

Swinton Fitzwilliam Primary School

Broadway, Swinton, South Yorkshire, S64 8HF

Inspection dates

10–11 February 2015

Overall effectiveness	Previous inspection:	Requires improvement	3
	This inspection:	Good	2
Leadership and management		Good	2
Behaviour and safety of pupils		Good	2
Quality of teaching		Good	2
Achievement of pupils		Good	2
Early years provision		Good	2

Summary of key findings for parents and pupils

This is a good school.

- The dynamic headteacher has acted with decisiveness to bring about rapid improvement across the school. Pupils' progress, the tracking of that progress and the quality of teaching, including marking, have all improved significantly.
- The governing body knows how well the school is doing. They actively improve their own skills and effectively support and challenge the school.
- Teaching is typically good with some that is outstanding. Marking is a strength as pupils' reflect and act upon their teachers' comments to further their learning and improve their work.
- Teachers and teaching assistants have high expectations for all pupils. Activities are well planned and meet the needs of pupils effectively.
- Children in the early years make good progress because they are taught well. They are carefully prepared for learning in Year 1.
- Pupils make good progress in Key Stage 1, especially in reading. Since the previous inspection, standards at the end of Year 2 have risen.
- In Key Stage 2, pupils are making good progress. Attainment at the end of Year 6 is in line with the national average in reading, writing and mathematics and is rising.
- The most able pupils are currently making rapid progress because they are regularly challenged to extend their learning.
- Behaviour is good in lessons, pupils enjoy coming to school. Attendance is above average and punctuality is exemplary.
- Pupils are extremely polite, helpful and courteous. They wear their uniform with pride and enjoy holding positions of responsibility. All pupils are well cared for and feel safe.

It is not yet an outstanding school because

- Pupils who are currently in Key Stage 1 do not attain as highly in writing as they do in reading and mathematics.
- The teaching of the skills that enable strong progress in English grammar, punctuation and spelling is not yet consistently good across all year groups. As a result, attainment at the end of Year 6 is not as high as that in seen in other subjects.

Information about this inspection

- Inspectors observed lessons in all year groups. Six observations were undertaken jointly with senior leaders of the school. Small group sessions led by teaching assistants and teachers, in and out of the classroom, were also observed.
- Inspectors spoke with three groups of pupils about their learning and their views on behaviour and safety. Inspectors also listened to a range of pupils reading and spoke with many pupils informally in the playground and dining hall.
- Meetings were held with the Chair of the Governing Body and four other governors, a representative of the local authority and school staff, including subject leaders and senior leaders.
- The inspectors observed the school at work. They scrutinised the school's review of its own performance and development, arrangements for safeguarding, systems for checking the quality of teaching and those for tracking pupils' progress.
- Inspectors looked at pupils' work in lessons and further samples of the work they have completed over time.
- Inspectors analysed the 44 responses to the online questionnaire (Parent View). They also looked at parents' responses to a recent school questionnaire. In addition, inspectors spoke informally with parents at the end of the school day.
- The views of staff were gained from meetings and from a review of the 19 responses to the staff questionnaire.

Inspection team

Fiona Dixon, Lead inspector	Additional Inspector
Derek Barnes	Additional Inspector
Rosemary Batty	Additional Inspector

Full report

Information about this school

- Swinton Fitzwilliam Primary School is larger than the average-sized primary school.
- The proportion of disadvantaged pupils supported by the pupil premium has increased to above average. The pupil premium is additional funding for those pupils who are known to be eligible for free school meals and children who are looked after by the local authority.
- Early years provision is full time for children in the Reception class and part-time for the children in Nursery Year.
- The proportion of disabled pupils and those who have special educational needs is below average.
- There have been significant changes in teaching staff and in the leadership team since the previous inspection.
- The school provides a breakfast club.
- The school meets the government's current floor standards, which are the minimum expectations for pupils' attainment and progress in English and mathematics by the end of Year 6.

What does the school need to do to improve further?

- Further improve the quality of teaching so that more pupils are able to make outstanding progress and attain higher levels by:
 - fully establishing recent improvements in the teaching of writing especially in Key Stage 1
 - continuing to develop the teaching of English grammar, punctuation and spelling so that pupils' progress is consistent across all year groups and attainment rises at the end of Year 6.

