



# Salterlee Primary School

## Inspection Report

---

**Unique Reference Number** 107568  
**LEA** Calderdale  
**Inspection number** 277779  
**Inspection dates** 28 June 2006 to 29 June 2006  
**Reporting inspector** Mr Keith Bardon CfBT Lead Inspector

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

---

<b>Type of school</b>	Primary	<b>School address</b>	Kell Lane
<b>School category</b>	Foundation		Shibden
<b>Age range of pupils</b>	4 to 11		Halifax, West Yorkshire HX3 7AY
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01422 365464
<b>Number on roll</b>	111	<b>Fax number</b>	01422 365464
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	Mr John Kaye
<b>Date of previous inspection</b>	11 September 2000	<b>Headteacher</b>	Mr Jonathan Moss

---

<b>Age group</b> 4 to 11	<b>Inspection dates</b> 28 June 2006 - 29 June 2006	<b>Inspection number</b> 277779
-----------------------------	---	------------------------------------

---

---

© Crown copyright 2006

Website: [www.ofsted.gov.uk](http://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 an Additional Inspector

## Description of the school

This is a small village school on the outskirts of Halifax. Pupils are from supportive home backgrounds and very few are eligible for free school meals. All pupils speak English as their first language and most are of British White heritage. When they enter Reception many children have well developed communication and social skills. The proportion of pupils who have learning difficulties and/or disabilities is below average. The school is popular with parents and has a lengthy waiting list for places. Since it was last inspected the school has had a new headteacher.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 2

This is a good school with some outstanding features and it has improved substantially since the current headteacher took up his appointment in 2002. Senior staff and governors make accurate assessments of the school's effectiveness and the views of the inspector closely match those of the school. Pupils' achievement is good and standards are well above average. Quality and standards in the Foundation Stage are good. Although children generally achieve well in the Foundation Stage, their learning is rather limited and adversely affected by a lack of outdoor opportunities. A stimulating curriculum ensures that pupils in Years 1 to 6 learn well and make good progress. Pupils make most progress in Years 5 and 6. Teaching assistants make a positive contribution to pupils' learning but there are times when they could be deployed more usefully. The school takes good care of its pupils, treats them with respect and guides and supports them well. On occasions, younger pupils are not given enough opportunity to discuss their work. Pupils of all ages are extremely well behaved, polite and responsible. Under the sharply focused leadership of the headteacher, effective systems for evaluating the work of the school have been established, which enable senior staff and governors to make accurate and well informed decisions. However, systems for tracking pupils' progress are inefficient and do not provide staff with easy access to key information. The school has strong and positive links with parents. Governors are active, supportive and well informed. The school provides good value for money and is in a strong position to continue to improve.

### What the school should do to improve further

- Improve systems for tracking pupils' progress in order to raise achievement.
- Improve children's learning in the Foundation Stage by providing them with a broader range of high quality activities both inside and outside the classroom.
- Make more efficient use of the skills of the teaching assistants.
- Provide infant pupils with more opportunities to discuss their thoughts and ideas.

## Achievement and standards

### Grade: 2

Pupils' achievement is good and standards are well above average. Most children start school with attainment that is higher than average. Despite some constraints, children achieve well in Foundation Stage and by the end of Reception their attainment is above expectations. Pupils maintain a good rate of progress as they move through school and leave at the end of Year 6 fully prepared for secondary education. For some years, both Year 2 and Year 6 pupils have performed very well in the national tests. In 2005 results for both age groups were significantly higher than average in all the tested subjects and Year 6 pupils exceeded the challenging targets the school had set. The unvalidated results from 2006 indicate that high standards are being maintained. Although results in mathematics in Year 2 are rising, they have not improved as much as in reading and writing. In its efforts to continue to improve, the school pushed its

Year 6 targets even higher in 2006. Pupils who have learning difficulties and/or disabilities (LDD) are supported well and make good progress towards their individual targets. Pupils who are particularly high attaining or talented achieve well in response to the good provision made for their learning.

## **Personal development and well-being**

### **Grade: 1**

Pupil's personal development and well-being, including their spiritual, moral, social and cultural development are outstanding. Reception children settle quickly to the routines of school life. They are comfortable in the company of others and chatter happily about what they are doing and what they are finding out. Building from this secure base, pupils mature into pleasant, sensible and responsible young people. Pupils' enjoyment of school is clearly evident both in and out of lessons. Pupils of all ages were in full agreement, 'Teachers make lessons fun'. Bright eyes and smiling faces are everywhere and the high levels of attendance speak for themselves. Pupils' attitudes and behaviour are excellent. They regard bullying as non-existent and feel completely safe in school. Pupils show a keen awareness of the need for a healthy life style and regular exercise, relating this to a long and enjoyable life. Pupils feel that they are listened to and take the responsibilities they are given very seriously. Members of the school council value the opportunities this provides for them to represent others and to influence some of the decisions the school takes. From an early age pupils have confidence in their own abilities and show strong self awareness. This, along with well defined interpersonal and academic skills, provides a secure foundation for later life.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

The quality of teaching and learning is good. It is particularly effective in Years 5 and 6 where pupils work at challenging tasks thoughtfully and with high levels of concentration. Lessons are managed well and inappropriate behaviour is rare. Excellent relationships and regular sprinklings of humour make for a pleasant and productive atmosphere. Teachers show good subject knowledge and are clear about what they want pupils to learn. This is shared with the pupils at the start of each lesson, helping them to concentrate on what is important and to remain focused throughout. On occasions, younger pupils are not given enough time to discuss their ideas and ways of working and teachers miss opportunities to extend pupils' thinking and language skills. While children's progress in the Reception class is good overall, their learning is often quite formal and does not provide a sufficiently wide variety of experiences. In most lessons the work of teaching assistants complements that of the class teachers and together they provide a supportive learning environment especially for pupils who have LDD. However, at times teaching assistants do not have a clear enough role and their skills are under used.

