



Saltersgate Junior School

Summary Self Evaluation Form

2020 – 2021

Reviewed

1st draft: December 2019

Redraft: March 2020

Revised: Summer 2021

Summary Evaluation

Last Ofsted

Date April 2015 **Outstanding**

Issues:

Check on the learning of disabled pupils and those with special educational needs with increased rigour in order to close any remaining gaps in their progress more rapidly.

Increase the effectiveness of middle leaders by developing assessment procedures to measure pupils' progress and attainment across the wider curriculum.

Progress since previous inspection

- Analysis of EOKS2 SATs 2019 shows all SEN and PP children have positive progress measures and the attainment gap to the main cohort has narrowed significantly since 2018 (see pages 8-9).
- This has been further improved through the teacher assessment judgements inputted through the Fischer Family Trust tool in 2020 (see pages 9-11).
- A more secure management structure is now in place which includes an Executive Leadership Team, Senior Leadership Team, Middle Leadership Team and an Inclusion Team. Each group has its

CONTEXT

School context

The school serves a mixed socio-economic community and draws approximately 70% of its intake from out of catchment. There are very few children from minority ethnic backgrounds. 97.79% of children are classed as White-British. 6.7% of children currently receive school meals without charge. The percentage of children identified as having special educational needs in September 2020 is slightly lower than the national average (12.77%). The percentage of pupils with a statement of SEN (0.27%) is below the national average. Most children choose to remain at the school throughout their four-year junior education. The school deprivation indicator is below the national average, there are only a small number of pupils living in more deprived areas.

Awards

- Achieved the Investors in Pupils Charter Mark in June 2017 with an outstanding.
- Achieved the QISS Quality in Study Support charter in June 2017
- The school achieved (again) the 'Best Eco-Schools Award' in 2017
- Green Flag Award 2017
- Achieved the Arts Mark Gold in September 2017
- Achieved the Bronze Anti-Bullying Charter September 2017
- Achieved the National Diana Award Showcase – Anti-Bullying Ambassadors 2016.
- Autism Friendly Charter Mark Award 2018
- Three members of the leadership team are now Specialist Leaders of Education and one is an external moderator for writing in the authority.
- Two members of the ELT have achieved their NPQSL qualification.

	<p>Attendance</p> <ul style="list-style-type: none"> Attendance is above the national average at 97.3% Persistent absence dropped to 12.4% in 2019, from 17.3% in 2018 compared to the national average of 8.3%. Successful strategies to tackle absence include: first day calling; regular letters to parents; and weekly attendance and punctuality rewards using the Attendance Bear. Barriers to attendance include holiday request forms. As part of the Ridgewood Pyramid, we have a common aim to achieve and surpass 97%. We have joint aims and direction when declining holiday requests. <p>Behaviour</p> <ul style="list-style-type: none"> Behaviour has improved over the past year with the introduction of our Positive Behaviour Policy, Positive Behaviour Scale and RESPECT Values. Our current scaled score is 99.2% and children really desire to achieve their purple bands at the end of the school week which is a reward for displaying the Saltersgate RESPECT Values. We attribute this to the significant work we have done on resilience and the restorative approach. There were 4 fixed term exclusions (each one day) in 2018-19 and two in 2020 (again, both one day each). There have been no permanent exclusions at Saltersgate Junior School. The school employs a Behaviour Support Worker who is in regular contact with children who do not achieve their purple bands and the parents of these pupils. The school works continuously on bullying – obtaining the Diana Award in 2016. 94% of parents agree or strongly agree that the school ensures that the children are well behaved.(Ofsted Parent View 2015-16) 78% of parents agree or strongly agree that the school deals well with bullying – 19% didn’t know because their children have not had any experience of bullying - (Ofsted Parent view 2015-16) <p>General</p> <ul style="list-style-type: none"> We are a stable, well-staffed school which includes three teachers on the Early Careers Framework, Our Inclusion Team support identifies vulnerable and challenging children with behaviour, social emotional and mental health issues. Since 2020, the Executive Leadership Team, Senior Leadership Team and Middle Leadership Team have either been restructured or created. These teams will help drive the vision of the relatively new Headteacher and also help drive our new curriculum. There was no movement of staff in September 2020. We are a values led school. We have formed an informal partnership with a number of other local schools including one secondary school Governance is developing as we have three new members and 2 additional ones joining in the autumn term of 2021.
<p>Curriculum intent</p> <p>GOOD</p>	<p>At Saltersgate Junior School, the curriculum is designed to recognise children’s prior and future learning, provide first hand learning experiences, allow the pupils to develop skills through scaffolded learning and become creative,</p>

analytical thinkers using real-life and purposeful activities that will prepare children for their future lives and careers.

Children's attainment of knowledge and skills, through the use of the National Curriculum skills document, embraces the community in which it is situated, recognising local history, heritage, geographical and business links and, most importantly, the aspirations of all our children. We place strong emphasis on the spiritual, moral, social, health and cultural development, through the JIGSAW schemes, of all our pupils. Our school community has identified a clear set of values that underpin expectations for behaviour for all members of our school family. Every child is recognised as a unique individual.

The ability to learn is underpinned by the teaching of basic skills, knowledge, concepts and values. We constantly provide enrichment opportunities, through our 'Going for Five' projects, to engage learning and believe that childhood should be a happy, investigative and enquiring time in our lives where there are no limits to curiosity and there is a thirst for new experiences and knowledge.

We use a Growth Mindset approach to promote positive and collaborative attitudes to learning which reflect the values and skills needed to promote responsibility for learning and future success.

