

Swain House Primary School

Inspection report

Unique Reference Number	107220
Local Authority	Bradford
Inspection number	324550
Inspection dates	11–12 May 2009
Reporting inspector	Gill Hepworth

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number on roll	
School (total)	451
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
Appropriate authority	The governing body
Chair	Mr N Traynor
Headteacher	Miss Dianne Rowbotham
Date of previous school inspection	21 June 2006
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	Radcliffe Avenue Bradford West Yorkshire BD2 1JL
Telephone number	01274 639049
Fax number	01274 627059

Age group	3–11
Inspection dates	11–12 May 2009
Inspection number	324550

© Crown copyright 2009

Website: 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

Swain House is considerably larger than most primary schools. Pupils come from a wide range of backgrounds with many residing in an area of socio-economic disadvantage. The proportion of pupils who have learning difficulties and/or disabilities, including those with a statement of special educational need, is below the national average. The proportion of pupils eligible for free school meals is above the national average. Most pupils are of White British heritage but an above average proportion of pupils are from minority ethnic backgrounds. The percentage of pupils who speak English as an additional language is above average. Significant numbers of pupils leave and join the school during each year, especially in Years 3 to 6. The school has a small number of deaf and hearing impaired pupils and plans are well advanced to establish an Additionally Resourced Centre with provision for deaf and hearing impaired pupils from 2010. The school's Early Years Foundation Stage consists of a Nursery and three Reception classes. The school has achieved the Basic Skills Quality Mark and the Activemark.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

This is a good school, which provides a secure, happy and stimulating environment. The ethos of, 'I can do' enables pupils to achieve well and to develop confidence, as they learn to work with others in a team and contribute to the smooth running of the school. Those parents who expressed views in response to the questionnaire were complimentary. 'Teachers are very good at getting the best from our children both educationally and socially' is typical of their comments.

Children enter the school with skills below those expected. They make good progress in the Early Years Foundation Stage and continue their good progress in reading, writing and mathematics in Years 1 and 2. By the end of Year 6 standards in reading and writing are broadly average. This represents good progress from pupils' starting points. Their progress in mathematics is less strong and standards here are below those in reading, writing and science. Good quality teaching promotes pupils' enjoyment in learning and provides a positive role model for establishing warm relationships. The good achievement of pupils with learning difficulties and/or disabilities is in no small part due to the sensitive, well focused support they receive from teaching assistants and to the effective management of their provision.

The curriculum promotes pupils' basic skills appropriately overall but is less successful in enabling Key Stage 2 pupils to progress fast enough in mathematics. The enriched curriculum is a positive factor in pupils' enjoyment of aspects of school life such as Year 5 and 6 pupils' residential visit and the themed weeks that are enjoyed by all. Such experiences contribute significantly to pupils' good personal development. Most behave well, particularly in lessons. Pupils befriend more vulnerable pupils and take many responsibilities. They contribute effectively to school decision making and act as positive ambassadors when they go on visits or represent the school in sports competitions. They have a good understanding of what they need to do to stay healthy and they say that they feel safe. In particular, pupils develop independence and have the confidence to take on challenges. Despite these positive attitudes, attendance remains below average. When pupils are absent this restricts their progress.

Staff provide sensitive support for those who find it more difficult to conform to the school's expectations, and they manage well any misdemeanours. This has a positive impact on such pupils' ability to achieve well and play a full part in school life. The school's good partnerships with outside agencies are a factor in pupils' welfare and well-being. Systems to track pupils' achievements have improved in the last year so that the school is able to identify more accurately the progress made by different groups. The improvement has been too late to tackle pupils' slower progress in mathematics.

Leaders communicate a clear vision for the school which focuses correctly on raising standards. Overall, the leadership and management are of good quality. Self-evaluation is predominantly accurate and provides the leadership team with a good focus for improvement. Managers check the school's work regularly but their performance measures of its effectiveness are not sharp enough. There is a whole school determination to provide an even better education for pupils. Value for money is good. Given all the factors listed above the school demonstrates a good capacity to improve further.

