

Smawthorne Henry Moore Primary School, Castleford

Inspection report

Unique Reference Number	133621
Local Authority	Wakefield
Inspection number	360547
Inspection dates	3–4 May 2011
Reporting inspector	Jane Hughes

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	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	390
Appropriate authority	The governing body
Chair	Mr Matthew Morley
Headteacher	Mrs Julie Murray
Date of previous school inspection	28 January 2008
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Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 17 lessons and observed 13 teachers. Inspectors held meetings with governors, staff, parents and carers, and talked with pupils. They observed the school's work, and looked at the school's self-evaluation, improvement plans, policies, assessment and tracking systems, safeguarding procedures and pupils' work. Inspectors examined questionnaires from 44 parents and carers, as well as those from pupils and staff.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- How well attainment has risen and pupils' progress accelerated since the last inspection.
- Whether the school promotes pupils' writing skills effectively.
- Whether the proportion of good and better teaching is increasing.
- How well the school promotes regular attendance.
- Whether leaders are improving the school effectively enough.

Information about the school

This school is of larger than average size when compared to other primary schools. The proportion of pupils known to be eligible for free school meals is larger than average. Almost all pupils are of White British heritage. A larger than average proportion of children has special educational needs and/or disabilities. The school has achieved Healthy School status.

The new headteacher took up post in September 2010. Several teachers, support staff and governors have joined the school since then.

The school is co-located with Ash Tree Children's Centre. A concurrent inspection of the children's centre took place alongside this section 5 inspection. There is a separate inspection report for the children's centre.

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

2

Main findings

Smawthorne Henry Moore Primary is a satisfactory school. Many elements of its work are good. The extent to which pupils feel safe is outstanding as they, and their parents and carers, confirm. In a remarkably short space of time, the new headteacher has galvanised pupils, parents, the governing body and community members to strive to reach their potential. Morale is high. Many people associated with the school refer to 'the wind of change that is blowing through the school'. Parents and carers comment that, 'the school has exceeded every expectation' and 'it has blossomed into a vibrant, forward-thinking and welcoming school'. Key improvements to teaching, the curriculum and to leadership at all levels provide a secure foundation from which the school is now moving forward apace. Self-evaluation is accurate. These characteristics, coupled with measurable improvements since the last inspection, demonstrate the school's good capacity for sustained improvement.

Children enjoy their time in the Early Years Foundation Stage and make satisfactory progress. Recent developments have improved children's communication, language and literacy skills, although these are not fully promoted by adults when children are working in the outdoor area. By the end of Year 6, pupils' learning and progress, including those with special educational needs and/or disabilities, are satisfactory but improving rapidly. Although attainment is rising, it is still below average by the end of Year 6, because teaching is sometimes no better than satisfactory and more could be done to improve pupils' writing skills. The generally good quality of teaching overall enables pupils to do better in their learning, even though gaps in their prior knowledge render their overall progress through school satisfactory. Strongly supportive relationships between pupils and adults ensure pupils follow adults' guidance well, although there are ongoing inconsistencies in the quality of teachers' marking. Close attention to safeguarding adds to pupils' strong sense of well-being in school.

Parents, carers and neighbours see the school as very important to the area and the school enjoys a strong reputation locally. There are striking examples of how the school helps pupils of all ages, and their families to overcome significant barriers to learning as a result of good quality guidance and support.

Up to 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.

What does the school need to do to improve further?

- Raise attainment in English and mathematics and in particular accelerate pupils' progress in writing by:
 - ensuring that teaching is consistently good or better

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- introducing more strategies to promote pupils' writing skills
- improving the consistency of teachers' marking to reflect the best and to include pupils' own evaluations of their learning.
- Develop the overall effectiveness of the Early Years Foundation Stage by:
 - providing more opportunities for children to develop their creative and imaginative skills
 - ensuring adults promote children's speaking and listening skills as effectively outdoors as inside
 - increasing the impact of leadership and management of this stage through more rigorous monitoring of provision across all classes.

Outcomes for individuals and groups of pupils**2**

Pupils say that 'the school is perfect; we wouldn't want to be anywhere else'. They achieve satisfactorily and thoroughly enjoy their lessons as they settle quickly to tasks and behave well. Pupils use 'talk partners' purposefully to rehearse ideas and exchange opinions with their peers. During the inspection, pupils in Year 2 responded particularly well to a letter sent by an imaginary visitor. They were spurred on by an animated classmate who read out the letter, and they marvelled at how well the author knew the class. As a result, pupils went on to produce good quality promotional literature about Conisborough Castle in the form of leaflets, posters and guidebooks. Pupils engage enthusiastically in active learning opportunities. However, when the teaching pace slows, there is a marked dip in pupils' active involvement in their learning. This is usually because pupils are given too much support or teachers' explanations are too long and so pupils become passive and disinterested. Pupils show a good understanding of their targets and the levels towards which they are working.

