

Swinton Fitzwilliam Primary School

Broadway, Swinton, Mexborough, South Yorkshire, S64 8HF

Inspection dates 14–15 March 2013

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

Summary of key findings for parents and pupils

This is a school that requires improvement. It is not good because

- Despite a rise in achievement in the last year, pupils' progress is still not consistently good.
- The progress that pupils make is inconsistent between year groups and subjects. This is because too much teaching requires improvement.
- Teachers do not always use information about pupils' progress to plan lessons that cater well enough for their different abilities.
- Teachers are inconsistent in their efforts to engage boys in extended writing and sometimes their expectations around the quality and presentation of writing are too low.
- Over time, behaviour has not been good because teachers have not had high enough expectations for behaviour and attitudes to learning, particularly for some boys.
- Leadership and management require improvement. Although systems used to make checks on teaching have recently been improved, they have not had time to take full effect.
- Although leaders, including governors, are driving improvement, since the last inspection they have not always responded quickly enough to any signs of underachievement to ensure all pupils make good progress.

The school has the following strengths

- The headteacher has quickly begun to tackle some of the weaknesses in the school and achievement is now beginning to improve in some classes and subjects.
- Reading is taught well and as a result pupils make good progress; they develop into confident readers who have a love of literature.
- The spiritual, moral, social and cultural development of pupils is good.
- The school provides a broad, creative and engaging curriculum valued by pupils.
- Attendance has improved and is now in line with attendance figures nationally. Pupils say they feel safe and enjoy school.

Information about this inspection

- Inspectors observed 21 lessons or parts of lessons, one of which was jointly undertaken with the headteacher. They also listened to pupils reading, and evaluated the quality of work in pupils' books and the school's assessment and tracking data.
- Inspectors held meetings with groups of pupils, members of the governing body, senior and middle leaders and met with a representative of the local authority.
- Inspectors scrutinised a range of school documentation, including the school's own self-evaluation and its corresponding action plan, data about pupils' progress and minutes of governing body meetings. Other documents looked at included those relating to safeguarding and child protection, and behaviour and incident logs.
- Inspectors took account of the 27 responses to the online questionnaire (Parent View) as well as letters received from parents. Inspectors spoke to some parents informally on the playground at the start of the day. They took account of 17 staff questionnaires.

Inspection team

Mark Colley, Lead inspector

Additional Inspector

Doreen Davenport

Additional Inspector

David Matthews

Additional Inspector

Full report

Information about this school

- Swinton Fitzwilliam is a larger-than-average primary school.
- The vast majority of pupils are of White British heritage.
- The proportion of pupils known to be eligible for the pupil premium (which is the funding provided by the government to support pupils eligible for free school meals, pupils whose parents are in the armed services or those in the care of the local authority) is below average. There are currently three pupils from service families. There were no pupils in the care of the local authority in the previous Year 6.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- The proportion of pupils who have special educational needs supported at the school action level are broadly average.
- Those supported at school action plus are below average, as is the number of pupils with a statement of special educational needs.
- The school has a new headteacher who took up position in September 2012 and a number of staffing changes have taken place this year.

What does the school need to do to improve further?

- Improve the quality of teaching and the management of behaviour so that it is consistently at least good by making sure that all teachers:
 - use information about pupils' progress to plan lessons at the right level for pupils of all abilities
 - have high expectations for pupils' handwriting and demonstrate good writing skills more frequently
 - give pupils the chance to respond to the comments in teachers' marking on how to improve their work
 - consistently reinforce positive attitudes to learning and the required behaviour, particularly for some boys.
- Accelerate pupils' progress, particularly for boys' writing by:
 - ensuring that more pupils achieve the higher levels in writing by the end of Key Stage 2
 - giving pupils more opportunity to write at length on their own, demonstrating and applying newly acquired literacy skills, across subjects
 - consistently engaging and inspiring boys to write
 - ensuring that children's development in mathematics by the end of the Early Years Foundation Stage is at least in line with age-related expectations
 - improving the use of the outside area in Reception and Nursery by providing more imaginative and better-planned activities for children to complete when they are there.
- Improve leadership and management by ensuring that:
 - leaders with particular responsibilities take a more active role in making checks on teaching and learning, so that they have a clear view of standards within their subject or area and can take effective measures to accelerate pupils' progress
 - governors visit the school more frequently and these visits have a clear, focused purpose so that governors can challenge the school to improve more effectively.

