

School inspection report

5 to 7 November 2024

Salterford House School

Salterford Lane

Calverton

Nottingham

NG14 6NZ

The Independent Schools Inspectorate is appointed by the Department for Education to inspect association independent schools in England. Our inspections report on the extent to which the statutory Independent School Standards and other applicable regulatory requirements are met, collectively referred to in this report as 'the Standards'.

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Summary of inspection findings

1. Leaders have a deep understanding of pupils' wide-ranging needs, including pupils who have special educational needs and/or disabilities (SEND). Leaders work continuously to improve how pupils' needs are met. Leaders are thorough in their evaluation of the school's success in achieving its aims and diligent in seeking out ways to strengthen the school's provision.
2. The curriculum is broad and enables pupils to develop their skills and knowledge across a range of subjects. Leaders have established a rigorous assessment system. This supports leaders and teachers to identify pupils' needs accurately. Teachers use highly personalised plans and tailored activities within lessons to make sure pupils learn effectively. As a result, pupils of all ages and abilities make at least good progress from their different starting points. This is a significant strength of the school.
3. Pupils are confident and demonstrate high levels of self-esteem. They show kindness and respect towards each other. They understand the importance of these values to maintain healthy relationships and to prevent bullying. Leaders provide a wide range of opportunities for pupils to stay physically, emotionally and mentally healthy. This includes regular opportunities to spend purposeful time outside, including in the forest area, as well as for physical exercise and recreation. Leaders implement suitable and systematic procedures in relation to health and safety aspects and the maintenance of the premises.
4. Pupils are well prepared for life in British society through the curriculum and day-to-day activities. Pupils learn about and appreciate the wide-ranging cultures and faiths which are prevalent in Britain. Staff throughout the school promote and model respect towards others. Teachers help pupils to appreciate the needs of others and the ways in which they can support them. Pupils learn to take responsibility for their own actions and to seek out ways in which they can contribute to the local and wider community. Leaders provide some opportunities for pupils to share their ideas about how to improve the school but this is limited.
5. Leaders implement rigorous safeguarding procedures. Staff, safeguarding leaders and the proprietor are suitably trained and understand their responsibilities. They identify concerns quickly and take appropriate action, using external agencies when necessary. The attendance policy was not on the school website prior to the inspection. This was rectified during the on-site visit. Checks on adults working in the school are carried out as required and a suitable record of appointments is maintained.

The extent to which the school meets the Standards

- Standards relating to leadership and management, and governance are met.
- Standards relating to the quality of education, training and recreation are met.
- Standards relating to pupils' physical and mental health and emotional wellbeing are met.
- Standards relating to pupils' social and economic education and contribution to society are met.
- Standards relating to safeguarding are met.

Recommended next steps

Leaders should:

- provide increased and planned opportunities for pupils to contribute to the school community through sharing their ideas about how the school can be improved
- ensure they have oversight of the latest statutory guidance so that required information is always included on the school's website.

