

Salterlee Primary School

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

Inspection dates 20–21 June 2013

Overall effectiveness	Previous inspection:	Not previously inspected	
	This inspection:	Outstanding	1
Achievement of pupils		Outstanding	1
Quality of teaching		Outstanding	1
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Outstanding	1

Summary of key findings for parents and pupils

This is an outstanding school.

- Salterlee provides an excellent education for all its pupils.
- All pupils achieve extremely well during their time in school. They make outstanding progress and achieve standards which are higher than national averages in reading, writing and mathematics.
- Highly effective help and guidance mean that pupils who are supported by additional funding, such as those supported by the pupil premium, disabled pupils and those who have special educational needs, do especially well.
- Teaching is consistently good and much is outstanding. Lessons are well planned and include many practical activities that support and strengthen learning.
- Work is marked regularly and teachers' comments provide pupils with helpful advice on how to improve their work.
- Pupils are very proud of their school. Their behaviour and attitudes to learning are outstanding. They are polite and friendly, and very willing to discuss their learning.
- Pupils feel safe, help one another and are confident that adults will quickly help them sort out any problems they may have.
- The pursuit of excellence can be seen in all aspects of the school. Under very strong leadership and direction from the headteacher, all staff work constantly to improve the quality of teaching and learning.
- A very wide variety of visits add excitement to the range of subjects taught. The full potential of the school's own environmental area is yet to be explored.
- The governing body is extremely well led and provides a very good level of support and challenge for the school.

Information about this inspection

- The inspector visited six lessons or parts of lessons, including joint lesson observations with the headteacher and assistant headteacher.
- A range of pupils' work was reviewed and the inspector heard pupils of different ages read.
- Meetings took place with the headteacher, staff, a group of pupils, representatives of the governing body and the school effectiveness officer. A telephone conversation took place with the school's school improvement partner.
- The inspector looked at a range of documentation, including the school's data on pupils' progress, and records relating to pupils' behaviour, attendance and safeguarding.
- The inspector took into account 17 responses to the on-line questionnaire (Parent View) and met informally with a number of parents at the start of the school day. The inspector also took into account responses to the school's own survey of parents' views. The views of staff and pupils were also considered.

Inspection team

Christine Millett, Lead inspector

Additional Inspector

Full report

Information about this school

- Salterlee is much smaller than the average-sized primary school.
- The very large majority of pupils are of White British heritage.
- The proportion of pupils supported by the pupil premium is below the national average. The pupil premium is additional funding for pupils who are known to be eligible for free school meals, children from service families and children who are looked after by the local authority.
- The proportion of pupils supported at school action plus or with a statement of special educational needs is below average. The proportion of pupils supported at school action is also below average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- Salterlee Primary School converted to an academy on 01 September 2011, retaining its name. When the school was last inspected by Ofsted, it was judged to be outstanding.

What does the school need to do to improve further?

- Further develop the school's own environmental area as a resource for outdoor learning.

Inspection judgements

The achievement of pupils

is outstanding

- From their individual starting points, pupils make excellent progress. Each year group of pupils is relatively small and skills vary from year to year. However, most children start the Reception class with skills and knowledge in line with those typically expected for their age. Pupils reach high standards in reading, writing and mathematics by the time they leave Year 6.
- During their time in the Early Years Foundation Stage, children make good progress in all areas and are well prepared for learning in Key Stage 1. The results of the 2012 Year 1 national reading check on pupils' knowledge and understanding of letters and the sounds they make (phonics) were above the national average. Recent teacher assessments show 2013 results to be even better.
- In 2012, attainment by the end of Year 2 was high. The proportion of pupils reaching expected levels in reading, writing and mathematics is above that found nationally. Current data show that these high standards have been maintained.
- By the end of Key Stage 2, in 2012, all pupils made expected levels of progress in reading, writing and mathematics. Many pupils did better than this, particularly in mathematics. In 2013, this excellent progress has been maintained in mathematics and has accelerated in reading and writing. The proportion of pupils reaching the highest standards possible is well above the national average.
- Similarly, outstanding achievement can be found in all classes across the school.
- Pupils do well whatever their ability, including the more-able pupils. Disabled pupils and those who have special educational needs, as well as those supported by the pupil premium funding, make the same outstanding progress as their classmates. This is because teachers plan pupils' learning carefully to make sure their specific needs are met, and so ensuring equality of opportunity for all pupils. The attainment of a small proportion of pupils known to be eligible for free school meals is the same as that of other pupils in the school.
- Pupils enjoy reading. They have many opportunities to read in class throughout the school day. Pupils in Year 6 say they read every day. Many pupils have regular opportunities to read with adults in school, which contributes to high standards.
- Pupils leave Salterlee extremely well prepared for the next stage in their education.

The quality of teaching

is outstanding

- Much of the teaching across the school is outstanding and never less than good.
- Pupils enjoy their learning and speak enthusiastically about lessons where 'games make learning more fun'. Teachers plan interesting activities that involve pupils and also make good use of information and communication technology.
- Teachers have very high expectations of what all groups of learners can achieve and make sure that the work set helps pupils to learn well. Lessons move quickly and hold the pupils' interest.
- Classrooms are attractive and welcoming places where pupils feel confident to ask questions if there is something they do not understand. In these situations, teachers are patient and give clear and detailed answers that increase pupils' knowledge, enable them to make excellent progress and become enthusiastic learners.
- Teachers' own questioning is very successful. It ensures pupils remain involved in lessons and helps strengthen learning by expecting pupils to be able to explain their reasoning. Teachers know their subjects extremely well and how to develop pupils' skills in reading, writing, mathematics and communication.
- Teachers make very good use of information about pupil achievement to ensure support is in place for disabled pupils and those with special educational needs, as well as those supported by

the pupil premium funding. Highly effective teaching assistants are involved in providing this support. They are a valuable asset to the school and play an important part in the strong teamwork that exists among staff.