Inspection judgements

The leadership and management are good

- The excellent leadership by the headteacher has led to decisive and rapid improvement since the previous inspection. She has relentlessly worked with other leaders to improve the quality of teaching and marking, more carefully monitor pupil progress and improve the quality of writing, especially in Key Stage 2. This has led to a rapid and significant improvement in pupils' progress.
- School leaders have an accurate view of the school's current performance. They have correctly identified the priorities for further development including the need to continue the development of writing, especially in Key Stage 1 and improve pupils' skills in the use of grammar, punctuation and the accuracy of their spelling. Plans are regularly and thoroughly checked. The highly motivated staff share a clear understanding about what is still required to continue to rapidly move the school forward.
- Leadership of teaching is strong and this has led to teaching being good with some that is outstanding. Leaders regularly watch teachers at work and check the quality of pupils' learning over time. Teachers are held accountable for pupils' progress and staff performance is linked to pay progression.
- Subject leaders monitor all aspects of work in their area of responsibility and are steadily raising the levels of attainment across the school. The school's procedures for checking the progress that pupils make are very effective and if the progress of a pupil slows, well-targeted support is promptly put into place.
- The well-attended breakfast club, the school's work with parents, the good progress of pupils from different backgrounds and the wide range of trips and visitors to the school that broaden the experiences of all pupils reflect the school's determination to promote equality of opportunity, tackle all forms of discrimination and foster good relations.
- Pupils receive a broad and balanced curriculum in which pupils' interests are regularly reflected, for example, Year 5 compared their view of the importance of chocolate to that of the Mayan culture. Spiritual moral, social and cultural learning is an important feature throughout the exciting curriculum. Regular visits and visitors, and the use of stories successfully helps pupils to explore different points of view and cultures. Pupils develop a clear sense of global awareness and citizenship.
- British values including tolerance, respect and justice are well developed. For example, during the inspection there was an art exhibition and sale of Year 6 work for 'Water Aid'. Pupils were acutely aware of their responsibility to help those in need of basic necessities. Moreover, pupils have designed the constituency flag for their Member of Parliament reflecting an in-depth understanding and appreciation of local history and culture. As a consequence, pupils are well prepared for life in modern Britain.
- The primary school sports funding has led to a rapid rise in the quality of teaching in physical education and in the number of pupils taking part in a wide range of sporting activities including street dancing and netball. The school has enjoyed success in local competitions gaining a third place in regional finals for gymnastics and entrants in Rotherham schools' cross country competition achieving personal best times. Pupils talk confidently about the link between physical activity and healthy lifestyles.
- The local authority provides 'light touch' support. They have guided the school to providers who have supported the development of writing and provision for the most able and encouraged the sharing of good practice with schools in the local learning community.
- Parents are actively involved in the life of the school. Parents run the book club, volunteer to listen to pupils read and lead a weekly 'read, measure, cook' session for pupils. They are very happy with the school's work and believe the school cares for their children and keeps them safe.
- School leaders, including governors, ensure the pupil premium is well spent. The small class sizes and the carefully planned support given to pupils entitled to the pupil premium is having a positive impact on their social and academic development.
- **The governance of the school:**
 - Governors have a sound understanding of school performance data. As a result, they know how well the school is doing compared to other schools. Through regular visits to the school, alongside information from school leaders, they have a clear understanding of the quality of teaching, behaviour and the achievement of pupils.
 - Governors have attended training to improve their skills to provide both support and challenge to the school leaders and effectively do so. They share the headteacher's passion and vision for continued improvement. They are proud of the rapidly improved sports provision and the success of pupils in many local sporting competitions.
 - Governors rigorously carry out their duties with regard to the management of the performance of the headteacher and all staff. They know what is done to reward good teaching and to tackle

underperformance.

- The governing body ensures that all statutory duties are fulfilled, including those for safeguarding and financial management.

