

Smawthorne Henry Moore Primary School

Ashton Road, Castleford, West Yorkshire, WF10 5AX

Inspection dates 9–10 January 2013

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Pupils of all abilities make good progress in reading, writing and mathematics. Disabled pupils and those with special educational needs also achieve well because of the carefully targeted support they receive.
- Children get off to a good start in the Early Years Foundation Stage and are well prepared for Year 1.
- The quality of teaching is good. Lessons are well planned and skilled teaching assistants are effectively deployed. Teachers make good use of marking to guide pupils to improve their own work.
- Pupils feel safe and are well-behaved. They are polite and friendly and take their responsibilities seriously. The staff's strong partnership with parents contributes well to the calm working environment.
- The headteacher provides persistent and purposeful leadership. She is well supported by an increasingly skilled senior management team and a well-informed governing body. As a result, pupils' achievement and the quality of teaching have improved well since the last inspection and the school has a good capacity to continue to improve.

It is not yet an outstanding school because

- Teachers generally question pupils well but sometimes do not enquire further in order to extend pupils' knowledge and deepen their understanding.
- Occasionally, teachers do not check the whole class's understanding during the lesson and adjust their teaching accordingly.
- In a few lessons pupils do not have enough opportunity to take the initiative and organise and manage their own work.

Information about this inspection

- The inspectors observed 21 lessons including two joint observations with the headteacher and deputy headteacher. The inspectors also made a number of shorter visits to classrooms.
- Discussions were held with a group of pupils, the Chair and other members of the Governing Body, a representative of the local authority, and members of staff including senior and middle leaders. The inspectors also heard pupils read from both key stages.
- Inspectors took account of 36 responses to the online questionnaire (Parent View) and the outcomes from the school's consultations with parents. Inspectors also held a meeting with parents at their request and 31 attended. The views of many more parents were gathered at the start and end of the day.
- Inspectors observed the school's work and looked at a range of documents, including data on pupils' current and previous progress, the school development plan, performance management documentation and records relating to pupils' behaviour and safety.

Inspection team

Andrew Clark, Lead inspector

Additional Inspector

Mary Lanovy-Taylor

Additional Inspector

Tony Price

Additional Inspector

Full report

Information about this school

- This is larger than the average-sized primary school.
- The proportion of pupils who are known to be eligible for the pupil premium is above average. The pupil premium is additional government funding allocated to the school for pupils known to be eligible for free school meals, looked after by the local authority or the children of forces families.
- The proportion of pupils supported by school action is above average.
- The proportion of pupils supported at school action plus or with a statement of special educational needs is well above average.
- The majority of pupils are from White British backgrounds. A small but increasing minority of pupils are from minority ethnic backgrounds.
- The proportion of pupils who speak English as an additional language is below average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- There is a Children's Centre on site which is managed by the governing body. This is subject to a separate inspection.
- Approximately half of the teachers are new to the school since the last inspection and several are new to the profession.

What does the school need to do to improve further?

- Improve the already good teaching to outstanding by:
 - ensuring teachers use questions well to explore pupils' understanding fully in order to deepen their learning
 - regularly checking all pupils' understanding and achievement during lessons and adjusting teaching accordingly to ensure the best rates of progress
 - providing regular opportunities during lessons for pupils to apply their skills, initiate and organise their work, in order to consolidate and deepen their learning.

Inspection judgements

The achievement of pupils is good

- Children start the Early Years Foundation Stage with skills which are generally well below those typical for their age. They make good progress in all aspects of their learning, especially in their personal, social, literacy and numeracy skills. They are curious and keen to learn. There has been a good trend of improvements to the levels children of all abilities reach by time they start Year 1.
- Pupils' progress through the rest of the school is good and more consistent than at the last inspection. Pupils reach standards which are broadly average in reading, writing and mathematics by Year 6.
- Pupils supported by the pupil premium, disabled pupils and those with special educational needs make good progress and are reducing the gap between their achievement and that of others. They increasingly reach standards which are similar to those of other pupils in response to well-planned lessons to boost reading and spelling skills that are closely matched to their individual needs.
- Average-ability and more-able pupils increasingly make better than expected progress, especially in writing. They respond well to teachers' high expectations for writing at length, for example, and to use the skills they have learned.
- The few pupils who speak English as an additional language make good progress. The pupils' individual learning needs are identified early and structured support helps them make rapid gains in their language skills.
- Pupils largely read fluently and widely. Pupils in Years 1 and 2 are confident and proud of their reading ability. They tackle new and unfamiliar words well with a good understanding of letters and the sounds they make. By Year 6 pupils of all ages and abilities read with expression, enthusiasm and a good knowledge of different authors and writing styles.
- The pupils' achievement in mathematics is good. There has been an improvement to their mental calculation skills since the last inspection through fast-paced and challenging games and well-planned homework, including the use of information and communication technology.
- Pupils' progress is not yet outstanding because it is occasionally limited when teachers do not demand enough from them through sharply focused questions or chances to use their skills independently.

