

# Smawthorne Henry Moore Primary School, Castleford

## Inspection report

---

<b>Unique Reference Number</b>	133621
<b>Local Authority</b>	Wakefield
<b>Inspection number</b>	316170
<b>Inspection dates</b>	28–29 January 2008
<b>Reporting inspector</b>	Andrew Swallow

This inspection of the school was carried out under section 5 of the Education Act 2005.

---

<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	333
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Dean McCann
<b>Headteacher</b>	Mr Nigel Hazell
<b>Date of previous school inspection</b>	22 March 2004
<b>School address</b>	Ashton Road Castleford West Yorkshire WF10 5AX
<b>Telephone number</b>	01977 723015
<b>Fax number</b>	01977 723019

---

<b>Age group</b>	3–11
<b>Inspection dates</b>	28–29 January 2008
<b>Inspection number</b>	316170

---

© Crown copyright 2008

Website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

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.

## Introduction

The inspection was carried out by three Additional Inspectors.

## Description of the school

This is a much larger than average school. It draws its pupils predominantly from an area of social and economic disadvantage, as reflected in the higher than average proportion of pupils eligible for free school meals. Almost all pupils are of White British heritage. The proportion of those requiring support for learning difficulties and/or disabilities is below average. The school has National Healthy School, Activemark and Football Foundation awards.

## Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## Overall effectiveness of the school

### Grade: 3

After a recent fall in standards, the school is now improving. The headteacher has successfully tackled the challenges arising from the amalgamation of the former infant and junior schools, an extensive building programme and significant changes in staffing. He places considerable emphasis on valuing colleagues' work, in particular the new senior leadership team, encouraging them to raise standards further. As a result, systems to tackle pupils' underachievement and, in particular, to respond to the fall in performance in 2007, are rapidly becoming included in the school's work. Self-evaluation is largely accurate and identified priorities for improvement are the right ones to move the school forward. For example, the leadership realises that achievement and standards across the school are not high enough and that procedures to analyse the impact of teachers' work on pupils' learning are not as precise as they might be. The newly formed senior leadership team and, increasingly, other staff are now actively involved in tracking individual pupils to identify those who are falling behind. Early indications show that this work is already bearing fruit. Parents are very appreciative: 'I really like Smawthorne Henry Moore and wouldn't want my children to be taught elsewhere,' is a typical viewpoint. The governing body, whilst supportive, does not have a detailed enough understanding of the quality of the school's work. Consequently, they do not hold the school sufficiently to account for its performance.

Standards by the end of Years 2 and 6 are below the national average in English, mathematics and science. This represents satisfactory achievement for the majority of pupils, including those with learning difficulties and/or disabilities. Positive and caring working environments are features of all lessons. Teaching is satisfactory overall. Teachers are increasingly learning from each other to involve pupils more actively in their work.

Pupils' personal development is good. Pupils enjoy school and their attendance is satisfactory. They are well behaved and supportive of each other. Most pupils have a good understanding of how to keep safe and healthy. Their improving literacy and numeracy skills prepare them adequately for their future lives. The curriculum is satisfactory, with a good range of extra-curricular activities and visits. The quality of care and guidance is satisfactory. Good emphasis is placed on pupils' pastoral care and well-being.

The committed leadership by the headteacher, and developing strengths of the senior leadership team, have led to recent marked progress in moving the school forward. It provides satisfactory value for money. These factors ensure that the school has satisfactory capacity for further improvement.

## Effectiveness of the Foundation Stage

### Grade: 3

Parents say they are pleased about the way the school welcomes new children. Although there is a spread of attainment, the majority enter the Nursery with a range of skills that is below that typically seen in three-year-olds, with high proportions entering with poor speech and social skills. Overall, they make satisfactory progress in the Foundation Stage so that, by the end of Reception, most children have gained confidence and can relate effectively to each other. Physically and creatively they develop well, but their writing and mathematical skills remain below those typical for their age. The school's emphasis on children's social development starts well in the Nursery and Reception classes and, as a result, children know how to behave

well. Staff work well as a team, are clear about their roles and participate enthusiastically in the children's work and play. The spacious classrooms are suitably organised with a broad range of purposeful activities that are directed by teachers and pursued by children independently. Day-to-day assessment of children's learning is satisfactory, although there are no procedures to check the choice of activities children make, to ensure that they sample all on offer. Effective steps have been taken to improve the leadership of the Foundation Stage since the last inspection.

