

# Salterlee Primary School

## Inspection report

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<b>Unique Reference Number</b>	107568
<b>Local Authority</b>	Calderdale
<b>Inspection number</b>	324596
<b>Inspection date</b>	26 March 2009
<b>Reporting inspector</b>	Robert Robinson

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

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<b>Type of school</b>	Primary
<b>School category</b>	Foundation
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School (total)	111
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr John Kaye
<b>Headteacher</b>	Mr Andrew Taylor
<b>Date of previous school inspection</b>	28 June 2006
<b>Date of previous funded early education inspection</b>	Not previously inspected
<b>Date of previous childcare inspection</b>	Not previously inspected
<b>School address</b>	Kell Lane Shibden Halifax West Yorkshire HX3 7AY
<b>Telephone number</b>	01422 365464
<b>Fax number</b>	01422 365464

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## Introduction

The inspection was carried out by two Additional Inspectors. The inspectors evaluated the overall effectiveness of the school and the overall effectiveness of the Early Years Foundation Stage. The following issues were inspected: the standards and achievement of pupils; the impact of the curriculum on learning and improvements since the last inspection. The inspectors collected information from lesson observations, examination of pupils' work, responses to parental questionnaires, interviews with staff, pupils and governors and scrutiny of documents. Other aspects of the school's work were not investigated in detail, but the inspectors found no evidence to suggest that the school's own assessment, as given in its self-evaluation, were not justified, and these have been included where appropriate in the report.

## Description of the school

This is a small primary school. The socio-economic circumstances of the local area are more favourable than average. The proportion of pupils eligible for free school meals is low. The number of pupils with learning difficulties and/or disabilities is below average. A very low proportion of pupils are from minority ethnic groups and none of these are at an early stage of learning English as an additional language. The school is an Investor in Pupils and an Investor in People. It has gained the Artsmark (Gold), Activemark, Dyslexia Friendly School and Healthy School awards. Since the last inspection there have been high levels of staff absence and movement of teachers to and from the school. The headteacher took up his appointment on a temporary part-time basis at the end January 2009 before starting on a full-time permanent contract in September 2009. Salterlee Under Fives Playgroup operates from the school's premises but it does not form part of this inspection report.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 1

Salterlee Primary is an outstanding school which has improved since its last inspection. The strengths in all aspects of its work provide it with exceptionally good capacity to continue to improve. Equality of opportunity is promoted particularly well. As a result, all groups of pupils achieve extremely well, including those with learning difficulties and/or disabilities. From a broadly typical starting point they reach exceptionally high standards by the end of Year 6. Pupils' personal development, including their spiritual, moral, social and cultural awareness, is fostered superbly. A key strength throughout the school is the first-rate care, guidance and support for all pupils. The assistant headteacher, together with governors and subject leaders, has built exceptionally well on the strengths of the previous leadership, despite changes of staffing and unavoidable staff absences, before the recent appointment of the headteacher. The headteacher has quickly gained the respect of parents, governors and staff. He has put in place initiatives to improve the school further, though it is too early to see the impact of these very well thought out developments.

Achievement is outstanding. In the past five years standards by the end of Year 2 have been consistently well above average. Standards by the end of Year 6 also have been exceptionally high for five years in English, mathematics and science. Present standards remain at this exceptionally high level throughout the school and all groups of pupils are making rapid progress.

Pupils are highly motivated to learn and they enjoy school greatly. Their extremely positive views are reflected in well above average attendance. Pupils have a profound understanding of how to live healthily and safely. They are keen to engage in a wide range of sporting activities, such as running and football clubs. They say that they have 'total trust' in their teachers and report that children are 'always kind and friendly'. Behaviour is exemplary both in lessons and at break-times. Pupils willingly take on responsibility for the smooth running of the school. At lunchtimes older pupils assist staff to care for other pupils. School councillors are very active in helping to make decisions and articulately suggest how the school can be improved even further. Pupils have a very good understanding of their academic targets and ways they can reach the next step of learning. Pupils' very positive attitudes to work and their exceptional standards and achievements prepare them outstandingly well for future learning.

The curriculum and teaching are major strengths and assist pupils to learn at a fast pace. The consistency of first-class teaching helps pupils to make speedy progress in all subjects. In practice, lessons are organised very well, though lesson plans to guide teaching do not consistently include detail to assist leaders to monitor closely what has been taught. Teachers clearly tell pupils what they are to learn and have high expectations of both work and behaviour. Relationships between pupils and between pupils and staff are admirable and this benefits pupils' learning. A strong emphasis on practical investigations geared to pupils' level of attainment develops deeply their interest and understanding. Basic skills in literacy, numeracy and information and communication technology (ICT) are enhanced skilfully within other subjects. For example, in a topic about the Himalayas, pupils interviewed the headteacher about his mountaineering experiences and wrote an informative 'Guide to survival on a mountain'. Word-processed reports explained pupils' awareness of the sacred texts of major world faiths. Visits, such as to Ingleton, extended pupils' map reading skills and understanding of rivers.