Community involvement is an essential part of our curriculum as we celebrate local traditions, learning new skills to enable the children to take an active role in events throughout the year. Children leave the school with a sense of belonging to a tightly knit community where they have the confidence and skills to make decisions, self-evaluate, make connections and become lifelong learners.

The school fully promotes all of the above through the RESPECT values (Resilience, Enterprise, Strive, Positivity, Expectation, Care and Tolerance).

RESILIENCE: Craft your own personal resilience – we all fail at times and make mistakes: resolve these, dust yourself off and start again!

ENTERPRISE: To participate in different activities and projects that requires boldness, innovative thinking and energy!

STRIVE: To be the best you can be and take responsibility through being curious about everything – take risks and try something new regularly!

POSITIVITY – Being optimistic, feeling hopeful and having a confident outlook on life

EXPECTATION – The minimum, non-negotiable standards we set and maintain as being part of SJS

CARE – It's mutual, it's reciprocal. If we give it then we should receive it.

	TOLERANCE - We must understand the views of other groups or individuals.
<p>The quality of education</p> <p>Implementation</p> <p>GOOD</p>	<p>Particular strengths</p> <p>At Saltersgate, high quality teaching and learning continues to be central to raising standards and to addressing any under achievement. This is reflected in our recent excellent Key Stage 2 Sats results. Everyone at Saltersgate is determined that all children achieve the very best that they can. Our ethos encourages and demands that everyone tries hard; teachers reward effort and ensure that pupils take pride in all aspects of their work. We all have consistently high expectations of all pupils’ behaviour and attitudes to learning.</p> <p>As dedicated and highly skilled professionals, teachers continually develop their practice with a view to sustaining excellence and improving the outcomes achieved by all pupils. All of our teachers demonstrate deep knowledge and understanding of the subjects they teach and they use questioning highly effectively. Last year, each class had a dedicated learning support assistant; this enabled children to consolidate learning quickly. This was further enhanced by teachers and support assistants working alongside pupils’ to identify misconceptions and subsequent action followed to ensure that such misconceptions were corrected. Any pupil who appeared to be falling behind received timely support, enabling them to catch up.</p> <p>During all lessons, teachers check pupils’ understanding systematically; this enables both support and challenge to be directed towards groups and individuals.</p> <p>Teachers’ questioning is open-ended and deepens pupils’ understanding. Lessons are carefully planned and teachers are adept at making explanations clear.</p> <p>Staff teaching shows that they have a common understanding of the curriculum because lessons observed across the curriculum show progression and lessons in each year group are well pitched. When observing a series of lessons across the school, progression can be seen. Work that students carry out is in line with our curriculum intent.</p> <p>Staff have a strong subject knowledge</p> <p>Pupils with SEND receive excellent teaching. Often they work with the rest of the class, but this is balanced with very well-planned individual support that enables them to make good progress. Learning Support Assistants are deployed effectively and carefully guide pupils’ learning. They know the pupils well and have a very clear picture of the needs of individuals.</p> <p>We deliver the curriculum through a variety of methods that are both classroom-based and extra-curricular. We promote equal opportunities to the majority our pupils in line with the Equality Act 2010 throughout our practices.</p> <p>The teaching of reading, writing and mathematics is very carefully structured so that pupils make good progress.</p>

Lessons are taught so that pupils remember their learning. Our staff value the different ways in which pupils learn and plan lessons to account for these differences. We encourage teachers to make cross-curricular links where possible within their lesson plans, so that pupils can draw upon knowledge from different subjects and understand how each topic plays a part in everyday life. Teachers use different learning resources to teach core content, e.g. educational videos, guest speakers, visitors and ICT lessons. By using different techniques, we intend on keeping pupils engaged with learning and accommodate pupils who learn differently to their peers.

We provide a variety of extra-curricular activities for pupils that enhance their learning experience. The activities range from after-school clubs, to educational trips and visits and curriculum days. Extra-curricular activities are designed to enhance pupils' learning experience.

We engage with the wider community, through the 'Going for Five' initiative by ensuring there are opportunities for pupils to participate in community projects. We embed each project within the curriculum into the relevant subjects, e.g. creating art out of litter and investigating the effects litter has on the environment. This shows pupils the value of protecting and being involved in their community and establishes a link between the theories they learn in the classroom to practical examples in real life.

Our school values the input of its pupils and parents with regards to the delivery of the curriculum. We believe pupils get a well-rounded education if everyone is involved in shaping it. This is why we send pupils and parents questionnaires annually. We hold regular Parent Forum meetings to inform parents about aspects of the curriculum or to gather their views on the operation of the school and take on board advice as a means to make improvements.

Our curriculum has been designed for a range of learners, providing equal opportunities for all – by doing this, pupils will benefit in the following ways:

- Learning how to lead safe, healthy and fulfilling lives
- Understanding that failure is part of the road to success
- Being rewarded for academic successes
- Being supported with their next stages in education and feeling prepared for life after school
- Becoming responsible individuals who contribute to community living and the environment
- Achieving to the best of their ability
- Acquiring a wealth of knowledge and experience
- Becoming critical thinkers
- Finding a sense of belonging to the school and its community
- Learning how to cooperate with their peers and respect one another inside and outside the classroom.