Section 1: Leadership and management, and governance

6. Leaders are diligent and systematic in putting appropriate policies and procedures in place so that pupils' wellbeing is promoted and the Standards are met. Leaders monitor their implementation closely, identifying and providing additional staff training when required. School policies comply with relevant statutory guidance and legislation. They are well understood by staff and pupils.
7. The proprietor exercises effective oversight through regular discussions, meetings and reports from leaders. He maintains a thorough knowledge of the school and of how leaders fulfil their responsibilities and mitigate physical and contextual risks. Leaders and managers provide detailed accounts of their decisions, actions and the impact of these, so that the proprietor is assured that pupils' wellbeing is promoted in all areas of school life.
8. Leaders use their skills and knowledge to great effect when evaluating the school's success in meeting its aims. They do this with rigour and thoroughness. Leaders consider each area of provision in light of the school's aims, identify areas for development and seek out any potential negative consequences of their plans. Leaders use their in-depth evaluations to inform the school's development plan. Leaders take the right actions that impact positively on pupils' outcomes. For example, improving pupils' writing and providing bespoke teaching to support pupils' individual needs.
9. Leaders have a secure understanding of potential risks to pupils and other members of the school community. Suitable measures are identified, and actions taken, to reduce risks associated with the physical environment and those relating to pupils' emotional and mental wellbeing. Staff are appropriately trained to fulfil their roles in minimising risks and do so diligently, including in relation to daily checks of the early years environment. Teachers draw up and implement appropriate risk assessments for educational trips and visits. Leaders are aware of risks which are specific to the school and its environment. They take suitable measures to mitigate those which are pertinent to the school.
10. Leaders recognise and fulfil their duties under the Equality Act 2010 through their continual awareness of the needs of all pupil groups within the school and their promotion of respect. They amend the accessibility plan regularly in response to the changing needs of pupils in the school.
11. Leaders provide information to parents about their child's progress through regular reports and meetings. They work closely with parents to identify pupils' needs and how these can be met. Information about the running of the school and the related policies are made available as required on the school website. Before the youngest children start school, early years leaders provide parents with information about the setting and their child's key person. This helps children to settle quickly and happily to school life.
12. Leaders maintain effective links with external agencies to promote pupils' safeguarding, progress and emotional wellbeing. Leaders provide the local authority with information regarding pupils who leave or join the school at non-standard times. Leaders work with external agencies to provide effective support for pupils who have an education, health and care plan (EHC plan). Leaders make sure that details relating to annual reviews and accounts are sent to the local authority when required.

13. Leaders respond to concerns and formal complaints in line with the school's policies and procedures. Parental concerns are few in number and are typically resolved through informal processes.

The extent to which the school meets Standards relating to leadership and management, and governance

- 14. All the relevant Standards are met.**

Section 2: Quality of education, training and recreation

15. The curriculum includes suitable schemes of work which provide pupils with opportunities to make good progress in all subject areas. Pupils acquire good skills, knowledge and understanding and are well prepared for the next stage of their education.
16. Pupils are taught to use a broad range of vocabulary and imaginative language in their writing. They are articulate and confident speakers and express themselves clearly. They listen attentively to the views of others.
17. Pupils develop their understanding of scientific material through the planning and execution of experiments. Their knowledge of historical and geographical topics is enhanced by educational visits and trips. Pupils' mathematical knowledge develops through activities which both consolidate and extend their skills.
18. Children in the early years also develop their skills, knowledge and understanding well. They make good progress because teachers plan activities in response to children's interests and next steps. Adults encourage and challenge children to learn as they explore and solve problems. Leaders allocate a key person to each child; these adults develop a deep understanding of the children in their care. They support children's learning further through specific teaching guidance based on children's individual needs.
19. Leaders continually review the curriculum to check that all subjects and topics are taught well. They adjust teaching plans when needed. Leaders check the quality of teaching and how effectively pupils learn. They guide and encourage staff to improve their practice.
20. Leaders make regular use of assessment data throughout the school to identify what pupils need to learn next and how best to teach this. Recent initiatives to improve the quality of pupils' writing have accelerated pupils' achievements and progress in English.
21. Leaders use assessment information to gain insight into pupils' individual needs. This includes pupils who have SEND. This analysis is shared with teachers to identify specific teaching approaches and strategies to support each pupil in their class. Teachers draw up personalised programmes of study and incorporate tasks which are carefully matched to pupils' needs. Leaders use this same rigorous approach to assess the needs of pupils who speak English as an additional language (EAL). As soon as pupils join the school, leaders identify any support these pupils require to improve their language skills and fluency.
22. Leaders work closely with teachers, parents and external agencies to support the more complex needs of pupils who have SEND. Leaders provide well-resourced and bespoke provision for pupils who have an EHC plan if they need more personalised support to learn successfully. Pupils access this highly individualised support with the help of specialist staff. These pupils make very good progress.
23. Teachers and support staff work closely together to give pupils focused and regular verbal feedback during lessons. They explain what pupils have completed well and what they need to improve. Pupils listen to this guidance and act on it so that they learn more effectively. Teachers provide detailed and relevant written feedback in pupils' books which also helps them to improve their work. They

identify next steps so that pupils understand what they need to do in order to succeed. This contributes to pupils' academic success and is particularly evident in their writing.