Effectiveness of the Early Years Foundation Stage

Grade: 2

Provision in the Early Years Foundation Stage is good and well managed. Parents are warmly welcomed into the school and they express their appreciation of the support their children receive. Staff ensure that children's care is a high priority and all welfare requirements are met. Attainment on entry is below that expected. Children make good progress, particularly in communication, language and literacy and personal development because of the good teaching and effective classroom support that they receive. When children leave Reception their skills in many areas are below national averages. Children with learning difficulties and/or disabilities are identified early and make good progress, responding positively to the individual support provided. Classrooms are well resourced, safe and provide a stimulating environment for the children. Activities are well planned and balanced between ones led by adults and those children choose for themselves. Children's achievement is celebrated through high-quality display as well as positive encouragement. Outdoor provision impacts positively on children's learning in Nursery. However, the Reception areas lack an outdoor covered area which places some restrictions on outdoor learning in adverse weather conditions. Leadership and management are good. The leader has a clear understanding of what is working well and which areas are in need of further development. Close working between Nursery and Reception staff ensures that children move smoothly from one to the other when the time comes.

What the school should do to improve further

- Increase the rate of progress and raise standards in mathematics in Key Stage 2.
- Take concerted action to raise attendance levels.
- Sharpen evaluations of the school's performance so that leaders can measure more accurately the effectiveness of its development.

Achievement and standards

Grade: 2

Achievement is good. From their starting points, pupils make good progress throughout Key Stage 1 so that, by the end of Year 2, standards are broadly average. By the end of Year 6, overall standards remain broadly average. They are adversely affected by the higher than average percentage of pupils who leave or join the school in Key Stage 2. Those who join the school often have very limited or no understanding of English. School data shows clearly that those Year 6 pupils who have been at the school since they were in Year 2 are currently making good progress in reading, writing and science. Progress in mathematics in Key Stage 2, although satisfactory, is slower. The school has identified this weakness and is implementing a number of strategies to boost learning and get pupils back on track, but standards are still below average in this subject. Pupils who speak English as an additional language and those who have learning difficulties and/or disabilities, many of which are complex, make good progress from their starting points because of the support they receive. In particular, those who are hearing impaired make good progress and achieve as well as most other children.

Personal development and well-being

Grade: 2

Pupils enjoy the school's positive environment and this helps them develop good attitudes to learning and to behave in a safe and sensible manner. Pupils are polite and respectful to adults

and they treat each other well. 'Everyone's kind at Swain House.' agreed a group of pupils. Older pupils readily take on additional responsibilities such as looking after younger ones in the playground. Members of the school council and those with other responsibilities enjoy their roles and confidently express their views about how they can improve the school. Pupils show maturity and sensitivity when they consider ways to help vulnerable pupils at playtime. Good spiritual, moral, social and cultural development gives a secure foundation for each pupil's future life. They are reflective and consider important issues, such as how their actions can affect other people. Despite these positive attitudes, attendance is below average for some pupils. Some, but not all of this, results from extended term time holidays. Pupils have a good understanding of how to stay fit and healthy because the school promotes this well. For example, there are many opportunities for physical activity and the school has been awarded the Activemark for the last two years. Pupils leave well prepared for the next stage of their education.

Quality of provision

Teaching and learning

Grade: 2

The quality of teaching ranges from satisfactory to outstanding and is good overall. In Key Stage 2, despite some very good teaching, the quality is not consistently strong enough to ensure that pupils make better progress in mathematics. Relationships between pupils and staff are good. This encourages pupils to put forward their thoughts and ideas readily and productively, and to ask for help and advice when they need it. It also promotes good standards of behaviour. In the best lessons teachers have high expectations of their pupils and learning gets off at a brisk pace. Teachers ensure that learning activities have the right amount of challenge for pupils to progress well. However, the pace of learning slackens in other lessons. Lesson introductions are sometimes too long and this can result in a degree of restlessness. Information and communication technology is a prominent feature of many lessons and pupils and teachers use computers with confidence and skill. Frequent opportunities to work collaboratively help pupils develop good personal skills and the frequent praise they receive from staff boosts their self-esteem. Teaching assistants work well alongside class teachers, providing effective additional support for those who need help to join the lesson and succeed with their work. There are some good examples of marking and what pupils need to do next in their work but the quality is patchy across the school.