The behaviour and safety of pupils

are good

Behaviour

- The behaviour of pupils is good. Behaviour has significantly improved since the previous inspection because the headteacher and all staff have high expectations and exemplify these at all times.
- Around the school, pupils conduct themselves with the highest level of courtesy and good manners. They walk sensibly along long corridors, with their hands behind their backs to reflect their wish to be smart and controlled in their movements. They are very welcoming, helpful and friendly.
- Pupils play well together in the playground and enjoy the range of extra activities offered at lunchtime.
- In class, the majority of pupils show a love of learning. A small number of pupils, however, do find it hard to work without supervision, especially in group work, where they like to leave the thinking and learning up to others. Interruption to learning caused by poor behaviour is very rare.
- Pupils enjoy the wide range of responsibilities they hold, including being a monitor within the class, a 'digital leader' supporting the learning of other pupils, or a member of the school council or Eco council. The school council has recently designed the new 'tyre parks' in each playground and the Eco team helped the school to be named the 'Green School of the Year' in Rotherham.

Safety

- The school's work to keep pupils safe and secure is outstanding. Parents, pupils and staff all agree.
- Attendance is above average and pupils' punctuality is exemplary.
- Pupils have an extremely clear understanding of different forms of bullying including name-calling, racism, homophobic and cyber-bullying. Year 6 pupils actively lead assemblies teaching parents and younger pupils the dangers of the misuse of the internet and modern technology. Pupils and parents say that bullying does occasionally occur but they can trust adults to effectively act upon any problems or concerns.
- Pupils are taught how to keep safe in risky situations. They are taught how to stay safe on the roads, near water, while completing 'adventurous' activities on residential visits and when out alone. The school has been awarded the 'bike ability' award for Rotherham to reflect its work to encourage the safe use of scooters and bicycles for travelling to school. Pupils are also taught the dangers of alcohol and drug misuse.
- The school ensures that all in and out-of-school activities are carefully planned and assessed so pupils are safe.

The quality of teaching

is good

- Teaching, particularly of reading, writing and mathematics, is typically good across each key stage, and is sometimes outstanding in its impact on pupils' learning. This is evident from the quality of work displayed around the school, that seen in pupils' books, the progress pupils make and the observations made during the inspection. This is a significant improvement since the previous inspection. It is not yet outstanding because the changes to the teaching of writing have not yet had the same rapid, positive effect on increasing progress and raising attainment in Key Stage 1, as it has in Key Stage 2. The school is still actively working to ensure that the teaching of English grammar, punctuation and spelling is consistently good or better.
- Teachers know what their pupils can do and what they need to do next. For example, when Year 5 were learning about angles the teacher checked pupils' understanding of this concept and used this information to correctly group them.. This ensured that all pupils made good progress as work was closely matched to their ability.
- High expectations are constantly present. Teachers set different work for different abilities within their classes and the 'mild, hot and spicy' challenges ensure that all pupils are stretched and challenged. The most able pupils in Year 6 are confidently working towards Level 6 in reading, writing and mathematics, a standard well above that expected for their age.
- Well-planned lessons capture the interest of pupils and encourages pupils to be fully involved in their learning. For example, in a Year 6 writing lesson, pupils used their own art work and experience of

organising an art exhibition for their parents as inspiration for writing a critical review.

- Marking of pupils' work is a strength. Pupils' work is regularly marked while they are working so they are able to refine and improve their learning immediately. When marking follows a lesson, pupils always go back and correct their mistakes and inspection evidence shows this is helping to accelerate pupils' progress.
- Teaching assistants know pupils well. When they support pupils with extra work they have a good impact on the progress these pupils make, for example, when leading phonics (letters and the sounds they make) groups, they follow the school approach so pupils' experience a highly focused time of learning and make good progress.
- Pupils read widely and many pupils read every day at school. Pupils' love of reading is enhanced by the bright and inviting school 'book club', run by parents, where pupils can regularly save up and purchase books of their choice at a low cost. The 'book club' profits are used to keep the school and classroom libraries fully stocked of pupils' current favourite authors, which further motivates children to read.
- Literacy, numeracy and communication are fully developed across the school and this is another significant improvement since the previous inspection. During the inspection, Year 6 pupils demonstrated their communication skills through leading an assembly on E-safety. Work in pupils' books shows regular opportunities to develop their numeracy skills, for example, Year 1 used two-dimensional shapes to create a piece of art and Year 5 developed their literacy and computing skills when creating a booklet advertising a Mayan holiday village.