24. Teachers have secure subject knowledge, and pupils' progress and attainment is enhanced by the specialist knowledge of staff who teach art, music, drama and modern foreign languages. Pupils achieve highly in their drama performances, regularly gaining the highest grades in examinations and achieving great success in national competitions.
25. Teachers use a range of effective teaching methods so that pupils acquire good skills, knowledge and understanding over time. They use challenging questions and correct any misconceptions. Teachers revisit topics and make connections across different subjects to help pupils deepen their learning. Teachers manage pupils' behaviour well during lessons through regular personal interaction with each pupil, the effective use of resources, and engaging and purposeful activities. As a result, pupils, including those with high prior attainment and those who have SEND, achieve very well in relation to their different starting points.
26. Pupils' learning in many curriculum areas is enhanced by a diverse range of activities outside the classroom. These include coding and learning to play a range of musical instruments.

The extent to which the school meets Standards relating to the quality of education, training and recreation

27. All the relevant Standards are met.

Section 3: Pupils' physical and mental health and emotional wellbeing

28. Leaders foster an environment which promotes pupils' physical, mental and emotional wellbeing. Staff identify each pupil's strengths and use these to build pupils' confidence in readiness for tackling any challenges they may meet. Pupils understand that support is available should they need it, whilst developing the resilience they need to face difficulties with confidence.
29. Daily routines prepare pupils to be ready to learn. Children in the early years identify how they are feeling when they arrive in the morning, as do pupils throughout the school. Staff pay careful attention to these reflections. They support any children and pupils who are feeling unhappy or anxious.
30. Leaders recognise the positive impact of time spent outside on pupils' emotional and mental wellbeing. They provide daily opportunities for pupils to engage in both active and quieter times in the natural environment. Pupils explain how they appreciate the non-material aspects of life and how using the school's outdoor spaces to learn and socialise helps their wellbeing. The personal, social, health and economic (PSHE) and science curriculums teach pupils the importance of maintaining good physical health, such as choosing healthy meal options at lunchtimes.
31. Pupils enjoy regular lessons in the forest area of the school grounds, where they develop their problem-solving and teamwork skills. A wide range of sporting clubs and activities is open to pupils of all ages. Leaders encourage high attendance levels and provide sufficient time during the school day for pupils to engage in these. Well-qualified staff teach extra-curricular clubs and timetabled physical education (PE) lessons. Pupils develop their physical skills well and enjoy successes in various sporting fixtures and events. Pupils take part in the 'daily mile' choosing whether to run or walk. Pupils benefit from this in different ways; some build confidence in their running achievements whilst others spend the time quietly preparing for the school day.
32. Pupils have a dedicated space to use, with adult support, when they are feeling anxious or need some quiet time. The use of this space has decreased significantly over time as the measures taken to support pupils throughout the school day successfully help their emotional wellbeing.
33. The PSHE curriculum includes an age-appropriate relationships education programme which teaches pupils the different ways in which healthy relationships are forged and maintained. Teachers use a range of strategies and activities in PSHE lessons so that pupils develop a mature awareness of how to interact with others. Pupils are inclusive of their peers, showing respect towards those who may think or behave differently from themselves.
34. Leaders and staff implement the behaviour policy and procedures consistently and fairly. Adults in the early years establish warm and supportive relationships with children and help them to develop an early understanding of right and wrong. Adults support younger children to develop independence, including through making choices in their learning and taking responsibility for tasks in the classroom. Older pupils understand and respect leaders' high expectations of their behaviour and are successful in meeting these. Staff support pupils when their behaviour is not in line with expectations, taking appropriate account of their needs. They deal swiftly and sensitively with any behaviour concerns, helping pupils to reflect on and improve their behaviour before more serious sanctions become necessary.