'Going for Five'

It is important that we provide an enterprising and creative curriculum, which inspires our young people and prepares them for learning and life

It is also important that we as individuals look wider than the school and educational institutions to develop ourselves and to demonstrate our values of continual improvement and innovation

Going for Five is the way we will engage and deliver innovative approaches that benefit us and society by actively engaging with external organisations

These five groups will be autonomous and will be led, managed and responsible for delivery of the objectives and measurable differences they themselves will set and report back to SLT- incorporating and demonstrating the RESPECT behaviours



Doncaster College | University Centre



Katy McKie (Maths links) Tom Brown (ICT Links and his work on creating digital leaders) Natalie Brook (links with finance and banking due to previous profession)
Alex Thomas (PE and trips lead) Chloe Parkin (PE trained and dance specialist) Becky Holdsworth (support for Alex with her skills in PE and Playleaders)
Cassie Bailey (Forest school level 3 trained and links with Potteric Carr Wildlife trust) Laura Worthington (Eco School Council Lead) Amanda Smith (oversee planning of projects)
Sally Wild (ELSA trained) Laura Ward (SENCO) Sarah Boyd (RE, PSCE and Anti-bullying lead)

KS2

From Year 3 through to Year 6, opportunities are taken to enrich the curriculum through the 'Going for Five' project:

Many of these activities help create an enterprising and creative curriculum that will inspire our young people and prepare them for learning and life. These initiatives will also 'tie' into our new work on metacognition and mental wellbeing. Each Wednesday afternoon is now called Saltersgate University Challenge where children will have opportunities to explore: what type of learner they are; investigate different emotions and feelings of themselves and others; and participate in a variety of challenges to help develop their resilience, endurance and confidence. We have recently purchased the JIGSAW scheme to help bring direction to these changes and others; and participate in a variety of challenges to help develop their resilience, endurance and confidence.

In their planning, teachers in each year group are mindful of end of year or end of key stage 2 expectations. Teachers plan to meet the needs of all pupils by ensuring learning is focused on individual pupils' needs and abilities.

Outcomes from assessment for learning enable teachers to set targets which reflect individual pupils' skills, abilities and potential. It is particularly important to assess children's current and prior knowledge before embarking upon what is set out for the year group. Assessment for learning can take place at any time in the learning sequence – e.g at the start of learning, in the middle or at the end of a project. The results of assessment for learning activities can alter the direction of the teaching and learning.

Vocabulary development is a very important part of our curriculum. Teachers plan for the vocabulary that they will teach in relation to the curriculum. Vocabulary in all subjects is made high profile through specific teaching and in displays.

Teachers role model excellent speaking, listening and literacy. Discussion and debate is encouraged.

Our various school councils and groups help to support our curriculum and provide pupil voice.

The JLT – looks at many aspects of school life including safety, bullying, school meals etc

The Eco Council – looks at litter, waste, growing things, pollution etc

The Sports Ambassadors who deal with aspects of behaviour at dinner times and Positive Play.

Saltersgate is committed to offering a broad and balanced curriculum which is both challenging and enjoyable. A focus on cross-curricular links means that children apply a wider context to their learning. Single-subject lessons are only taught where there is no meaningful link between subjects, and are the exception rather than the rule. Lessons are delivered in a variety of ways, using a wide range of successful strategies, which enable learners to stay fresh and enthusiastic throughout each lesson, and throughout every day. Pupils develop fluency in the application of their knowledge.

Every child from Y3-6 will perform a celebration assembly at some point during the year and parents will be invited in to watch. These are related to topics being taught in class. In addition to this, there will be choir concerts and performing arts productions throughout the school year too.

Pupils are given the opportunity to participate in local and National events with sport, dance and Music.

To become outstanding we need:

- To ensure that skills progression is mapped and scaffolded in all foundation subjects in 2019-20
- To ensure skill progression in science, ICT and PE in 2019-20
- To continue with vocabulary development across the school and throughout the curriculum
- To ensure there is effective whole class reading across the school
- To ensure there are more opportunities for real-life and purposeful writing

<p>The quality of education</p> <p>Impact</p> <p>The extent to which pupils have learned what you intended them to learn, and how you know this</p> <p>GOOD</p>	<p>Particular strengths</p> <p>Across the curriculum, and over time pupils' work is of a very good standard and is improving.</p> <p>Pupils achieve well. Our National results were:</p> <p><u>Key Stage 2 Results 2019</u></p> <p><u>Reading:</u> 80% working at the Expected standard National was 73% 34% were working at Greater Depth. National was 27%.</p> <p><u>Writing:</u> 95% were working at the Expected Standard. National was 78% 22% were working at Greater Depth. National was 20%.</p> <p><u>Grammar, punctuation and Spelling:</u></p> <p>88% were working at the Expected Standard. National was 78% 58% were working at Greater Depth. National was 36%.</p> <p><u>Maths:</u> 91% were working at the Expected Standard. National was 79%. 39% were working at Greater Depth. National was 27%.</p> <p><u>Combined Reading, Writing & Maths attainment</u> at Expected level was 77% . National was 65% Combined R,W, M at Greater Depth was 18%. National was 11%.</p> <p>End Points</p> <p>These results are good end points for each phase of the school Pupils achieve well from their starting points on entry to the school, which are generally in line with those expected for their age.</p> <p>Progress</p> <p>Pupils make good progress at Saltersgate Junior School.</p> <p>From KS1 to KS2 :</p> <p>Reading = +0.4 Writing = +1.2 Maths = +1.5</p> <p>Disadvantaged</p> <p>Our results for disadvantaged pupils now compares very favourably with national disadvantaged pupils:</p> <p>End of KS2 (Year 6)</p> <p>At Saltersgate , 79% of disadvantaged children reached the expected standard or above in reading with 26% achieving GDS This was above the national disadvantaged of 62%</p> <p>The progress of disadvantaged pupils at Holly Park in reading from KS1 to KS2 was +1.6</p> <p>At Saltersgate, 89% of disadvantaged children reached the expected standard or above in GPS with 47% achieving GDS This was above the national disadvantaged of 67.4%</p>
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At Saltersgate, 100% of disadvantaged children reached the expected standard or above in writing with 5% achieving GDS
This was above the national disadvantaged of 67.9%
The progress of disadvantaged pupils at Saltersgate was +2.6