Attainment is below average but rising rapidly in all year groups. This represents satisfactory progress from the generally below average starting points for most. Many pupils are still making up for prior lost learning and underachievement. Clear strides, in particular, have been made in accelerating pupils' progress in reading through the introduction of various good strategies and support. A similar close focus is not in place to develop pupils' writing skills, although this is planned. Throughout the school, a higher proportion of pupils are now working at the levels expected for their ages, particularly in reading, which has been the key focus this year. Pupils' writing skills, although improving, are not developing as rapidly. Pupils with special educational needs and/or disabilities and the very few who are learning to speak English as an additional language, progress as well as their peers due to the effective support programmes in place for them.

Pupils unanimously confirm that the school is safe and that they feel totally secure. They are comfortable to approach a range of adults with any concerns. They develop a good understanding of how to live healthily and participate in a wide range of sport, arts and drama. Pupils say that they enjoy sharing with others and are successful fund-raisers for national and international organisations. They play an active role in local issues such as naming roads, suggesting new recipes in local shops, meeting with the local Member of Parliament and are currently consulting on the regeneration of the local park. Pupils increasingly have high aspirations and know that doing well at school is important for their future well-being.

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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	1
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	3
The extent of pupils' spiritual, moral, social and cultural development	2

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

How effective is the provision?

Bright and purposeful classrooms help teachers to engage pupils readily in their learning. Teachers use accurate assessment information about each pupil to ensure that work is well matched to pupils' individual needs. Teachers demonstrate good subject knowledge in lessons. They also build colourful and informative displays on specific areas of learning such as literacy and numeracy that help to develop pupils' independent learning skills. These ensure that pupils are less reliant on the class teacher every time they encounter a problem in lessons. Parents and carers confirm that, 'class teachers are a breath of fresh air; their communication is fantastic'. Teaching assistants play an active role in ensuring different groups and individual pupils learn well. Although most lessons are stimulating and move pupils' learning on at a good pace, some still lack sufficient challenge for pupils and rely too heavily on teacher talk rather than pupils' active involvement. Teachers mark pupils' work regularly, although there are inconsistencies in quality. The best examples provide clear improvement points and well-modelled examples. Pupils do not engage in dialogue with teachers in their books about how well they have done or demonstrate improvements to work following teachers' marking.

The vibrant curriculum engages pupils well in their learning. Changes to the timetable, including an extension to the school day, have created more teaching time. This has been used to good effect to provide pupils with more time to develop their reading skills. The

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school links its curriculum development strongly to the development of community cohesion in order to broaden pupils' learning experiences. As a result, pupils gain good insight into key points of local heritage such as pit culture and also the school's namesake, Henry Moore, and his work. For example, pupils recently completed sculptures to commemorate the recent royal wedding. A varied programme of extra-curricular provision enriches pupils' experiences. The growing number of information and communication technology resources support pupils' developing skills. Pupils clearly enjoy using computers and other new technology in lessons. There is a strong emphasis on aspects of personal, social and health education and a keen regard to pupils' safety and personal well-being.

Pupils say they feel extremely well cared for. Their parents and carers confirm this. Breakfast club is popular and provides a positive start for pupils. Far more parents and carers are increasingly involved in school life and in their children's learning. Many are at pains to point out the part the school has played in improving life for themselves and their children. Strong partnership work with the children's centre and local secondary schools results in good induction and transition arrangements. The school follows up pupils' absences speedily and the rate of persistent absenteeism has fallen sharply. Even so, the school misses opportunities to enthuse all families and pupils to attend more regularly in order to raise attendance still further.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
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 headteacher is frequently described by parents and carers as, 'a woman on a mission'. Her relentless determination to raise the school to outstanding heights is infectious. The whole staff team shares a common sense of purpose. Leaders at all levels are knowledgeable and influential, regardless of role. This ambitious sense that 'the sky is the limit' engenders fierce loyalty among the whole school community and great pride in how far forward the school has moved in a relatively brief time frame. Everyone shares in the school's accelerating success and aspires to being the best they can.

The impact of the governing body continues to grow. There is renewed enthusiasm for training among the governing body, skills are improving and their confidence is growing on educational issues. The governing body is bringing fresh ideas into school on how to engage parents, carers and the local community. It adopts recommended good practice with regard to safeguarding across all areas of its work. There is close attention to issues of health and safety and staff are trained in child protection and first aid.

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Strong partnerships enrich the curriculum and well-being of pupils through links with a variety of agencies and businesses in the local community. The school reaches out to diverse communities, such as the Traveller community, and includes them well in school life.