35. Leaders and staff model how to be kind to others. Pupils understand that being kind has a key part to play in the prevention of bullying. Leaders and staff communicate clearly and regularly to pupils that bullying is not acceptable, including through assemblies and PSHE lessons. Leaders address any concerns promptly so that instances of bullying are rare.
36. Leaders with responsibility for health and safety have established systematic procedures to promote pupils' physical safety. They ensure related policies are fit for purpose and updated when required. Leaders monitor policy implementation closely and identify any actions needed to maintain the safety of the school buildings and premises. Staff are appropriately trained so that they understand and fulfil their responsibilities effectively.
37. Pupils throughout the school are supervised by sufficient numbers of suitably trained adults. Leaders maintain admissions and attendance registers as required. They monitor pupil attendance carefully and address any attendance concerns quickly.
38. Pupils who are injured or unwell are cared for by appropriately trained adults in the well-equipped medical room. Leaders make sure they know about pupils' specific medical needs, including children in the early years. Suitable arrangements are in place for the safe administration of medicines.

The extent to which the school meets Standards relating to pupils' physical and mental health and emotional wellbeing

- 39. All the relevant Standards are met.**

Section 4: Pupils' social and economic education and contribution to society

40. Leaders teach the values of respect, kindness and tolerance through the curriculum and the school's daily activities. They help pupils to understand and value the wide-ranging characteristics and attributes of the people who make up the school community and the wider world. Teachers speak sensitively to pupils about the ways in which people's day to day lives may differ from their own. Adults throughout the school help pupils to develop a mature awareness that differences and needs are not always visible. Pupils understand that adjustments are sometimes needed to their behaviour and expectations in order for everyone to feel included in the school community.
41. Through PSHE lessons pupils develop their knowledge of the role of the Government and other public institutions. Pupils learn about the democratic process and put this into practice through engaging in voting processes in school. Pupils understand the importance of having freedom to express their views. Leaders encourage them to do so within 'pupil voice' week and in discussions with school leaders. However, opportunities for pupils to share their ideas about how to improve their school are neither provided regularly nor deliberately. This limits the extent to which pupils can contribute positively to school life.
42. Older pupils have a clear understanding of right and wrong and of the part that values such as respect and kindness play in preventing conflict. Pupils are taught the importance of laws in the wider world and of how these are made.
43. Children in the early years acquire an emerging knowledge of similarities and differences between different religious and cultural communities. Older pupils develop a deeper understanding of these in PSHE, humanities and religious education lessons, where teachers plan activities that teach pupils how people live and interact with each other. Pupils can explain the importance of acceptance and tolerance and the need to challenge discrimination. Pupils in Years 5 and 6 demonstrate a mature understanding and appreciation of the ways in which their lives are enhanced by the different cultures which make up modern British society. Leaders guide pupils sensitively so that they understand how to support and respond to peers who have complex additional needs.
44. Adults in the early years teach children how to make good friendships and co-operate with each other. Older pupils take on meaningful roles in school to help others, responding with maturity to their responsibilities. Pupils receive training for these roles, such as being peer mentors to younger pupils, so they can perform these effectively.
45. Pupils contribute to the local community, for example, through visits to a nearby care home and supporting local charities. Pupils take part in activities to help national charities, often choosing which causes to support and how the funds will be raised.
46. Children in the early years gain experience in using money through role play. Through dedicated lessons within the PSHE curriculum older pupils prepare for their future lives and are taught how to manage money. Pupils understand that they will need to pursue careers in the future. Teachers support them to identify possible future paths with reference to the jobs of family and friends as well as considering their own strengths and talents.

The extent to which the school meets Standards relating to pupils' social and economic education and contribution to society