At Saltersgate, 84% of disadvantaged children reached the expected standard or above in maths with 32% achieving GDS
This was above the national disadvantaged of 67.4%

The progress of disadvantaged pupils at Saltersgate in maths from KS1 to KS2 was +1.5

At Saltersgate, 68% of disadvantaged children reached the expected standard or above in combined subjects (R,W,M)
This was above the national disadvantaged of 51.4%

Disadvantaged pupils are making stronger progress than in the past because pupil premium funding is spent wisely on providing a range of additional support for pupils' learning, as well as giving them access to extra-curricular activities.

Pupils with SEND make good progress as a result of the targeted support they receive. This shows the school's commitment to provide equal opportunities for all pupils to access all it has to offer.

2020 RESULTS BASED ON INFORMATION BEING INPUTTED INTO FISCHER FAMILY TRUST

The following information has been collated using teacher assessment through the FFT 2020 results service.

ATTAINMENT

2019 / 2020 attainment against previous year's data

90 in the cohort	% of Pupils Achieving EXS 2019	% of Pupils Achieving EXS 2020
Reading Comprehension	82%	89% (+7% on 2019)
Writing	96%	89% (-7% on 2019)
SPAG	88%	94% (+6% on 2019)
Maths	91%	94% (+3% on 2019)
Combined	78%	84% (+6% on 2019)

Greater Depth

90 in the cohort	% of Pupils Achieving GDS 2019.	% of Pupils Achieving GDS 2020
Reading Comprehension	36%	42% (+6% on 2019)
Writing	22%	27% (+5% on 2019)
SPAG	57%	52% (-5% on 2019)
Maths	40%	47% (+7% on 2019)
Combined	20%	24% (+6% on 2019)

Averaged Scaled Score

88 in the cohort	Scaled Score 2019	Scaled Score 2020	Difference
Reading Comprehension	105.6	107.9	+2.3
Writing	104.4	107.3	2.9
SPAG	110.2	111.6	+1.4
Maths	107.6	108.2	+0.6

Reading 2020

GROUP	ATTAINMENT		PROGRESS
	%EXS	%GDS	
MALE (35)	86%	40%	0.0
FEMALE (55)	92%	44%	+2.1
HIGH ATTAINERS (21)	100%	88%	+0.8
MIDDLE ATTAINERS (54)	98%	35%	+1.5
LOW ATTAINERS (15)	53%	0%	+1.2
PUPIL PREMIUM (16)	88%	25%	+1.9
NON PUPIL PREMIUM (74)	92%	40%	+1.1
SEN (13)	64%	9%	+1.9
NO SEN (77)	97%	48%	+1.6

Writing 2020

GROUP	ATTAINMENT		PROGRESS
	%EXS	%GDS	
MALE (35)	80%	17%	-1.1
FEMALE (55)	95%	33%	+2.3
HIGH ATTAINERS (21)	100%	71%	-0.1
MIDDLE ATTAINERS (54)	98%	17%	+1.4
LOW ATTAINERS (15)	40%	0%	+1.1
PUPIL PREMIUM (16)	75%	6%	+1.7
NON PUPIL PREMIUM (74)	92%	31%	+0.9
SEN (13)	45%	0%	+2.8
NO SEN (77)	100%	50%	+1.2

Maths 2020

GROUP	ATTAINMENT		PROGRESS
	%EXS	%GDS	
MALE (35)	87%	47%	+2.2
FEMALE (55)	92%	47%	+2.2
HIGH ATTAINERS (21)	100%	90%	+1.1
MIDDLE ATTAINERS (54)	100%	40%	+2.0
LOW ATTAINERS (15)	63%	7%	+4.7
PUPIL PREMIUM (16)	81%	13%	+2.0
NON PUPIL PREMIUM (74)	89%	49%	+2.3

SEN (13)	82%	0%	+5.3
NO SEN (77)	100%	53%	+5.2

SPAG 2020

GROUP	ATTAINMENT		PROGRESS
	%EXS	%GDS	
MALE (35)	91%	51%	+1.3
FEMALE (55)	96%	53%	+4.0
HIGH ATTAINERS (21)	100%	100%	+3.2
MIDDLE ATTAINERS (54)	100%	48%	+3.1
LOW ATTAINERS (15)	67%	0%	+2.2
PUPIL PREMIUM (16)	94%	19%	+3.0
NON PUPIL PREMIUM (74)	95%	59%	+2.9
SEN (13)	73%	0%	+3.1
NO SEN (77)	100%	61%	+3.0

Reading, writing and maths combined 2020

GROUP	ATTAINMENT		PROGRESS
	%EXS	%GDS	
MALE (35)	80%	17%	+1.1
FEMALE (55)	87%	29%	+2.1
HIGH ATTAINERS (21)	100%	67%	+0.9
MIDDLE ATTAINERS (54)	89%	13%	+1.7
LOW ATTAINERS (15)	27%	0%	+2.9
PUPIL PREMIUM (16)	63%	6%	+1.9
NON PUPIL PREMIUM (74)	91%	28%	+1.7
SEN (13)	36%	0%	+3.7
NO SEN (77)	89%	0%	+1.7

Overall Progress Measures

	2019	2020
READING	+0.4	+1.3
WRITING	+1.2	+1.0
MATHS	+1.5	+2.2

Reading:

At Saltersgate, we promote reading for pleasure through our engagement in the Doncaster Book Awards, author workshops and drama events. The children are actively involved in the purchase of new books, running the school library and choosing the class novels. A unified reading scheme means that books are matched to a child's ability and promote enjoyment in the most reluctant of readers. Regular monitoring and support means all pupils are actively encouraged to read and seek pleasure in reading.

