

Swain House Primary School

Inspection report

Unique Reference Number	107220
Local authority	Bradford
Inspection number	377550
Inspection dates	10–11 October 2011
Reporting inspector	Melvyn Hemmings

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	504
Appropriate authority	The governing body
Chair	Neil Traynor
Headteacher	Dianne Rowbotham
Date of previous school inspection	11 May 2009
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Introduction

This inspection was carried out by four additional inspectors who observed teaching and learning in 24 lessons or parts of lessons. The inspectors observed 19 teachers and held discussions with the Chair of the Governing Body, staff, groups of pupils, parents and carers and a local authority advisor. They observed the school's work, and looked at school policies, including those related to safeguarding, records of meetings of the governing body, assessment information and curriculum-planning. In addition, 152 responses to parents' and carers' questionnaires were received and analysed.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- Whether pupils make sufficient progress in Key Stage 2.
- How effectively teachers use marking to set next steps in learning for all subjects.
- How effectively the Additionally Resourced Centre has been integrated into the school.
- The extent to which leaders now use the evaluation of school performance to bring about improvement.

Information about the school

Swain House is much larger than the average primary school. The proportion of pupils known to be eligible for free school meals is above average, as is that of pupils from minority ethnic groups. The proportion of pupils with special educational needs is broadly average. The school has recently integrated an Additionally Resourced Centre (ARC) for deaf and hearing-impaired pupils. The number of pupils who join or leave school, other than in Nursery or at the end of Year 6, is high. It has gained a number of awards, including the Active Mark, and holds Healthy School status.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory and 4 is inadequate
Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

2

The school's capacity for sustained improvement

2

Main findings

Swain House is a good school. It has some outstanding features, which are its engagement with parents and carers, partnership activity and the way it ensures equality of opportunity for all pupils. The inspirational and perceptive leadership of the headteacher has been pivotal to the school building upon its performance at the previous inspection. Aply supported by the deputy headteacher and senior leaders, she has managed the successful integration of the ARC into the school. Self-evaluation is accurate and gives leaders and the governing body a clear picture of the school's strengths and weaknesses. This information is now used successfully to bring about improvement. A good example of this is the way that pupils' attainment in English has been improved. Leaders work exceptionally well with a wide range of providers in order to enhance pupils' learning. This is exemplified in the way the school takes a leading role in the Locality Achievement Partnership (LAP), which involves a variety of schools working together to improve provision and raise standards. The school's track record since the previous inspection shows that the capacity for improvement in the future is good.

Children make a good start in the Nursery, achieving well and making good progress. This good progress is maintained through the school so that by the end of Year 6 pupils attain broadly average standards in English and mathematics. Performance in mathematics is weaker, with pupils not being proficient in solving real-life number problems. There are not enough opportunities for them to explore ideas for themselves in order to practise these skills. Planning for the subject does not make clear how skills should be built up progressively in some of its strands, such as shape and space. Pupils who are deaf or have hearing impairment make good progress because of the effectively-tailored support they receive.

Pupils behave well and this makes a positive contribution to the progress they make. They enjoy coming to school, which is reflected in the improvement seen in attendance over the last year. Teaching has many strengths and there are examples of outstanding practice. At times, nevertheless, activities do not sufficiently challenge different groups, especially the more able. Though marking has improved, it is not consistently used to set next steps in learning in all subjects. The curriculum provides a wide range of memorable and enjoyable experiences for all pupils. Parents and carers say they appreciate the care taken of their children. One comment to an inspector was typical, 'It's a lovely school in which everyone is cared for.'

What does the school need to do to improve further?

- Accelerate progress and raise attainment in mathematics to above the national average by:
 - improving planning so that the progression of skills is clear across all strands of the subject
 - providing sufficient opportunities for pupils to explore ideas for themselves by solving real-life number problems.
- Improve the quality of teaching to outstanding by:
 - ensuring all teachers consistently provide activities that match the ability of different groups, especially the more able
 - making sure that marking is used effectively in all subjects to guide pupils to improve.