### **What the school should do to improve further**

- Raise standards and increase the rate of pupils' progress across the school in reading, writing, mathematics and science.
- Improve the work of the governing body so that it holds the school rigorously to account for its performance.
- Evaluate more precisely the impact of teaching on pupils' learning and progress to increase the proportion of good lessons.

A small proportion of the schools whose overall effectiveness is judged satisfactory but which have areas of underperformance will receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

## **Achievement and standards**

### **Grade: 3**

Pupils make overall satisfactory progress in relation to their starting points. Following a decline in standards in 2007, progress has picked up across Years 3 to 6 of late and the school's information shows that increasing numbers of pupils are set to reach national expectations this summer in English and mathematics. Progress in lessons and in work seen indicates that more pupils are beginning to reach the higher levels in English and mathematics than in previous years. The school recognises that pupils do not achieve as well as they could in science but has not yet put into place rigorous procedures to check their rates of progress. Although standards in reading, writing and mathematics are below average by the end of Year 2 this represents satisfactory progress from their starting point at the start of Year 1. Pupils with learning difficulties and/or disabilities achieve as well as their peers, because of the extra support they receive. The school sets challenging targets to raise attainment and, this year, is making progress towards reaching them.

## **Personal development and well-being**

### **Grade: 2**

Pupils enjoy school, as reflected by their improving and now satisfactory attendance. They feel safe and confident enough to talk to a trusted adult, if there is a problem, and believe that bullying is rare. 'You just tell a teacher and they sort it out,' they say. Spiritual, moral, social and cultural development is good. Pupils learn to take account of the feelings of others and to understand the difference between right and wrong. Through regular opportunities to play a musical instrument, visits to theatres, museums and places of interest, their awareness of their own culture and that of others is strengthened. The vast majority of pupils show respect for each other and work together sensibly. In assembly, around the school and in most lessons behaviour is good. Through the personal, social and health education programme and regular opportunities for exercise pupils develop a good understanding of the importance of a healthy lifestyle. School council members are proud of what they do to improve the school. Older pupils

take their responsibilities as playground helpers and reading buddies seriously and develop their self-confidence through fund-raising and local community events. Pupils' well developed social skills, and their improving proficiency in literacy and numeracy, prepare them adequately for the future.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 3**

Teaching and learning are satisfactory. There are supportive and caring relationships in all classrooms and most teachers establish an atmosphere of trust in which pupils feel safe to ask questions, or for help, if they are unsure. 'The best thing about our school is the teachers: they help you,' pupils say. Good features of some lessons include questioning that encourages pupils to think for themselves and opportunities for them to work with a partner, or in small groups, to share and develop their own ideas. However, these features are not yet widespread. Too many lessons are dominated by teachers' explanations and instructions with too few experimental and investigative activities that stimulate pupils' imagination and engage them in thoughtful learning. In some lessons the pace of learning is not brisk enough and some pupils are insufficiently challenged. As a result of these inconsistencies learning is uneven as pupils progress through the school. The use of modern technology to excite pupils in their learning is not a common feature in many lessons.

### **Curriculum and other activities**

#### **Grade: 3**

The curriculum meets statutory requirements and has been tailored to develop pupils' literacy and numeracy skills, through judicious use of different groupings and additional booster classes. A wide range of visits and visitors help to make learning enjoyable and meaningful. Pupils speak enthusiastically about opportunities to develop circus skills, experience 'mad science' and an extensive range of sporting events. Year 4 pupils are particularly excited about their visit to the Tutankhamen exhibition in London. Music plays an important part in the life of the school and there are good opportunities for pupils to be involved in musical performances and to learn to play instruments. Arrangements for personal, social and health education help to increase pupils' self-confidence and emotional well-being. Nevertheless, the school recognises that the present curriculum does not offer sufficient creative and imaginative experiences to widen pupils' understanding and encourage them to develop new skills. For example, there is no provision, at the moment, for a modern foreign language. Teachers are beginning to make natural links between subjects so that pupils can apply their learning in different contexts. Pupils with learning difficulties and/or disabilities have access to a curriculum that enables them to make overall satisfactory progress.