Vocabulary:

Through our skills based curriculum, reading for enjoyment and the schools enrichment programs, the pupils are continually introduced to wide range of

vocabulary. Technical and formal aspects of reading and writing through subjects such as science, history and design and technically help to reinforce vocabulary skills. All pupils actively seek ways to plan and reinforce vocabulary learning in all curriculum lessons.

Writing:

Writing is engaging and creative. The children are taught the full writing process: from drafting and editing to final publishing. Through topic based lessons and class novels, the children are given exciting, real-life opportunities to write for purpose and audience. Elements of ICT and internal and external visits keep the curriculum stimulating and current. From writing as a South Pole explorer using green-screen technology to crafting persuasive posters for a whole school enterprise event the creative limits for our children are infinite.

Maths

We have continued to adopt the maths mastery approach across school and the observation from Sarah Lewis, our maths mastery representative, was extremely positive as she commented on how well we are using questioning and resources within lessons. A further observation, in the autumn term, showed that the Y3 mixed ability teaching-new for this academic year-is already proving to be successful in many areas, one of which was in the use of the concrete, pictorial and abstract approach.

Throughout the school, we have retained a focus on number fluency and daily arithmetic. We have also been continuing to weave reasoning into all lessons and to ensure the children receive a varied diet in the variation of the questions to allow them to access different types of mathematical questions.

In lessons, as with the Kagan approach, pupils are working with talk partners to problem solve and to use rich mathematical language. This will be a continued focus, throughout school, as pupils become more proficient in the collaborative learning.

TT Rockstars and mathletics are being used by pupils and these are particularly helping with preparing Y4 pupils for the 2021 times tables test.

A selection of Y6 pupils will be participating in the national maths challenge in October. We have also started morning maths sessions, for consolidation of learning skills, and these will continue until SATs 2021.

In addition, there will be a 'More Able' maths day in November for Y3 and Y4 at Castle Hills Primary. Those who participated last year benefitted a great deal from this event.

The Next Stage

Pupils are ready for their next stage in learning because they attain well in core subjects and attain good basic skills. Also, there is much evidence that the school prepares pupils well in many other areas for the next stage of their education. Through the curriculum, pupils develop a good understanding of different faiths and cultures and show respect and consideration for others. Pupils are confident learners who are happy to work well together. There are good opportunities for older pupils to take responsibility in school. The school encourages pupils to be involved in making decisions and contributing

	<p>to school policy. Pupils demonstrate courtesy and respect for one another and try to ensure that every member of the school community is considered. Older pupils act as positive role models for their younger peers and mutual respect is highly evident.</p> <p>To achieve outstanding we need:</p> <ul style="list-style-type: none"> • To ensure that teachers use assessment in foundation subjects to inform their future teaching • To ensure that assessment in foundation subjects is appropriate and effective • To aim to increase the number of children attaining GDS at all levels in reading, maths and writing • Introduce new marking policy to focus on pupils making effective progress • Develop the use of floor books in all classrooms to provide evidence of practical work and also evidence of GDS through the use of floor books
<p>Behaviour and attitudes</p> <p>OUTSTANDING</p>	<p>Particular strengths</p> <p>The behaviour of pupils is outstanding.</p> <p><i>“The behaviour of pupils is outstanding. Pupils’ attitudes to learning are never less than exemplary. They thrive on the challenges of lessons and always strive to succeed. The quality of the work they do in books, and that displayed around the school, clearly exemplifies the pride pupils take in what they do.” OfSTED Report April 2015</i></p> <p>Behaviour and safety is outstanding.</p> <p>This is done by having a very clear Positive Behaviour Policy with clear rewards and sanctions. We have recently introduced the Saltersgate Excellence Behaviours (RESPECT – Resilience, Enterprise, Strive, Positivity, Expectation, Care, Tolerance) and a 10-1 Behaviour Scale. Children are very keen to receive Dojos and tokens to help celebrate their positive behaviour. Any child who maintains a perfect 10 for behaviour in a week is allowed to wear a purple ‘Striving for Excellence’ wrist band on a Monday. Behaviour is discussed regularly in assembly. Pupils adhere to positive routines. If pupils find it difficult to behave well, the school supports them effectively to improve their behaviour by the use of our restorative approach, either by a member of staff or our Behaviour Support Worker. Positive behaviour for learning is evidenced in class. Children's attitudes to learning are highly positive. Children are keen to learn, engage with tasks and collaborate well – evidence: lesson observations & learning walks. Incidents of low level disruption in class are rare. The school's strategies to maintain positive behaviour are fair and transparent. Leaders support staff to manage behaviour extremely well.</p> <p>This school is very welcoming and friendly. The environment is positive because of pupils’ contributions to it in terms of display work, care for it in terms of lack of graffiti and litter and a sense of general happiness and pride at being a ‘Saltersgater’. This atmosphere is created by staff who are long standing members of the school and who are loyal and dedicated to the school. Children contribute to the school in many ways through clubs, performances, sporting activity, enterprise events at PTA or separate events, pupil voice councils,</p>

assemblies etc. They feel very much a part of the school community. Pupils are extremely proud of the school and its achievements. They have good attitudes to learning and the presentation of their work is very good. Positive behaviours are encouraged and expected beyond the classroom in the 'Wake Up. Shake Up' breakfast club, after school clubs and other clubs and on trips, residential trips and music and sports events.