47. All the relevant Standards are met.

Safeguarding

48. Leaders implement effective arrangements to safeguard pupils. They promote a clear understanding that it is the responsibility of all adults in the school to be alert to, and report, any concerns.
49. The proprietor maintains oversight of policy and procedures through termly and annual reviews alongside regular discussions with leaders. Policies pay due regard to statutory guidance and staff understand these well.
50. Leaders have a secure awareness of the safeguarding risks which are specific to the school and its pupils. They identify appropriate measures to mitigate these and ensure all members of the school community are aware of their roles and responsibilities to keep pupils safe from harm.
51. Leaders are alert to the potential risks of children missing education. They monitor pupils' attendance carefully and in line with current statutory guidance. The attendance policy was not on the school website before the inspection. Leaders addressed this during the on-site visit.
52. Staff, leaders and the proprietor are appropriately trained, including with regard to the risks associated with radicalisation and internet misuse. Pupils have trusted adults in school with whom they can share their concerns. Pupils are confident that these concerns will be taken seriously and acted upon.
53. Leaders have established rigorous systems to report and respond to concerns about pupils. Staff recognise and report concerns promptly. Leaders take swift and appropriate action, liaising effectively with external agencies and communicating with parents when required. Records are detailed and shared only when necessary.
54. Leaders maintain appropriate systems to promote the safeguarding of children in the early years. They provide regular staff training so that staff understand the different ways they can support children's needs. Suitable arrangements are in place to keep the youngest children safe when they are sleeping. An appropriate space is available to discuss confidential matters with parents.
55. Leaders follow robust recruitment procedures. They undertake the required checks on adults before they begin to work at the school. Information about these checks is maintained on a central record of appointments as required.
56. Staff understand leaders' expectations of their conduct and the need to report any concerns about adults working in the school. Leaders manage and record these appropriately and in line with guidance from external agencies.
57. Pupils are taught how to stay safe when they are online and during their daily lives. Pupils have a secure understanding of online risks and of how they can guard against them. The proprietor has established a suitable system of filtering and monitoring pupils' use of the internet. Leaders use the information provided to identify any possible concerns and any specific teaching that pupils need to keep themselves safe.

The extent to which the school meets Standards relating to safeguarding

58. All the relevant Standards are met.

School details

School	Salterford House School
Department for Education number	891/6017
Address	Salterford House School Salterford Lane Calverton Nottingham Nottinghamshire NG14 6NZ
Phone number	0115 9652127
Email address	office@salterfordhouse.co.uk
Website	www.salterfordhouseschool.co.uk
Proprietor	Mr David Allison
Headteacher	Ms Kim Venables
Age range	2 to 11
Number of pupils	75
Date of previous inspection	24 September 2021

Information about the school

59. Salterford House School is a co-educational day school located in rural Nottinghamshire. It was established in 1981; its ownership having been transferred to the current sole proprietor in January 2023. The school comprises two sections: the early years for children aged two to five years and the main school for pupils aged five to eleven years.
60. There are 24 children in the early years in two mixed-age classes.
61. The school has identified 17 pupils as having special educational needs and/or disabilities (SEND). Five pupils in the school have an education, health and care plan (EHC plan).
62. English is an additional language for four pupils.
63. The school states its aims are to enable pupils to be motivated and resilient learners. It seeks to encourage pupils to reach their potential, becoming creative and independent thinkers who understand the purpose of learning. The school aims to encourage pupils to respect a range of cultures and beliefs and to become caring, confident members of a diverse society.

Inspection details

Inspection dates

5 to 7 November 2024

64. A team of three inspectors visited the school for two and a half days.

65. Inspection activities included:

- observation of lessons, some in conjunction with school leaders
- observation of registration periods
- observation of a sample of extra-curricular activities that occurred during the inspection
- discussions with the proprietor
- discussions with the head, school leaders, managers and other members of staff
- discussions with pupils
- visits to the learning support area and facilities for physical education
- scrutiny of samples of pupils' work
- scrutiny of a range of policies, documentation and records provided by the school.

66. The inspection team considered the views of pupils, members of staff and parents who responded to ISI's pre-inspection surveys.

How are association independent schools in England inspected?

- The Department for Education is the regulator for independent schools in England.
- ISI is approved by the Secretary of State for Education to inspect independent schools in England, which are members of associations in membership of the Independent Schools Council.
- ISI inspections report to the Department for Education on the extent to which the statutory Independent School Standards, the EYFS statutory framework requirements, the National Minimum Standards for boarding schools and any other relevant standards are met.
- For more information, please visit **www.isi.net**.

Independent Schools Inspectorate

CAP House, 9-12 Long Lane, London, EC1A 9HA

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