The quality of teaching is good

- Teachers plan lessons well. They make good use of accurate measures of pupils' individual progress to set precise expectations for pupils of different abilities to reach during each lesson. Occasionally, teachers do not check soon enough in the lesson whether all pupils are achieving what is expected of them and adjust their teaching to fully meet their needs. For example, teachers sometimes settle quickly to work with individuals or groups before ensuring all pupils are clear about the next steps in their learning.
- Teachers manage pupils' behaviour well and create a friendly atmosphere of hard work and eagerness to succeed. As a result, pupils of all abilities persist with their work and present it well.
- Teachers and teaching assistants ask open questions to explore pupils' understanding and develop their thinking skills. However, sometimes they miss the chance to ask follow-up questions and explore pupils' understanding further or, for example, extend their choice of vocabulary. For example, teachers are sometimes too willing to take a pupil's first answer in order to keep the lesson moving rather than challenge them to find an even better answer.
- Pupils with a disability or special educational needs are taught well. Teaching assistants and other adults provide sensitive and skilled support when needed whilst encouraging pupils to work as independently as possible. This has a particularly positive impact on the outcomes

achieved by those in receipt of pupil premium funding.

- Reading skills are taught well because teachers increasingly promote pupils' understanding of letters and sounds through work closely matched to pupils' ability, regardless of age. Teachers and other adults frequently hear pupils read individually in all classes, which contributes to pupils' increasingly good progress. They guide pupils well to read with expression and understand the deeper meanings of the text.
- Teachers ensure pupils are actively engaged throughout the lessons. They make good links between subjects and use information and communication technology, role play and partner discussions to engage pupils' attention and sharpen their thinking. They encourage pupils to make good use of dictionaries, thesauruses and displays around the classroom to support their learning. On a few occasions, however, teachers provide too much direction to the pupils, limiting their opportunity to apply new skills, use their own ideas and consolidate their learning.
- Teachers use marking well, especially in writing, to provide clear guidance to help pupils improve their own work and reach higher levels.

The behaviour and safety of pupils are good

- Pupils behave well throughout school. They say they are happy and clearly enjoy their learning. Parents strongly support this view and feel their children are well cared for.
- The school is calm and orderly. Pupils are polite and friendly. They respect their teachers and each other. They are keen to help each other and this contributes to their good achievement. However, in a few lessons pupils rely too much on the teachers and do not think enough for themselves.
- There has been a good trend of improving attendance since the last inspection and it is average overall. Very few pupils are persistently absent or late. The school monitors attendance very closely and works extremely well with individual families to address any concerns.
- Pupils have positive and mature attitudes towards those who find it difficult to behave well. They support their teachers well in helping them work within the school rules and in improving their own behaviour.
- Pupils feel safe and know that this is a high priority for the school. There is very little recorded misbehaviour and no exclusions. Pupils have a good understanding of different types of bullying, including bullying on social networks. They are clear that very little goes on and that any concerns are quickly and appropriately managed by school staff.
- Pupils willingly take on responsibilities through the school council and in their classroom monitoring roles. They are very aware of the needs of others who may be less fortunate than themselves and initiate and organise successful fundraising for a wide range of causes, with good support from their parents. This contributes strongly to their spiritual, moral, social and cultural development.

The leadership and management are good

- The headteacher's very clear vision for school improvement is shared by all staff. Middle and senior leaders make good use of rigorous systems to check the quality of all aspects of the school's work and plan for its future development. This has led to good improvements to provision and outcomes for pupils since the last inspection, particularly in the Early Years Foundation Stage and for pupils' English skills. However, some staff are new to their management roles and have not yet had the opportunity to fully impact on their areas of responsibility. As a result, although improving, the quality of teaching and pupil achievement are good rather than outstanding.
- Systems for mentoring, supporting and coaching teachers and leaders in their roles are thorough. The headteacher and deputy headteacher provide very good role models and are

skilled in observing and checking the quality of teaching and setting targets for improvement.

- The school's leaders are acutely aware that teachers' pay needs to be linked to the effectiveness of teaching in raising standards, and leaders are successful in ensuring that this is the case. Consequently, staff morale is high and all staff, including those new to the school and the profession, are well placed to make a good impact on pupils' learning and school improvement.
 - The school receives good support from the local authority. It also makes good use of independent consultants. This has contributed well to the development of systems to analyse and improve pupils' progress and continued improvement to the quality of teaching.
 - Policies for safeguarding pupils meet legal requirements and are supported by detailed record keeping.
 - The school is at the heart of the community and parents hold it in high regard. The school strongly promotes good relationships and equality of opportunity through all its work.
 - The school makes learning exciting and memorable through many different subjects and the links between them. Activities provided in lessons and through extra-curricular activities capture pupils' imagination and hold their interest. It promotes a good understanding of diversity through many visits and visitors, and links with other countries, which contribute well to pupils' spiritual, moral, social and cultural development.
 - **The governance of the school:**
 - The governing body is well led and well informed through detailed reports from the headteacher, staff presentations and the governors' own systematic and thorough procedures to check the effectiveness of the school's work. They have taken good advantage of a range of training opportunities to improve their skills and provide support and challenge to the leadership. This has had a particular impact on the governing body's use of data on pupils' performance to ensure the quality of teaching is good enough to tackle any underachievement. As a result, the governing body makes a good contribution to establishing the strategic direction of the school and ensuring leadership is effective. The governing body oversees financial management well and uses its budget well. For example, rigorous monitoring of the use of pupil premium funding to provide individual reading programmes, staff training and the increased role of the learning mentor have made a good contribution to improved achievement and attendance of these pupils.
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What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	133621
Local authority	Wakefield
Inspection number	406537

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	421
Appropriate authority	The governing body
Chair	Matthew Morley
Headteacher	Julie Murray
Date of previous school inspection	3 May 2011
Telephone number	01977 723015
Fax number	01977 723019
Email address	headteacher@smawthorneprimary.wakefield.sch.uk

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