Pupils demonstrate courtesy and respect for one another and try to ensure that every member of the school community is considered. Older pupils act as positive role models for their younger peers and mutual respect is highly evident, particularly in Positive Play at dinner time. Pupils are extremely respectful, they hold doors open and stand aside for adults and greet visitors warmly. Where diversity is celebrated, children are curious to find out about how others live and what they believe in or celebrate. Relationships are positive because there is an atmosphere of mutual respect and tolerance, which is demonstrated and upheld by staff. Pupils support and encourage each other in class or house challenges, when children share their written work with the class, when they bring in outside school achievements and in musical and sporting activity. Pupils come from a range of different socio-economic backgrounds. The school works hard to encourage harmony, tolerance and respect through RE, Jigsaw/Saltersgate University afternoons, anti-bullying strategies, Multicultural Day, RESPECT values and British Values.

Pupils respond well to staff and behave extremely well in lessons, try hard and join in with discussions and activities. Pupils do not participate in low level disruption because there are clear expectations of behaviour which staff adhere to. Lessons are also active and engaging which keeps pupils interested and minimises disruption. Children do not disrupt the learning of their peers because there is an expectation that pupils work together well in learning partners. Pupils also value support from their peers.

In the playground, pupils play well with each other and appreciate the very wide range of play equipment provided for them through Positive Play. The Sports Ambassadors make sure that the equipment is used well and make sure that everyone has someone to play with.

Pupils, parents, visitors, supply teachers, members of the public and leaders think that behaviour is outstanding. In the school's surveys, there are many positive comments from parents celebrating how their children's behaviour has improved. For example, one parent said, 'Behaviour is great and pupils have a sense of mutual respect for each other even if they may not be in the same class.' Our analysis of pupil behaviour over time tells us that behaviour is improving and incidents of poor behaviour are declining. Our current score is standing at 99.2% as of Autumn 2019. We have run several workshops/ meetings for pupils and staff to explain the restorative approach. The councils promote a positive respect for learning e.g the Eco council – litter and recycling and the JLT – anti-bullying. Everyone is involved in and follows our Positive Behaviour Policy Behaviour Policy. The Parent Code of Conduct ensures that all parents know what the expectations of parent behaviour are.

Planning for individual needs – we work internally and with external staff to address any pockets of poor behaviour (CAMHS, Social Care, Stronger Families).

	<p>There are Behaviour Management Plans shared with staff and parents for some individuals.</p> <p>Attendance is above average and the school is prompt in checking on the reasons for any absences. Pupils are encouraged to attend regularly and on time. There are lots of reward systems to encourage this and parents are kept well informed throughout the year of their child's attendance figure.</p> <p>To become a solid outstanding we need:</p> <ul style="list-style-type: none"> • To continue with the restorative approach • To continue the anti-bullying action plan which includes putting the policy into child speak • To maintain high standards of presentation in exercise books across the school
<p>Personal development</p> <p>OUTSTANDING</p>	<p>Particular strengths</p> <p><i>"Pupils' spiritual, moral, social and cultural development is promoted exceptionally well through the curriculum. There is a very strong emphasis on healthy lifestyles and pupils' social and emotional well-being. Leaders take positive steps to ensure that pupils are fully prepared to contribute to community life in modern the British society. Pupils have excellent social skills. They are confident and self-assured. Pupils have a strong sense of 'fair play' and of what may be considered just or unjust in society. They recognise social and cultural differences and are tolerant of others. Pupils learn about the importance of living in a democratic society and of having individual rights and responsibilities."</i> OfSTED April 2015</p> <p><i>"The school is an exceptionally caring, safe and nurturing environment where every pupil is known very well."</i> OfSTED April 2015</p> <p>Through the curriculum, pupils develop an outstanding understanding of different faiths and cultures and show respect and consideration for others.</p> <p>There are many opportunities for pupils to think about and express their feelings and to reflect on their learning and behaviour. This does much to promote their spiritual, moral, social and cultural development, which is a real strength of the school. Much of this is done through the JIGSAW scheme which is taught through the Saltersgate Junior School University afternoon.</p> <p>Pupils are confident learners who are happy to work well together. There are good opportunities for older pupils to take responsibility in school.</p> <p>The school encourages pupils to be involved in making decisions and contributing to school policy. For example, pupils have a JLT, Eco-Council and Sports Ambassadors. This is part of the underlying respect for children that underpins the school philosophy.</p> <p>Pupils enjoy a wide range of experiences through curriculum days, residential trips, visits, speakers, special days, 'Going for Five' events, clubs, sports and music. Our extra-curricular offer is good and take up for opportunities is high. We develop our pupils' character by providing experiences which are challenging and thought provoking and look to develop talents and interests. The work we do developing pupils' character which we consider to be</p>

exemplary is our residential trips in Y4, Y5 and Y6 and also our curriculum days.

Pupils say that they feel very safe in school, and their parents (97%) agree with them. Most parents (97%) who responded to Parent View would recommend the school to others. Pupils are aware of the different forms that bullying can take but do not view it as a problem in school. Our Behaviour Support Worker has delivered bespoke plans to every class in school with regards to bullying and the impact it has on others.

