding are progressing. Safeguarding requirements are securely met and governors make regular assessments of the site to ensure the continued well-being of pupils and staff.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	107270
Local authority	Bradford
Inspection number	400898

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	5–11
Gender of pupils	Mixed
Number of pupils on the school roll	416
Appropriate authority	The governing body
Chair	Christian Bunting
Headteacher	Sally Stoker
Date of previous school inspection	13 January 2010
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