

Saltaire Primary School

Inspection report

Unique Reference Number	107270
Local Authority	Bradford
Inspection number	336851
Inspection dates	13–14 January 2010
Reporting inspector	Ronald Cohen

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	419
Appropriate authority	The governing body
Chair	Mr Paul Breeze
Headteacher	Mrs Sally Stoker, Acting
Date of previous school inspection	6 November 2006
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Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 15 lessons and held meetings with governors, staff and groups of pupils. They observed the school's work and looked at the school's methods for tracking pupils' progress and attainment. Inspectors also looked at a range of documents including the school's policies, governing body minutes, the most recent local authority evaluations, and an extensive sample of pupils' work. They also examined the responses to questionnaires which had been completed by staff, pupils, parents and carers.

- the standards and progress being made by pupils in the school
- the quality of teaching and learning in lessons
- the effectiveness with which the school meets the regulations and requirements for child protection and safeguarding
- the extent to which the school promotes community cohesion
- the capacity of leaders and managers to sustain necessary improvements.

Information about the school

This larger-than-average primary school is situated in a former industrial Victorian village on the outer edge of Bradford. Its pupil population reflects the cultural, social and economic diversity of its locality. The number of pupils eligible for free school meals is below average. However, the proportion of pupils from minority ethnic backgrounds, and the proportion of pupils whose first language is not English, is above average. The proportion of pupils with special educational needs and/or learning disabilities, including those with a statement of special educational needs, is average. The school holds the Healthy School Award.

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 and rapidly improving school. It also has good features, particularly in the care of pupils and their personal development.

Pupils' achievement is satisfactory. Pupils enter the school in the Reception classes with skills and knowledge which are generally about average. However, this masks considerable differences, with a large proportion of pupils being below average and a significant minority of pupils exhibiting skills which are above those expected at their age. There is much good work in the Reception classes, but the school has not made sufficient use of the physical resources to further enhance the children's learning at this stage of their education. Throughout their time at school, pupils make satisfactory progress, given their starting points, and they leave at the end of Year 6 with standards generally in line with national averages. Some pupils actually make good progress at different times in their school life, but this rate of progress is not sufficiently uniform across all years and this affects the standards attained. This reflects the nature of the teaching which they receive. Teaching is satisfactory overall. None is inadequate. Some is good and helps pupils to make rapid progress. However, in too many lessons, there are not enough opportunities given to encourage pupils to engage in activities which will increase their own learning. As a result, they tend to lose concentration and their progress slows. Marking is not used consistently enough to indicate to pupils what they need to do in order to improve the quality of their work.

The curriculum is good. Pupils' learning is enriched by many out-of-school clubs and a range of visits and visitors. There are links between different subjects. The use of information and communication technology (ICT) as a tool to broaden the curriculum is particularly effective.

Pupils' spiritual, moral, social and cultural development is good. A strong tradition of respect, tolerance and care in and for the community is embedded in the school. Pupils have a good understanding of how to live a healthy lifestyle and take full advantage of the wide range of physical activities provided by the school. Pupils behave well and are thoughtful and considerate towards others. Pupils take on a range of responsibilities as school councillors and playground buddies.

Pupils of all backgrounds and abilities receive good care and support. This is built on robust, well-planned policies and procedures and the strong commitment of all including non-teaching staff. This has a positive impact on pupils' attendance and punctuality, which are both good. A close partnership with specialist welfare and support services promotes good personal development for vulnerable pupils and those with special educational needs and/or disabilities. The welfare of all pupils, especially the most

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vulnerable, is paramount and staff are persistent in ensuring good care for them.

The recently appointed acting headteacher has taken appropriate steps to secure the basis for improvement of standards and acceleration of progress. At the same time, she has ensured that the school's clear strengths in the pastoral support given to pupils are sustained. The new leadership team has very quickly focused attention on standards and progress. They have painted a clear picture to staff of the strengths of the school as well as those areas which require improvement. Staff morale is high and all share the ambition and aspiration for the successful accomplishment of the aims set out by the school leadership. However, these changes are recent and have yet to demonstrate their full effect on the standards pupils reach. The school's capacity to secure sustained improvement is satisfactory.