The achievement of pupils

is good

- Pupils' progress has improved since the previous inspection and inspection evidence shows that it is now good across the school.
- Pupils currently in Key Stage 1 are making good progress. In the 2014 phonics screening check, the proportion of pupils reaching the expected standard was close to that seen nationally. Inspection evidence shows that the proportion of pupils on track to reach the higher Level 3 is higher than ever before in reading and mathematics. Fewer pupils are working at the higher level in writing and the school is actively developing this area of its work.
- Lesson observations, pupils' work in books and the information on progress made by each year group shows that pupils who are currently in Key Stage 2 make good or better progress in reading, writing and mathematics. There is some variation in the progress made in English grammar, punctuation and spelling and the school is working to eliminate these inconsistencies.
- Attainment is rising and in 2014 attainment at the end of Key Stage 2 was average in reading, writing and mathematics. Attainment was much closer to the national average in English grammar, punctuation and spelling than in the past. More pupils in the school are now producing work at the higher Level 5 in reading, mathematics and writing.
- In 2014, the gap in attainment at the end of Year 6 had narrowed in reading so that disadvantaged pupils were half a year behind other pupils in the school but in mathematics and writing the gap remained at a year. The gap in attainment between disadvantaged pupils in the school and non-disadvantaged pupils nationally narrowed to a year behind in mathematics and writing and two terms behind in reading.
- Inspection evidence shows that the progress that disadvantaged pupils are currently making across the year groups in Key Stage 2 is sometimes better than non-disadvantaged pupils. This shows their progress has accelerated as a result of good teaching and well-targeted support.
- The most able pupils throughout Key Stage 2 are aware that they are expected to tackle more challenging work than other pupils and to reach higher standards. Pupils comment on the 'spicy' challenges and 'booster' sessions that stretch and broaden their learning and eagerly explain how they complete 'different, not more' work. Inspection evidence shows these pupils are making rapid progress and some in Year 6 are on track to reach the highest Level 6.
- The school is fully aware of what help disabled pupils and those with special educational needs require. They provide activities, both in and out of class, that help them to make good progress because this support closely matches their individual needs.

The early years provision

is good

- Children enter Nursery with levels of skills and knowledge that are typically below those expected for their age, particularly in literacy and numeracy. They make good progress. In 2014 the proportion of children reaching a good level of development was above the national average. Children are well prepared for

learning in Year 1 especially in their listening, understanding, speaking and reading skills. This is a significant improvement since the previous inspection and reflects the excellent leadership of the early years leader in rapidly improving all areas of provision.

- The leader of early years has a clear understanding of how children learn and this, along with frequent assessment of children's needs, ensures clarity of purpose in the activities offered on a daily basis. Children have many varied and stimulating opportunities to learn inside and outside the classroom which develop their skills and interests. Children's individual progress is carefully monitored and recorded in 'learning journeys'.
- Teaching is typically good and enables progress to be made by all children. For example, in a literacy session on how Chinese years got their names, children eagerly shared their ideas, with the teacher encouraging vocabulary and grammatical extension of spoken sentences, before children recorded their views. The most able children were expected to use their phonics skills (letters and the sounds they make) to independently write a sentence using a 'wow' word and the less able children were supported to do this.
- Children's spiritual, moral, social and cultural awareness is very well developed. For example, children worked together to dress up as a Chinese dragon and danced to traditional music, while a group of children concentrated on keeping the rhythm of the music on a variety of instruments. All took enjoyment from their own participation and how it helped others to take part.
- Children are safe, appear very happy and all welfare requirements are met. Behaviour is good with children showing positive attitudes to their learning. Children are caring, for example, one child noticed that another was becoming frustrated in not being able to accurately trace over the number five on a handheld tablet. Quietly spoken advice 'try to go slowly and carefully' enabled the child to gain success.
- Parents are encouraged to be actively involved with their children's learning. They are encouraged to regularly send in 'wow' stars to share achievements at home with school and to attend interactive workshops on different ways to support learning at home.

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	131366
Local authority	Rotherham
Inspection number	453534

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	344
Appropriate authority	The governing body
Chair	Ian Cunningham
Headteacher	Vicky Helliwell
Date of previous school inspection	14 March 2013
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