The spiritual, moral, social and cultural development of our pupils is exceptional through a whole host of ongoing planned activities across the year.

Spiritual

- Through annually planned events, weekly assemblies, the RE curriculum, PHSE and music, pupils have opportunities to explore values and beliefs. They learn to respect their own feelings and beliefs and those of others.
- Our creative curriculum allows children to reflect on the values and beliefs of others today, in different countries and in different periods of history.
- Guest speakers and visits to places of worship enhance spiritual understanding
- We celebrate significant experiences such as birthdays and festivals and ensure that children have the opportunity to feel special and valued.

Moral

- Pupils have a strong sense of right and wrong which is promoted in assemblies, through our rewards systems, our behaviour policy and the REPSECT values. Pupils apply these principles to their own lives and have high expectations of each other.
- JLT impacts on behaviour in school and fund raising
- Safer Internet Day and Anti Bullying Week promote ensure that pupils have awareness of the risks and dangers of inappropriate use of technology and social networking.
- Promoting attendance and punctuality ensures pupils recognise the importance of being at school.
- Eco Council provide awareness of ourselves and the world around us.

Social and Cultural

- A 'House' system with termly cross year group challenges allows the children to feel connected and to support each other. There is a healthy sense of competition
- Inter school competitions and festivals help the children get involved in local activities with other schools
- Our Creative and global curriculum looks at other communities in our world & societies from the past
- We promote internationalism and encourage children to be global citizens
- Trips, visits and curriculum days allow the children to experience the wider world from a regional view in Y3, National in Y4, European in Y5 and global in Y6.

	<ul style="list-style-type: none"> • Residential visits mean that children can experience contrasting localities to the one they live in • British Values are embedded in assemblies and special event days and displays • Concerts & shows celebrate a variety of cultures • French is taught throughout the school from Y3 to Y6 • Every year we hold a Multicultural Awareness Day with the Infant School <p>Children are prepared for life in modern Britain and to be active citizens of the future through our online safety education, our global curriculum, our SMSC curriculum, our enterprise days and our RESPECT values. This all prepares our pupils for their future life as adults. We want our children to be involved in public life, flourish in society have social skills and have imagination and creativity. We want them to learn eagerly with a sense of enjoyment and have integrity and a positive moral framework. Pupils leave Saltersgate equipped with the social and emotional skills in readiness for secondary school.</p> <p>Our pastoral support involves the effective use of a school ELSA and our Inclusion Team. All staff promote a positive respect for learning by encouraging children to show respect for themselves, each other, the school environment (and beyond) and also for school equipment.</p> <p>A Mental Health Champions Team has been created in spring 2021 which helps provide wider support to a greater range of pupils, particularly in the Covid-19 pandemic.</p> <p>The school teaches the children how to stay safe (including online safety) and to recognise risks to their wellbeing (stranger danger, drugs and alcohol, relationship education, social media; use of technology).</p> <p>The school teaches children to be healthy through our allotment (gardening club), PHCSE curriculum, sport, the daily mile and other sporting events.</p> <p>To maintain outstanding we need:</p> <ul style="list-style-type: none"> • To ensure that the Saltersgate University afternoon happens weekly
<p>Leadership and management</p> <p>GOOD/OUTSTANDING</p>	<p>Particular strengths</p> <p>Our vision, policies and practice are coherent and aspirational and this means practice is consistent across the school.</p> <p><i>“Inspirational leadership from the headteacher and deputy headteacher rubs off on leaders and managers at every level. Staff and governors alike are ambitious for their own development, the achievement of their pupils and for their school. Relationships within the school are outstanding.” OfSTED Report April 2015</i></p>

Leadership is outstanding because of the sustained impact on standards and improvements made to teaching and the impact this has had on learning and improved standards. This was also confirmed by the StEP in November 2018, February 2019 and November 2019. In Autumn 2019, leadership was distributed more widely to increase accountability and ensure teaching staff have opportunities for future development and progression. This has included the creation of an ELT (Executive Leadership Team), SLT (Senior Leadership Team) and MLT (Middle Leadership Team).

Key Strengths

- The leadership team offers a very good blend of experience and expertise.
- Staff morale is very high as evidenced in our surveys.
- The ELT and SLT work closely together, meeting regularly, and ensuring that there is an ambitious shared vision and drive for the school which has led to consistently improving standards.
- All the ELT make robust judgements about the quality of teaching in lesson observations. All judgements are triangulated with other evidence.
- Challenging targets are set for all children across the school. These are monitored by both senior and middle leaders for individual pupils, different groups and different subjects to ensure high standards are sustained and improved upon.
- Areas for development identified in Literacy have been successfully addressed by leaders at all levels in the school. Consistent policies and strategies have been introduced and regularly monitored for impact on improved mathematics standards in both key stages.
- The SIP provides areas for further improvement with time lines, success criteria and monitoring and evaluation.
- The governing body is becoming well established with a good balance of skills, experience and expertise. Governors are beginning to know the school well and under the strong leadership provided by the Chair of Governors are effective in holding the school to account. This will develop even further once governors are allowed into school to assess the impact of leadership after the Covid-19 pandemic. The StEP audit of governance resulted in a judgement of strong governance in all areas (February 2019).
- Partnerships and engagement with parents and carers are strong – they feel that they have an important voice in the school and that their views are valued and used to improve the school further; (as evidenced in surveys).