Art is used particularly well to enhance pupils' work as well as the appearance of the building. The projects to gain the Artsmark (Gold) award have broadened the curriculum, particularly in

performing arts. Visiting artists have also raised pupils' awareness of different art forms. The limitations of the accommodation and lack of space for physical education have been offset by the excellent use of a leisure centre to provide all pupils with two hours of a very broad range of physical education activities organised by staff and specialists sport instructors.

Outstanding leadership and management have ensured that the areas for improvement identified by the last inspection have been addressed successfully. All current government safeguarding requirements are in place. Systems to track pupils' progress efficiently have been developed and this information is being used increasingly well to set targets for individuals and groups of pupils. Teaching assistants now play a greater part in helping pupils at all levels of attainment. They take responsibility for the teaching of small groups in lessons, have a major role in developing pupils' ICT skills, take a lead in physical education activities, and run the breakfast and after-school clubs. They are a valued part of the teaching team and their skills have been enhanced through additional training. Younger pupils have a greater voice in the running of the school through their membership of the school council.

The school embraces its responsibility for community cohesion extremely well. Links with the local community are particularly strong through such as the Friends of Salterlee School which encourages wider community involvement. The school has strong links with a large local primary school with a high proportion of pupils from minority ethnic backgrounds. Visits have been made to the parish church, a congregational chapel and a mosque as part of a study of different religious groups. The school is actively involved in the development of environmental facilities in a park within walking distance. Pupils from the school toured local schools and performed a drama production to raise others' awareness of bullying. International links have been forged with schools in Germany and Africa. Parents are overwhelmingly supportive of all aspects of the school and its leadership. A typical parental comment encapsulated their views, 'I feel very privileged that my children attend such a wonderful school'.

## **Effectiveness of the Early Years Foundation Stage**

### **Grade: 1**

Children have an outstanding start to schooling in the Early Years Foundation Stage because the teaching, curriculum and leadership are first-rate. As a result, children make outstanding progress from broadly typical starting points on entry to Reception to much higher than national expectations by the end of the year. Children's welfare needs are met exceptionally well resulting in a very well established caring environment. The curriculum is exciting and meets the needs of all children with an excellent balance of activities led by adults and others chosen by children. Children engage actively in purposeful and clearly defined tasks to assist their learning both indoors and outdoors. The high quality of the organisation ensures children learn and develop at a very fast pace. Personal, social and emotional development is promoted extremely successfully resulting in high standards in this area of learning. Children cooperate very well and confidently work independently. Assessment opportunities are carefully planned enabling an accurate understanding of children's achievement. A comprehensive 'Learning Journey' booklet for each child is always available for parents. Liaison with the pre-school providers and between home and school are very effective, enabling children to settle quickly into the Reception class. Appropriate links are in place to help pupils make a smooth transition to Year 1 and this aspect is being developed even further. Parents are highly delighted with the education provided for their children.

### **What the school should do to improve further**

- Ensure teachers use a detailed format for planning lessons to assist leaders to monitor what has been taught.

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## Annex A

## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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### 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 capacity to make any necessary improvements	1

### Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	1
How well do children in the EYFS achieve?	1
How good are the overall personal development and well-being of the children in the EYFS?	1
How effectively are children in the EYFS helped to learn and develop?	1
How effectively is the welfare of children in the EYFS promoted?	1
How effectively is provision in the EYFS led and managed?	1

### Achievement and standards

How well do learners achieve?	1
The standards <sup>1</sup> 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/or disabilities make progress	1

<sup>1</sup>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.

## Personal development and well-being

<b>How good are the overall personal development and well-being of the learners?</b>	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
The extent to which 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

<b>How effective are teaching and learning in meeting the full range of learners' needs?</b>	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

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	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 eliminated	1
How well does the school contribute to community cohesion?	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**

Inspection of Salterlee Primary School, Halifax, HX3 7AY

The inspection team really enjoyed the day we spent with you. Yours is an outstanding school. This is because it is run extremely well by the headteacher, the assistant headteacher, other staff and governors. Teaching and learning are first-rate and build on a superb curriculum. As a result, you make extremely fast progress in your learning.

During the time you are at the school your achievement is outstanding. In Early Years Foundation Stage (Reception) the youngest children have a wonderful start to schooling. In Years 1 to 6 you progress extremely well. The standards you reach by the time you leave the school are exceptionally high.

I was very impressed by your excellent behaviour and superb attendance. At all times, you were polite and courteous. You enjoy learning and appreciate all the school provides. You get on superbly with each other and the staff. The school ensures that you are all treated equally well. The school serves your local area very well indeed and provides you with a deepening awareness of local, national and international communities, including major world faiths. You are exceptionally well prepared for future learning.

Your parents are very pleased with the education experiences you have at the school and the care provided for you. The headteacher, assistant headteacher and governors know how to improve the school further. However, I have asked them to make sure the teachers write more detailed plans for lessons, to help the school's leaders to check what has been taught.

I trust that you will continue to work with the staff and your headteacher to help them to continue to improve the school. I wish you well for the future.