Curriculum and other activities

Grade: 3

The curriculum enables pupils, including those with learning difficulties and/or disabilities to make good progress. It is successful in promoting effective achievement in the Early Years Foundation Stage, in Key Stage 1 and in ensuring pupils' good personal development. Links between subjects to add challenge and excitement are at an early stage of development. Pupils in Key Stage 1 are supported well in their learning by the 'hands on' activities. However, many pupils in Key Stage 2 do not get enough opportunities to practise and extend their mathematical skills by using them across the curriculum. This hampers their rate of progress. A range of interesting additional activities, including residential visits, supports pupils' learning well and adds to their enjoyment of school. Enrichment weeks help to develop their creative talents and investigative skills. In addition, pupils have the opportunity to learn French. Pupils enjoy a range of after-school clubs which provide opportunities for them to develop physically and to

experience activities which they may wish to pursue in later life. Good links with outside agencies enhance pupils' sports skills.

Care, guidance and support

Grade: 2

Working closely together, staff ensure that pupils are safe and well cared for. Safeguarding procedures are in place and meet current government requirements. The school forges strong links with external agencies which result in pupils being well looked after and supported. All pupils benefit from this, but those who are more vulnerable, who find behaving well difficult, or who have emotional difficulties find this support invaluable. The school encourages parents to ensure their child's good attendance, but there is still some way to go to for attendance rates to reach even average levels so that all pupils can fully benefit from what the school has to offer. The learning mentor provides pupils with ready access to confidential help and advice should they need it. Links with the local secondary school are good and provide smooth transition between different phases of pupils' education. Parents speak well of the induction arrangements in the Early Years Foundation Stage. The tracking of pupils' progress has recently become more rigorous and, from this, the school is setting challenging targets for pupils of which they are fully aware.

Leadership and management

Grade: 2

The headteacher has established a good management structure for the school and has secured staff commitment. Leadership is focused on raising standards and promoting pupils' personal development and well-being. Staff are working well together and this is helping to secure consistency and a positive working ethos around the school. A number of staff are new to the senior staff team and they are beginning to provide good support for the headteacher. Together they form a well balanced and cohesive senior leadership team. Senior staff analyse the school's performance and use the information to plan for improvement. However, evaluations of the impact of the school's work on pupils' achievement are not always clear because the criteria upon which these evaluations are based lack clarity. This means that the school does not always have an entirely accurate picture of its performance. The school works well to promote equality of opportunity and eliminate discrimination. There are well established links with local schools. The developing links with a school overseas and a school in a different catchment area are beginning to improve pupils' understanding and respect for diversity. The management of the provision for pupils with learning difficulties and/or disabilities and those who speak English as an additional language is effective and makes a good contribution to the progress most of these pupils make. The governing body is closely involved with the school. Governors hold the school to account and are playing an important role in planning for the new Additionally Resourced Centre with provision for deaf and hearing impaired pupils.

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.

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?	2
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?	2
The capacity to make any necessary improvements	2

Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	2
How well do children in the EYFS achieve?	2
How good are the overall personal development and well-being of the children in the EYFS?	2
How effectively are children in the EYFS helped to learn and develop?	2
How effectively is the welfare of children in the EYFS promoted?	2
How effectively is provision in the EYFS led and managed?	2

Achievement and standards

How well do learners achieve?	2
The standards ¹ reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and/or disabilities make progress	2

¹Grade 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.

Personal development and well-being

How good are 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
The extent to which 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	2

The quality of provision

How effective are teaching and learning in meeting the full range of learners' needs?	2
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?	2

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination eliminated	2
How well does the school contribute to community cohesion?	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
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**

I would like to thank you on behalf of the other inspectors and myself for the warm welcome you gave us when we inspected your school. We very much enjoyed talking to you about your work, speaking to the staff and joining you in lessons.

You go to a good school which helps most of you get on well with your work and helps you grow into well behaved young people. These are the things we found to be particularly good about your school.

- The Nursery and Reception classes help you make a lovely start to your learning.
- You have good knowledge of healthy eating and taking lots of exercise to keep yourself fit.
- You enjoy school and feel safe because adults take good care of you.
- The residential visit in Years 5 and 6 gives you lots of exciting things to do. It also helps you get on well together, be more independent and gain self-confidence.
- Most of you behave well and enjoy school.
- Most of your teaching is good and in some lessons you make very good progress.
- Your headteacher and other adults who run the school do a good job and are always looking for ways to make the school even better for you.

It is part of my job, with other inspectors, to suggest ways in which the school can improve. These are the things I have asked to be done to help with this.

- To make sure that those of you in Years 3 to 6 improve your mathematics.
- To encourage your parents or carers to make sure you take as little time off as possible.
- To make sure that teachers have clearer measures of success when checking how well the school is working.

Thank you for being so friendly during our inspection and I hope that you keep on working really hard.