What does the school need to do to improve further?

- - Raise standards by improving the quality of teaching so that more lessons are good or better by increasing challenging activities which engage pupils strongly in their own learning.
- - When marking work, ensure that teachers specifically guide pupils towards what they need to do to improve.
- - Develop the full use of the physical resources of the school to enhance opportunities for increased learning through outdoor play for the children in Reception classes.
- About 40% of the 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

Results in the end of Year 6 national tests in 2009 were lower than in 2008, but remained in line with national averages. Pupils attained the highest grades in science, and attained higher in mathematics than in English. In some lessons, pupils make good progress. Pupils' achievement is only satisfactory overall, however, because learning and progress are inconsistent from lesson to lesson. All pupils, including those with special educational needs and/or disabilities and those from minority ethnic backgrounds, make similar progress. No group of pupils underachieves significantly.

Pupils report that they enjoy being in school because, 'We are all kind to each other here.' They wear their uniforms with pride, look after their books and equipment well and contribute significantly to the purposeful and happy atmosphere in the school. They know the difference between right and wrong and are considerate to each other. Their behaviour is good and this helps to maintain the calm day-to-day working of the school.

Pupils have good understanding of how to lead healthy lives. They pointed out in the clearest of terms to the inspectors, who ate lunch with them, the healthy food on their plates, 'which should be all finished first!' They say they are safe and secure in the school and they are aware of when and where dangers might occur. Their multicultural

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awareness is good and their horizons are widened through the strong personal, social and health education programme the school delivers, and through thought provoking and reflective assemblies. Pupils are involved in a range of projects which are testament to their involvement in community cohesion. All pupils are securely gaining the personal skills they will need as they get older, but their academic skills are not as well developed. Attendance is good. Pupils are satisfactorily prepared for the next stage of their education.

These are the grades for pupils' outcomes

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	3
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
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	2

How effective is the provision?

The overall quality of teaching is satisfactory although there are variations in its effectiveness. The most effective lessons have a buzz about them. Teachers make good use of ICT, physical activities and games to suit pupils' different learning styles and link work through well-planned schemes. Teachers set challenging tasks which encourage pupils to think things through for themselves. These lessons move forward at pace, pupils stay on-task well and often share their ideas. Learning, in such lessons, is thorough and rapid, and progress is good.

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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However, this is not uniformly the case. Sometimes the work does not provide a suitable level of challenge to the different abilities and, as a result, progress is too slow. In some lessons, teaching is overly directed and not exciting enough, so pupils especially the more-able do not progress as fast as they could. Although there are examples of teachers helping pupils to improve their own work through effective marking, this is not consistent and too often marking gives pupils little indication of what they should do next to improve.

The good curriculum rightly places a strong emphasis on literacy and numeracy. It is currently being modified towards a more creative, topic-based approach. This will give pupils more opportunities to take the particular skills learned in one subject and apply and develop them across a range of others. The school's strong personal development programme gives pupils valuable opportunities to reflect on issues and emotions. A wide range of after-school clubs and a range of visitors enrich the curriculum and give opportunities for pupils to develop their abilities and interests.

Good, well organised and effective procedures for care, support and guidance make strong contributions to pupils' well-being and their sense of security in the school. Good induction and transition arrangements involve parents and help pupils to move into the school easily and on to the next stage of their education confidently. Vulnerable pupils and those with special educational needs and/or disabilities receive particularly good care and support.

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	2
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The relatively new acting headteacher has wasted no time in ensuring that staff have a clear view of the school's performance and potential, and the steps that will have to be taken to bring about improvements. All staff, including middle leaders, know what their roles and responsibilities are in accomplishing this task. They are pulling together with growing confidence and are beginning to take opportunities to learn from each other by sharing some good practice. Governors are fully committed to supporting the school. They are knowledgeable and are becoming increasingly active in holding the school to account for its results.