Inspection judgements

The achievement of pupils

requires improvement

- Progress in Key Stage 2 has been too slow in recent years given the pupils' starting points because the teaching has not been good enough in all classes, particularly in Years 3 and 4. The school's tracking information shows that more pupils are now making expected or better progress in these year groups. Nevertheless, despite the consistently good progress made in Year 6, the gaps in learning between some pupils and their peers have not all been overcome. Attainment by the end of Key Stage 2 is similar to the national average.
- Children generally join the Early Years Foundation Stage with skills and abilities below those expected for their age and well below in literacy and numeracy. These weaker areas, particularly around skills in understanding calculation, shapes, space and measurement, remain below expectations on entry to Key Stage 1. As such, their development requires further improvement when children leave the Early Years Foundation Stage.
- Year 1 pupils who took the phonics (the ability to link letters to sounds) screening check in 2012, gained results that were broadly in line with those seen nationally. Attainment at the end of Key Stage 1 is average, although here too some pupils are not making progress fast enough because the teaching is not consistently good.
- School data and work in books show that pupils' progress across Key Stages 1 and 2 is accelerating, particularly in reading. Most pupils are now making at least the progress they should and some are making good progress, particularly in Years 2 and 6. However, some inconsistencies remain in the progress made by different year groups and particularly for boys and their writing. The percentage of Year 6 pupils achieving a higher level in writing last year was less than half the national average.
- Pupils supported through the pupil premium are making better progress than they have in recent years, although this is variable between year groups and subjects. In 2012, pupils eligible for free school meals in Year 6 attained just under a full level below other pupils in English and over half a level below in mathematics.
- Standards reached are improving and the gap between the results of the pupils eligible for the pupil premium funding and other pupils in mathematics, reading and writing is closing. Overall, pupils eligible for free school meals across Key Stage 2 are a quarter of a level behind all other pupils. Pupils who are looked after are making the same progress as all other pupils in the school. The school has used some of its extra funding to appoint additional teachers to provide specific support for these pupils.
- Disabled pupils and those who have special educational needs are now making better progress because of the help they are given, which is often in small groups and sometimes on an individual basis. This help is sharply focused on what they need to know to develop their reading, writing and number skills.

The quality of teaching

requires improvement

- Although the quality of teaching is improving, it still varies too much across the school and there is not enough that is consistently good or better.
- When teaching is good, it typically results in most pupils making good progress because activities are well matched to abilities and they are taught in creative and exciting ways, which motivate and inspire pupils to achieve well. For example, in a writing lesson in Year 1/2, work was well matched to the needs of pupils who were expertly helped to improve their writing. Pupils were focused on individual targets for writing, identified in previous work. Where pupils struggled to understand the key skills fully, the teacher demonstrated effective writing and sentence structures. This helped pupils make more rapid progress.
- When teaching is not good, information on pupils' progress is not effectively used to plan activities in lessons that match pupils' abilities closely enough and so the work is often too easy or too hard for them.
- Teachers mark pupils' work regularly and all provide encouraging feedback. Most teachers

include constructive comments that indicate what needs to improve. However, pupils are not always provided with opportunities to respond to the comments and some continue to make the same mistakes as before.

- Pupils learn basic grammar and punctuation skills well, demonstrating their understanding in regular writing exercises. Opportunities to apply these skills in more extended pieces of creative writing are not as evident across all classes and subjects. Teachers do not have high enough expectations for the quality of pupils' handwriting or the presentation of their work. This results in some pupils making limited progress in the development of their handwriting.
- Teachers' management of behaviour remains inconsistent across classes. The majority of teachers are following new systems for behaviour management but some do not always act swiftly enough to re-engage some boys who drift off-task too easily. Teachers' expectations around boys' attitudes to their learning are sometimes too low, particularly where teaching is not good.
- Teaching in the Reception and Nursery classes is not yet consistently good. Teachers' planning ensures that there is a range of opportunities to play and learn across all areas of learning. Routines and expectations are consistent across classes. The outdoor play area is large and attractive and children enjoy using it. However, the quality of learning outside is not as good as the learning that takes place in the classroom because it is not as well planned. Opportunities for children to develop key literacy and numeracy skills outdoors are limited.
- Pupils supported by the pupil premium learn at similar rates to their classmates because of the support provided for them. There are good opportunities across the curriculum to promote children's spiritual, moral, social and cultural development and for pupils to work together, such as in art, music and sport.

