

Inspection of Smawthorne Henry Moore Primary School, Castleford

Ashton Road, Castleford, West Yorkshire WF10 5AX

Inspection dates: 4–5 February 2020

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Outstanding
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Requires improvement

What is it like to attend this school?

Smawthorne Henry Moore Primary is a welcoming school where pupils feel valued. Pupils are extremely polite and are friendly to visitors. They told inspectors they are proud of their school and enjoy learning.

Leaders have high expectations for pupils which are reflected in displays of pupils' work around the school. These celebrate the broad and exciting curriculum on offer. Pupils work hard in class and take pride in their work.

Pupils' behaviour is good. Pupils feel safe in school and say there is no bullying. Relationships between staff and pupils are very strong. Because of this, pupils are confident in talking to adults if they have any worries.

Leaders' work to support pupils' personal development is exemplary. Adults provide an impressive range of opportunities to broaden all pupils' talents. Pupils' spiritual and cultural development is enhanced when they visit places of worship to reflect on different religions. Pupils respect everyone's differences.

Leaders have arranged a variety of visits to support pupils' learning. These are celebrated on the school's website as the 'Smawthorne Experience'. Staff promote the school's core values with the aim of developing 'the future citizens of the Castleford community'. Staff work hard to involve parents in the life of the school.

What does the school do well and what does it need to do better?

The headteacher and staff have developed a school curriculum which is ambitious for pupils. Leaders have the same high expectations for pupils' behaviour and their achievement. Overall, pupils achieve well. Yet, a small minority of pupils, particularly disadvantaged pupils, are frequently absent. They do not fully benefit from the rich curriculum on offer.

Subjects are carefully planned, organised and enhanced by a range of trips and visitors to the school. Teachers plan lessons which build on, and further develop, pupils' knowledge and skills. Not all subject leaders check effectively on the quality of teaching in their subject. Because of this, the quality of pupils' work in science is inconsistent.

Pupils' development of reading skills is a priority in this school. Staff promote a real love of reading. Pupils enjoy visiting the refurbished school library, which is stocked with a wide range of books. Phonics lessons are well structured and pupils are given time to use letter sounds when reading and writing. Pupils who need extra support are given this promptly to help them catch up. When asked by the inspectors, pupils eagerly discussed their favourite authors.

Pupils are very well behaved, both in lessons and at other times of the school day. Because of this, pupils concentrate well in class. Staff, supported by older pupils, model and reinforce the school's behaviour rules.

The school's provision for pupils' personal development is extremely rich. All pupils benefit from an extensive range of carefully planned opportunities. The school is at the heart of the community. Pupils collect for the local food bank, fundraise for local charities and organise litter picking events in the community. Leaders have developed close links with local businesses, whose employees talk to pupils about different career opportunities.

Pupils with special educational needs and/or disabilities (SEND) are supported well. Staff work closely with families to find out how they can help pupils achieve. With adult help and extra resources where necessary, pupils are effectively supported in lessons.

Governors, leaders and staff share the same vision to provide all pupils with a rich and exciting curriculum. Governors fully support the school and are closely involved in its work. They hold leaders to account, which, in turn, helps leaders focus on school priorities. Leaders know the school well and regularly review all aspects of the curriculum. Staff morale is high. They feel well supported by senior leaders.

Parents and carers are keen to support the school. One parent, reflecting the views of many, stated, 'This is a lovely school and my daughter loves attending and learning. She has a strong passion for reading and this is well supported by the school.'

Staff work very closely with families and children in the early years. Staff know the children well. Adults model language clearly and make sure there are many opportunities for children to practise their mark-making, writing and understanding of number. Children have access to high-quality reading and picture books. When talking to an inspector, one child proudly used her phonic knowledge to read her story about 'the three little pigs'. Most children leave Reception well prepared for the next stage in their education.

Safeguarding

The arrangements for safeguarding are effective.

Keeping pupils safe is the highest priority for all staff. Appropriate checks are carried out on all adults working in school. Leaders make sure staff are provided with both safeguarding training and regular updates. Staff are well informed about, and consistently use, the school's safeguarding procedures.

Leaders carefully monitor the procedures in place for safeguarding, including the effectiveness of the school's internet filtering system.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Leaders have not ensured that all subject leaders secure improvements to teaching in all year groups. As a result, the delivery of the science curriculum is inconsistent within key stage 2. There is variability in the quality of pupils' work. All subject leaders need to check the quality of teaching regularly in their area of responsibility and identify where further improvements are needed.
- Leaders work with pupils and families to reinforce the importance of regular attendance. This has brought about improvements. However, a small number of pupils are frequently absent. This includes some disadvantaged pupils who do not achieve as well as their peers. Leaders should ensure that they maintain their drive to improve attendance, including for disadvantaged pupils so that all pupils fully benefit from the curriculum and achieve their potential.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use Ofsted Parent View information when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	133621
Local authority	Wakefield
Inspection number	10121707
Type of school	Primary
School category	Maintained
Age range of pupils	2 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	493
Appropriate authority	The governing body
Chair of governing body	Richard Forster
Headteacher	Sophie Dixon
Website	www.smawthorneprimary.wakefield.sch.uk
Date of previous inspection	17–18 October 2017, under section 8 of the Education Act 2005

Information about this school

- The school is larger than the average-sized primary school.
- The large majority of pupils are White British.
- The proportion of disadvantaged pupils is above the national average.
- The proportion of pupils receiving support for SEND is above the national average.
- The school runs a before-school club and a range of after-school clubs.

Information about this inspection

We carried out this inspection under section 5 of the Education Act 2005.

- We met with the headteacher and other senior leaders, including the early years leader and the special educational needs coordinator.
- We met with members of the governing body.

- The inspection focused deeply on reading, writing, mathematics, science and history. We met subject leaders for these subjects and visited lessons in all of these subjects apart from history. We also talked to teachers and pupils and looked at their work.
- We reviewed leaders' checks on the suitability of staff to work with children. We looked at attendance information, behaviour logs and safeguarding records. We met with senior leaders about safeguarding.
- We spoke informally with pupils and observed their behaviour at various times during the day, including break and lunchtime and in the before-school club.
- We met several parents at the start of the day, to gain their views of the school. We reviewed 62 responses to Ofsted's online survey, Parent View, as well as 32 additional free-text comments. We also considered other surveys which leaders had already carried out.

Inspection team

Andy Taylor, lead inspector	Ofsted Inspector
Pritiben Patel	Ofsted Inspector
Gillian Nimer	Ofsted Inspector

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