### **Care, guidance and support**

#### **Grade: 3**

Pastoral care is good. Safeguarding procedures and child protection arrangements meet requirements. Every care is taken to ensure that the school is a safe and healthy environment and regular checks are made to minimise risks, both in school and prior to undertaking educational visits. Pupils say that they feel safe and that any incidents which arise are dealt with effectively. Individual education plans for pupils with learning difficulties and/or disabilities

are used appropriately to check pupils' progress and set new targets. However, the school is not evaluating the quality of support that these pupils receive in lessons as effectively as it might. Procedures to provide all pupils with guidance tailored to their individual needs are at an early stage of development. Pupils have class targets in writing and mathematics and the quality of marking in English is providing pupils with a clearer picture of what is expected of them and how they can improve. Nevertheless, many pupils are still uncertain about what they are aiming for, particularly in mathematics and science, and what they need to do to progress.

## **Leadership and management**

### **Grade: 3**

The headteacher has led the school well through a recent unsettling period and has now re-focused the school on raising pupils' achievement. New tracking procedures for reading, writing and mathematics are enabling earlier and more effective intervention, particularly where individual pupils may not be achieving as well as they should. This work is already showing signs of success, particularly with the progress of current Year 6 pupils. The newly formed senior leadership team is equally committed to quality education and care. Senior leaders are eager to become involved in all aspects of the school's work and have been given more responsibility for raising standards further. Systems for monitoring the quality of teaching and learning have improved since the last inspection but there is insufficient analysis of the impact of teachers' work on pupils' learning. Feedback to teachers lacks precision about how pupils' learning can be improved. Self-evaluation is largely accurate and the school is increasingly confident in identifying its strengths and areas for development, and in judging what needs to be tackled next. Governors are supportive of the school, but do not monitor the standards that it achieves with sufficient rigour. They do not understand fully the major areas for improvement and are not holding senior leaders to account for overall rates of progress.

**Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).**



## Annex A

## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
---	----------------

### Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	3
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	3
The effectiveness of the Foundation Stage	3
The capacity to make any necessary improvements	3

### Achievement and standards

How well do learners achieve?	3
The standards <sup>1</sup> reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	3
How well learners with learning difficulties and disabilities make progress	3

### Personal development and well-being

How good is the overall personal development and well-being of the learners?	2
The extent of learners' spiritual, moral, social and cultural development	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	2
How well learners enjoy their education	2
The attendance of learners	3
The behaviour of learners	2
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	3

### The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	3
How well do the curriculum and other activities meet the range of needs and interests of learners?	3
How well are learners cared for, guided and supported?	3

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

## Annex A

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3
How effectively leaders and managers use challenging targets to raise standards	3
The effectiveness of the school's self-evaluation	3
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
The extent to which governors and other supervisory boards discharge their responsibilities	3
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

**Annex B****Text from letter to pupils explaining the findings of the inspection**

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

Thank you for making us so welcome in your school. We really enjoyed talking with you and being in your lessons. It was good to see how friendly and polite to each other you are and to the teachers and other adults who work with you. We liked the caring atmosphere in which everyone works hard so that you feel safe and happy.

Most of you attend school regularly and arrive on time, which helps you build on what you learn each day. Your understanding of the importance of living healthily impressed us: certainly you enjoy the start to the day that the 'breakfast club' provides and take regular exercise, during and after school. Many of you appreciate the work of the school council, which gets things done on your behalf. We know that there are many interesting activities, visits and visitors who come to school to help to make your learning more enjoyable.

There have been lots of changes recently to ensure that you make good progress, rather than the satisfactory progress that you make now, but there is still much more to be done before this will happen. All of your teachers want the school to be the best it can and are working hard to make it a really good place for you to learn. Because of the changes made in the past year we think that your school provides a satisfactory standard of education. Nevertheless, we have asked the headteacher, staff and governors to help you make better progress in reading, writing, mathematics and science, by making sure the work they give you always helps you to learn as well as you can. We have also asked them to think more carefully about how lessons are taught and how this affects the progress that you make over time. We have especially asked them to ensure that your learning is even more exciting and stimulating, to inspire and challenge you further! Finally, we have asked the governors to keep a keen eye on how the school is doing and to make sure it continues to improve. You can help by always concentrating, by trying to do your best in every lesson and by telling your teachers if you find the work they give you too hard or too easy.

Thank you again for being so helpful and friendly. I really do hope that you continue to enjoy your time at Smawthorne Henry Moore.