There are good links with other schools and support agencies. Provision for community cohesion is strong and is a thread running through all aspects of the school's work. It underpins the school's commitment to ensure equality of opportunity and the eradication

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of any form of discrimination. The school is vigilant in ensuring the safety and welfare of its pupils. Its safeguarding procedures are followed rigorously and meet current requirements well. Partnerships with parents are good, particularly in respect of pastoral matters, though the school accepts that there is still much to be done in raising ambition and aspiration for learning. The school has a very clear evaluation of its strengths and weaknesses. It gives satisfactory value for money.

These are the grades for leadership and management

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	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	3

Early Years Foundation Stage

Children make satisfactory progress in Reception and, by the start of Year 1, a large majority have attained the early learning goals and are working at average levels. This is because the provision is well organised. Valuable links with parents allow for children to settle quickly. They remain settled and happy because welfare provision is good. Pupils behave well, play happily together and share their toys. Teaching is satisfactory overall but there are some inconsistencies in practice which mean that children make slower progress in some areas, such as numeracy and problem solving. The school has good 'indoor' resources and there is good development of the use of the 'sensory garden'. However, the outdoor resources are underused and are not easily accessible. This limits opportunities for the children to extend their learning and development to their greatest potential.

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These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	3
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	3

Views of parents and carers

Inspectors received 113 questionnaires from parents. The large majority expressed a great deal of confidence in the work of the school. A very few parents indicated that the school did not keep their child safe. Inspectors did closely examine the school's procedures for safeguarding pupils and found no evidence that would support these assertions. A very small minority of those who completed the questionnaire did not feel that the school dealt with unacceptable behaviour effectively. Inspectors disagree with this view. Behaviour is good in class and around the school. More typical parents' views, matching inspectors' findings, are summed up in the following comment: 'My child is happy and feels safe at school. She thanks me every day for choosing to send her to this school.'

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Saltaire 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 113 completed questionnaires by the end of the on-site inspection. In total, there are 418 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	72	64	34	30	2	2	2	2
The school keeps my child safe	49	43	59	52	5	4	0	0
The school informs me about my child's progress	46	41	54	48	11	10	1	1
My child is making enough progress at this school	44	39	56	50	10	9	1	1
The teaching is good at this school	42	37	59	52	4	4	0	0
The school helps me to support my child's learning	50	44	53	47	6	5	0	0
The school helps my child to have a healthy lifestyle	57	50	44	39	8	7	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)	44	39	56	50	2	2	0	0
The school meets my child's particular needs	39	35	67	59	5	4	1	1
The school deals effectively with unacceptable behaviour	38	34	46	41	17	15	8	7
The school takes account of my suggestions and concerns	40	35	51	45	12	11	1	1
The school is led and managed effectively	42	37	50	44	11	10	2	2
Overall, I am happy with my child's experience at this school	49	43	55	49	7	6	2	2

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 inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

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 were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

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.



18 January 2010

Dear Children

Inspection of Saltaire Primary School, Shipley, BD18 4NR

Thank you very much for making us so welcome when we inspected your school recently. We were very impressed with your very good manners, how polite you are with each other and with your teachers, and with your good behaviour. Many of you told us how much you enjoy being in school and we found that you have a good understanding of how to stay healthy by taking regular exercise and enthusiastically eating all the healthy food at lunch time.

We found that Saltaire Primary provides you with a satisfactory and rapidly improving education. All the adults look after you well and make sure that you are safe within the harmonious community that is your school. Your acting headteacher has quickly identified and changed some of the things that needed to improve. All the staff and school governors have joined together to make sure this happens.

To make Saltaire Primary an even better school, we have identified some other things which need to happen as well. We have asked the school to ensure that:

- all lessons move along more rapidly, just like the best ones do, and give you more opportunity to learn things by doing them yourselves
- more careful marking helps you to know exactly what you have to do to improve your work, or to reach the next level
- the youngest children have more opportunities to play in the outdoor areas near Reception such as the 'sensory garden' – we think that they will learn lots of extra things this way.

I know you will support your teachers by continuing to be the helpful, happy and hardworking young people you already are. Good luck to you all for the future.

Yours sincerely

Mr Ronald Cohen

Lead Inspector

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