## **Curriculum and other activities**

### **Grade: 1**

The curriculum is outstanding. Pupils receive a rich diet of experiences, supported by frequent visits to places of educational interest and a wide variety of before, lunchtime and after school clubs. All the required subjects are taught and additions such as French for all ages and instrument tuition for older pupils provide valuable and enjoyable extensions. The weaknesses in information and communication technology (ICT) identified during the last inspection have been addressed thoroughly and pupils' basic skills in literacy, numeracy and ICT are well promoted. To compensate for a lack of space, the school makes extensive use of a nearby leisure centre and specialist teachers. This ensures that pupils receive good quality lessons in physical education which they greatly enjoy. Due attention is paid to pupils' personal, social and health education and citizenship. They are given regular opportunities to discuss important matters and to understand their responsibilities as members of the community.

## **Care, guidance and support**

### **Grade: 2**

Care, guidance and support are good. The school pays due attention to pupils' health and safety which contributes well to their understanding of the benefits of a balanced diet and plenty of exercise. The care and concern teachers and support staff provide encourages very good relationships amongst pupils. Consequently the school has a strong sense of community and pupils feel that they can confidently approach an adult if they have a personal matter they wish to discuss. As a Year 6 pupil commented 'If you feel worried there is always someone to talk to'. Pupils with LDD receive sensitive support and guidance that helps them to learn effectively and to participate fully in all aspects of school life. Pupils' attainment is assessed regularly and parents receive informative termly progress reports. Teachers set pupils clear individual targets to help them improve and encourage them to evaluate their learning.

## **Leadership and management**

### **Grade: 2**

The quality of leadership and management is good with some outstanding features. The headteacher leads the school with drive and vision. The school is better led and managed than at the time of the last inspection and as a result has made substantial improvement. The management tools the school lacked in 2000 are now in place and its capacity to continue to improve is good. Systems for checking how well the school is performing are effective and provide senior staff and governors with the detail they need to make informed decisions. Procedures for tracking pupils' progress provide useful data, but they are time consuming and key information is difficult to extract. This limits their usefulness as an aid to raising standards and accelerating pupils' progress. Staff work as a closely knit team. Pupils benefit from the role model this provides and the ethos of the school is one of happy and hard working community with a very strong commitment to equal opportunities for all. Some subject managers

are still developing their evaluation skills. This limits the influence they have on pupils' standards and achievement and on the quality of teaching and learning. Governors have played a full part in the school's successes. They support its work and development fully and challenge it to do even better by asking searching questions. The views of all those connected with the school, particularly pupils and parents, are sought regularly and given careful consideration when decisions are taken. School finances are managed very well and money is spent efficiently.

**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](http://www.ofsted.gov.uk).**

## Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	<b>School Overall</b>	<b>16-19</b>
--	-----------------------	--------------

### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	2	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	2	NA
The effectiveness of the school's self-evaluation	2	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

### Achievement and standards

<b>How well do learners achieve?</b>	2	NA
The standards <sup>1</sup> reached by learners	1	NA
How well learners make progress, taking account of any significant variations between groups of learners	2	NA
How well learners with learning difficulties and disabilities make progress	2	NA

### Personal development and well-being

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

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	2	NA
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	1	NA
<b>How well are learners cared for, guided and supported?</b>	2	NA

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

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	2	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1	NA
How effectively and efficiently resources are deployed to achieve value for money	2	NA
The extent to which governors and other supervisory boards discharge their responsibilities	2	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

<b>The extent to which schools enable learners to be healthy</b>	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
<b>The extent to which providers ensure that learners stay safe</b>	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
<b>The extent to which learners make a positive contribution</b>	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
<b>The extent to which schools enable learners to achieve economic well-being</b>	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

### **Text from letter to pupils explaining the findings of the inspection**

Thank you very much for the very friendly welcome you gave me when I visited your school. Although I was with you for only two days, I thoroughly enjoyed finding out about all the interesting things you do, and special thanks to those who talked with me about the school.

Salterlee is a really good school and you have every right to be proud of it. I was delighted to hear how much fun you get from lessons and was very impressed with the quality of work you produce. You obviously get on well with your teachers and with each other and the school has a lovely atmosphere. Wherever I looked there were happy faces.

Teachers tell me that you behave very well and that was exactly what I saw when I came into lessons. Everyone was working hard and trying their best. I am pleased that you feel safe and well cared for in school and that you know how important it is to eat healthily and to take regular exercise. I was envious of the many clubs you can go to and of the frequent visits you are taken on. I think the variety of lessons and activities the school provides for you is outstanding.

From what you told me, you clearly know how much your school has improved in the last three or four years. When talking to the teachers I pointed out a few things that I felt would help the school to get even better. Children in Class 1 need to be able to work outside more often than they do now. The school will be making space for them to do this. Younger pupils would benefit from having a little more time to discuss their work and sometimes the jobs that teaching assistants perform could be arranged better. Although teachers keep a careful check on the progress you are making, they need better ways of recording the information.