- Teachers mark pupils' work frequently, identify where mistakes have been made and how work can be improved. Pupils sometimes mark their own work or that of their classmates, which enables them to correct mistakes and improve the quality of their work.
- Homework is set weekly and strengthens the learning that has taken place. Pupils enjoy their homework, which is extremely carefully presented in the very popular learning logs.
- In the Early Years Foundation Stage, routines are well established and learning activities are carefully organised, yet give children the possibilities to follow their own ideas. Staff provide a stimulating learning environment where children quickly become confident and eager learners.

The behaviour and safety of pupils are outstanding

- Behaviour in lessons and around school is outstanding. There is a strong community feeling to the school. Pupils are extremely courteous to staff and enjoy welcoming visitors and having the opportunity to talk about their 'great school'.
- Pupils are very eager to learn. They cooperate extremely well in group work and listen carefully to what each has to say. They are quick to follow any advice given by staff.
- Pupils are included in all aspects of school life and are encouraged to take on responsibilities within their own classrooms as well as across the school. They take on these responsibilities with great enthusiasm and dedication.
- The pupils' voice is strong throughout the school, for example through the school council and the pupil questionnaire. Older pupils run clubs for younger ones and also listen to them read. They are excellent role models for the youngest children in school.
- Pupils say they feel very safe, and that everyone behaves safely in and around school. Well established routines ensure movement in and out of classrooms to the playground, assembly or dining hall is well organised and orderly.
- Pupils have a thorough understanding of bullying and the different forms it can take, and say they know what to do if they have a concern. They are extremely confident that staff will quickly follow up any problems should they occur.
- Residential visits to outdoor centres allow pupils to take managed risks in safe, well supervised surroundings as well as developing important life skills. Pupils are very aware of the possible dangers of the internet.
- Staff express the view that behaviour in school is excellent and this is supported by the vast majority of parents.
- Attendance is consistently well above average.

The leadership and management are outstanding

- The headteacher provides outstanding leadership for the school. He is well supported by the assistant headteacher. As this is a small school all staff play an important, and highly successful, part in ensuring that high standards are maintained across the school.
- There is a strong team spirit among staff. In order to enhance their own practice and provide support for colleagues, they watch one another teach as well as checking learning in pupils' books. All staff who responded to the questionnaire said they are proud to be working at the school.
- The quality of teaching and pupils' performance in lessons are assessed regularly and teachers are held responsible for the improvement and success of their pupils. Staff are helped by the linking of their performance management targets to training opportunities to help them continue

to develop their skills.

- The school's procedures for gaining an accurate view of how well it is doing are rigorous and accurate and feed into the school improvement plan. Priorities are discussed regularly with staff and the governing body. This highly effective process means there is always a sharp focus on specific areas for development in order for the school to be the best it can be and to ensure pupils achieve their full potential. The school's leadership has shown that it is extremely capable of continuing to make improvements.
- The school promotes equality of opportunity exceptionally well. It uses detailed systems for checking pupils' progress that help staff see clearly how well pupils are doing. This means any potential underachievement is quickly recognised and acted upon promptly.
- In spite of its relatively isolated location and the limitations placed upon it by the size and age of the building, the school provides an innovative curriculum. Through its richness and variety, it gives pupils an interesting and challenging base for learning. The school takes full advantage of its two minibuses to transport pupils to places of interest linked to the topics studied, places of worship and sporting fixtures. However, the school's own environmental area is not used as often as it might to support and enhance the quality and variety of pupils' learning.
- Pupils are also involved in exciting experiences, such as Science Week and several residential visits. The strengths and interests of staff are exploited to the full. The curriculum makes an outstanding contribution to pupils' spiritual, moral, social and cultural development.
- Effective use of the pupil premium funding to provide additional support for eligible pupils has resulted in exemplary progress for those pupils and standards as high as those of their classmates.
- Parents have many opportunities to be involved in the life of the school through attendance at reward assemblies and Family Learning sessions. Weekly newsletters and a very attractive and informative website keep parents up to date with events.
- The local authority has a very high regard for the school. Since becoming an academy, the school has continued to make use of the services the local authority has to offer.
- **The governance of the school:**
 - The governing body is extremely well informed. Governors are well trained and support the school in all its activities, visiting the school regularly. They are very aware of its strengths and weakness, holding the school rigorously to account. They have a clear understanding of the quality of teaching and pupils' achievement compared with all pupils nationally. The governing body evaluates its own work. It seeks, and acts upon where possible, the views of parents. Governors make sure finances are used in a way that supports pupils' learning very effectively. For example, they know how the pupil premium is being spent and how well eligible pupils do as a result. Governors use their knowledge to make decisions about staffing and to make sure that pay is linked to teachers' performance. They ensure that statutory duties are met and arrangements for safeguarding pupils meet current requirements.

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	137347
Local authority	Calderdale
Inspection number	412482

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

Type of school	Academy Converter
School category	Non-maintained
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	104
Appropriate authority	The governing body
Chair	John Kaye
Principal	Andy Taylor
Date of previous school inspection	Not previously inspected
Telephone number	01422 365464
Fax number	01422 365464
Email address	head@salterlee.calderdale.sch.uk

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