- Other partnerships are equally strong. We are currently developing a powerful 'Learning Community' with other local schools and businesses. We have excellent links with different agencies and organisations.
- The school does its utmost to ensure that all safeguarding systems, policies, practices and arrangements are in place and checked/monitored very regularly. Pupil and parental surveys overwhelmingly indicate that they concur with this.
- The school works very well in the community to promote a cohesive approach to the children's attitudes towards the society in which they live. There is a wide socio-economic mix within the local community that ensures a wide range of viewpoints. Since the last inspection the school has put a number of strategies in place to prepare the children for living in a multi-cultural society, by expanding their vision of the world, locally, nationally and globally.
- The school is totally committed to ensuring children's safety and pupil well-being. Robust child protection procedures are in place.
- Supervision is offered to all staff regularly to discuss their thoughts and feelings, particularly through the Covid-19 pandemic.

Extract from the Autumn Term 2019 STEP Visit:

Key strengths emerging from this visit

- *The quality of senior leadership and promotion of high expectations results in outcomes that are consistently above National.*
- *Self-evaluation is accurate, leadership is effective and the school has the capacity to drive its own improvement.*
- *Professional development is embedded within the culture of the school and there is capacity to support improvement in school and externally; leaders are highly successful in working as SLEs, Enhanced Moderator and LSE for SEND.*
- *The implementation of improved systems and procedures to improve teaching and learning across the school.*
- *Strategies to enhance the broader curriculum and promoting the school's values have been successfully introduced.*
- *Governance is strong in providing challenge and support.*

Governors understand our vision for the school and work strategically with school leaders. Governors help manage resources effectively by having a good working knowledge of the school through regular learning walks and asking challenging questions. Governors bring a range of skills, which they use to good effect in carrying out their roles. Governors are aware of the school's strengths and the areas to develop further. Governors scrutinise the information about

pupils' progress and question senior staff carefully. Governors ensure that the school's finances are managed efficiently. Governor committees focus on pupils' progress and curriculum provision. Governors visit the school regularly and complete reports on their areas of focus.

Monitoring of all aspects of the school's work, including teaching and learning, is rigorous. School development planning is strong and is used to move the school forward. There are reliable systems to monitor pupils' progress. This information is used to identify any underachievement on the part of individuals or groups of pupils.

Teachers value opportunities to work with their colleagues from external partnerships to review standards and improve teaching. Teachers and teaching assistants are actively encouraged to develop their expertise and share good practice. Our CPD supports staff to build on their subject and pedagogical knowledge and links well with staff appraisal and the school improvement plan.

We have designed a broad and balanced curriculum. We adapt the curriculum in order to give pupils meaningful experiences. The curriculum supports the promotion of British values and builds on pupils' enthusiasm for learning.

The provision for pupils' spiritual, moral, social and cultural development is strong. There is a good range of extra-curricular experiences, including a wide variety of afterschool clubs, trips and residential opportunities, enhances pupils' experiences and self-confidence.

We focus closely on the progress of pupils eligible for pupil premium funding. With the support of governors, we evaluate the impact of additional funding on teaching, interventions and pupils' progress. Provision includes employing extra staff who provide support for eligible pupils and help them to achieve as well as all pupils nationally.

The school uses the sport premium funding effectively and provides a wider range of activities for pupils. This has contributed to a raised profile of sport and has seen an increase in pupil participation in after-school sport clubs

Pupils with special educational needs and/or disabilities (SEND) are well supported. We work closely with external agencies to meet pupils' needs, in particular for pupils who have social and emotional needs.

Leaders engage effectively with staff by holding regular meetings, listening to staff opinions and ideas and also teaching regularly in class so that leaders have a realistic perspective of the school and are willing to make change in order to make effective progress in all areas. We respond to workload issues by listening to staff views, being flexible in our approach and scrutinising our systems to monitor impact so that we do not keep unnecessary procedures for the sake of it.

We focus our engagement with stakeholders, so that it impacts on improving learning for our students.

Safeguarding is effective and there is a strong culture of safeguarding. Our processes to identify need and support children are robust and our Inclusion

Team supports this work. We help pupils to deal with issues that affect their social, emotional and physical wellbeing. Our Inclusion Team is highly effective. 'The school has a strong culture of safeguarding. Safeguarding of pupils is given the highest priority. Arrangements fully meet statutory requirements. There are rigorous checks, systems, records and routines to keep pupils safe. All staff undertake a full programme of regular training, from e-safety to safeguarding practices. Staff understand their responsibilities and recognise that safeguarding is everyone's responsibility. Documentation on vulnerable pupils is thorough and well maintained. Leaders engage with a variety of agencies to ensure that adequate support is provided for these pupils and their families. As a result of a curriculum matched to their wider needs, pupils talk confidently about how to stay safe online and how to react and report in situations where their safety may be threatened.

We manage any allegations against staff professionally and swiftly with due regard for the correct procedure and always make staff appointments with regard to safer recruitment.

To maintain outstanding we need:

- To ensure that middle leaders and subject leaders monitor their subject areas effectively across the academic year and use non-contact time efficiently to make themselves aware of the areas of strength and areas for development within their subject area and that they use this for action planning
- To ensure that middle leaders and subject leaders are aware of progress and attainment in their subject area and use this information to develop accurate information about their subject and the assessment of it
- For governors to really develop their new roles within the new governance structure that was developed last year in order to be as effective as possible
- For senior leaders to keep in regular contact with subject leaders across the year about how the monitoring of their subject is developing
- For senior leaders to oversee the progression of skills planning in foundation subjects