The behaviour and safety of pupils

require improvement

- Although behaviour has improved significantly in the last six months, due to a more consistent approach, in the past year cases of unacceptable behaviour have been too frequent, with a small number of pupils responsible for many of these incidents.
- Although the behaviour observed around school was mostly good, pupils, and particularly boys, struggled to concentrate or work on their own where lessons lacked pace and challenge.
- There are now clearer systems for rewards and sanctions in place which are understood by the pupils, who have a well-developed sense of right and wrong.
- Pupils have a good understanding of how to keep themselves safe. For example, they know about the dangers that social networking websites pose to children. They also have a good understanding of different types of bullying and can recall what they learned during recent work linked to the issues of bullying. Some pupils expressed concern about bullying but also said that if it happens, it is dealt with appropriately by staff.
- Most parents are very positive about pupils' behaviour and feel confident that their children are kept safe. They appreciate the way that the school cares for their children and supports their learning.
- Due to the school's efforts to improve the attendance of pupils, it has risen and is now in line with the national average.

The leadership and management

require improvement

- Leadership and management are not good because they are not yet ensuring that all teaching is good enough to enable all pupils to make good progress. As a result, in some classes pupils make less than expected progress over time.
- Although the new headteacher has ensured that the checks made on the quality of teaching and learning are now more rigorous, the improvements are relatively recent and not yet fully effective.
- The setting of targets for teachers to improve their teaching has been ineffective in the past,

although recent changes made by the headteacher have begun to improve this. In recent years, the school has not adequately linked teachers' pay rises to the quality of their teaching or its impact on pupils' achievement.

- Subject and other leaders with particular responsibilities are not yet all sufficiently confident in their roles. Although their understanding of the progress pupils make is much improved, they are not consistently involved in making checks in their subjects and areas within all classes.
- The recently introduced teaching of subjects by linking them together through projects is well matched to pupils' learning needs and is motivating them to learn more quickly. Pupils say they enjoy the regular 'theme' days. During the inspection on the 'Home Front Day', pupils learned much about life during the Second World War. This gave pupils a real-life focus and context to their writing during the following day.
- Self-evaluation has accurately identified the areas requiring improvement and the school's improvement plan recognises appropriate key priorities for the school, set against clear success indicators.
- The local authority has provided an appropriate level of support and challenge to the school and its organisation of partnerships with good and outstanding schools is supporting leaders in moving the school further forward.
- Leaders now ensure that the pupil premium funding is used more effectively and monitored rigorously. Consequently, the rate of progress of eligible pupils has improved.
- The school works well with parents and carers who are very supportive of the school.
- The school works well with external agencies to ensure the needs of disabled pupils and those with special educational needs, including those with emotional and behavioural difficulties, are met. The school promotes equality of opportunity and is working towards eradicating differences in attainment between different groups of pupils. It does not tolerate discrimination in any form.
- **The governance of the school:**
 - Governors are increasingly holding the school to account. They are improving their ability to challenge leaders. They now compare the data on the school's performance with the data of other schools, and are aware that there is more to be done to accelerate pupils' progress and raise attainment. Governors are increasingly asking searching questions as their analysis of the school's data becomes more robust. Some governors visit the school so that they know more about aspects of its day-to-day teaching and performance but governors accept that this needs to happen more often. The headteacher's performance targets are set appropriately by the governing body. Governors have an accurate understanding of the quality of teaching across the school. They use this information to assess whether individual teachers' performance, measured against their targets, justifies a pay rise. Governors are currently reviewing the monitoring of salary progression for staff, as in the past this has not been detailed enough to inform their decisions fully. Governors know about the use of the pupil premium to improve the achievement of the pupils for whom this additional funding is received. The school's safeguarding arrangements are rigorously checked by the governor who has responsibility for pupils' safety. As a result, safeguarding arrangements meet current national requirements.

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	13166
Local authority	Rotherham
Inspection number	406428

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	330
Appropriate authority	The governing body
Chair	Joanne Gunn
Headteacher	Vicky Helliwell
Date of previous school inspection	2 March 2011
Telephone number	01709 874418
Fax number	01709 874319
Email address	swinton-fitzwilliam.primary@rotherham.gov.uk

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.ofsted.gov.uk

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

[Piccadilly Gate](#)
[Store St](#)
[Manchester](#)
[M1 2WD](#)

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2013