Leaders promote equality of opportunity and tackle discrimination well. Careful analysis and accurate evaluation of pupils' skills ensure that the right type and level of support is provided for all individuals and groups of pupils. This is helping to ensure that progress for all groups of pupils is accelerating. Senior leaders pay close attention to the promotion of community cohesion, guided by a clear analysis of the school's context. There is a range of links with schools nearby and also in Sri Lanka and Zambia that afford pupils a broad insight into similarities and differences among cultures. Links with ethnically diverse communities and schools in Britain are gradually developing.

Parents and carers are highly complimentary about the school. They feel very well involved in school life and in their children's learning.

The school deploys its resources satisfactorily and astute financial management has reversed a deficit budget ahead of schedule. The school achieves satisfactory outcomes for pupils and provides satisfactory value for money. Administrative and ancillary staff are conscientious and, together with effective lunchtime staff and volunteers, ensure the school's smooth day-to-day running.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
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

The overall effectiveness of the Early Years Foundation Stage is satisfactory. Children settle in quickly, play safely and behave well. They enjoy their learning and by the end of Reception they have made satisfactory progress in preparation for the transition to Year 1.

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Recent changes and specific initiatives are resulting in improving outcomes, particularly in children's communication, language and literacy skills. However, adults miss opportunities to support and extend children's speaking and listening, particularly as they learn and play outdoors. Opportunities for children to develop their creative and imaginative skills are limited.

Practitioners are keen to improve the provision, as evidenced by the amount of work that has been completed recently to establish the new outdoor learning environment for children in the Reception classes. Parents and carers are appreciative of the good care adults provide for their children and speak highly of all the staff. They thoroughly enjoy lingering in the setting at the start of sessions and working alongside their children on different activities.

The Early Years Foundation Stage is led and managed satisfactorily. Practitioners have a secure understanding of the learning, development and welfare requirements for the early years. However, current monitoring of provision and practice does not ensure consistency of approach across the classes.

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

A very small minority of parents and carers returned the inspection questionnaire. Almost all their responses were highly positive and reflect the outcomes of the school's own surveys, which had a greater level of response. A number of parents and carers came into school during the inspection to impress upon inspectors how rapidly the school is improving and how delighted they are with the education and pastoral care their children receive. They say that the school, 'will not take no for an answer—it will find the best for a child'. No negative comments were received.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Smawthorne Henry Moore Primary School, Castleford 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 44 completed questionnaires by the end of the on-site inspection. In total, there are 390 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	29	66	15	34	0	0	0	0
The school keeps my child safe	30	68	14	32	0	0	0	0
My school informs me about my child's progress	28	64	15	34	0	0	0	0
My child is making enough progress at this school	23	52	20	45	1	2	0	0
The teaching is good at this school	26	59	17	39	0	0	0	0
The school helps me to support my child's learning	21	48	23	52	0	0	0	0
The school helps my child to have a healthy lifestyle	19	43	25	57	0	0	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)	27	61	17	39	0	0	0	0
The school meets my child's particular needs	20	45	23	52	0	0	0	0
The school deals effectively with unacceptable behaviour	25	57	15	34	1	2	0	0
The school takes account of my suggestions and concerns	26	59	15	34	1	2	0	0
The school is led and managed effectively	24	55	17	39	0	0	0	0
Overall, I am happy with my child's experience at this school	27	61	14	32	0	0	0	0

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 all 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

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	46	48	6	0
Primary schools	6	47	40	7
Secondary schools	12	39	38	11
Sixth forms	13	42	41	3
Special schools	28	49	19	4
Pupil referral units	14	45	31	10
All schools	10	46	37	7

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 are for the period 1 September 2010 to 31 December 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

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 pupils' 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.



5 May 2011

Dear Pupils

Inspection of Smawthorne Henry Moore Primary School, Castleford, WF10 5AX

Thank you for your friendly welcome when we inspected your school recently. We enjoyed meeting many of you, looking at your work and listening to your views. I am writing to tell you what we found out. You told us that you are very happy with all aspects of the school. You feel totally safe in school and know that the adults care about all of you. You also say that you enjoy school and learn a lot.

We judge that Smawthorne Henry Moore is a satisfactory school. You are making satisfactory progress in your learning so that your attainment is rising. Adults take good care of all of you and make sure you are happy. Teaching is good and you are all challenged to do your very best. Children in the Early Years Foundation Stage make a sound start to their learning. The new outdoor areas are fun!

The headteacher and all the staff do a lot of things well. Part of our job is to identify some things that need to improve. We have asked your school to concentrate on two key areas. The first is to ensure that you reach higher standards in your work and to speed up the overall rates of progress you make, particularly in writing. All of you can help by continuing to work as hard as you are now and by making the most of every school day. We also want some aspects in the Early Years Foundation Stage to improve such as opportunities for creative and imaginative play, and developing children's speaking and listening skills further. Those of you who support the younger children may be able to help with this when you go down to Nursery and Reception.

Enjoy an interesting summer in your improving school!

We send our very warmest wishes for the future.

Yours sincerely

Jane Hughes

Lead inspector

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