Outcomes for individuals and groups of pupils

2

Pupils achieve well from their attainment on entering school, which is generally low. They enjoy their learning and tackle activities with enthusiasm. One pupil's comment was representative of others, 'Teachers make learning enjoyable and it helps to keep my attention.' Pupils take pride in their work and maintain concentration for lengthy periods. They collaborate well, such as in a science lesson for pupils in Year 2, in which they were investigating healthy foods.

Pupils read fluently and speak clearly and confidently. They have improved the way they plan their writing across a range of styles, such as narrative, poetry and instructional writing, so as to better engage the reader. Pupils have secure mathematical calculation skills but are not adept at using them to solve number problems. Pupils with special educational needs are identified early and given well-targeted extra support so they make the same good progress as that of other pupils. There is no significant difference between the achievement and the learning of different groups.

Pupils say they feel safe in school and know they can talk to an adult if they have any concerns. They willingly take on responsibilities, such as a school councillor or 'buddy' to look after younger pupils, and in so doing, contribute positively to school life. Pupils contribute to the wider community by their involvement in local events and by raising money for Bradford-based charities at harvest time. Pupils clearly know right from wrong and are polite and considerate towards others. They have a good understanding of the traditions and beliefs of a range of cultures different from their own. Pupils are adopting healthy lifestyles well. They talk knowledgeably about the need to exercise regularly and eat a balanced diet. Pupils' average attainment, improving attendance and good collaboration skills, means they are soundly-prepared for their future lives.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account:	
Pupils' attainment ¹	3
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account:	
Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

Teachers manage classrooms well to maximise time for learning. They provide imaginative and interesting activities that maintain pupils' engagement. At times, activities lack sufficient challenge, especially for more able pupils. Teachers use a variety of resources well to develop learning. They are particularly adept at using their interactive whiteboards to enthuse pupils in the introductions to lessons. High numbers of staff are able to use British Sign Language and so communicate effectively with deaf and hearing-impaired pupils. Teachers have improved the way they use marking to set next steps in learning, particularly in English and mathematics. It is not used consistently in all subjects to guide pupils to improve, however. Teaching assistants provide effective support for all pupils, especially those with special educational needs.

The curriculum is enhanced by a variety of well-attended extra-curricular activities that include sports, music and gardening clubs. Pupils have the opportunity to go on many educational visits, such as to Leeds Art Gallery and York Mining Museum. They say they particularly enjoy the annual residential visit for pupils in Years 4, 5 and 6 to an outdoor adventure centre. Well-established partnerships, such as the local Schools Sport Partnership, enhance pupils' skills and widen their experiences. All pupils in Year 5 are given tuition in playing the trumpet and this was seen to good effect when they were being taught by a visiting music specialist. Planning for mathematics does not always ensure progression of skills and there are insufficient problem-solving activities provided for pupils. There is good emphasis on developing pupils' understanding of how to live healthily, as is reflected in the gaining of the Active Mark and Healthy School status.

The school is a welcoming, caring and safe place in which to learn. All staff are committed to pupils' welfare and know the steps to follow if they have concerns about a pupil's well-being. The support for those pupils who are vulnerable due to their circumstances is excellent and has helped them overcome significant barriers to their education. Good attention is given to pupils with medical conditions to ensure

¹The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

that their individual needs are met. Transition arrangements are comprehensive throughout the school, which is important when taking into account the high numbers of pupils who join during the school year. These pupils are welcomed and settle quickly to play a full part in school life. Leaders have worked successfully to raise attendance and it continues to improve.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	2

How effective are leadership and management?

Senior leaders successfully inspire those involved in school life to share a common sense of purpose in meeting ambitious targets for all pupils. As a result, morale is high amongst all staff. The procedures for managing the performance of staff and for their professional development are used well to support pupils' learning. Leadership of mathematics has lacked continuity in recent years and this has limited development in the subject. The deputy headteacher now has responsibility for mathematics and has quickly created a detailed action plan to bring about improvement in pupils' progress and attainment. The governing body is supportive of the school and influential in shaping its direction.

Comprehensive safeguarding arrangements ensure the safety and well-being of pupils and staff. The training of staff in safeguarding, particularly child protection, is of good quality. The promotion of equality of opportunity is central to the school's work. Consequently, no form of discrimination is tolerated, pupil outcomes are positive and any unevenness between different groups is minimal.

The school is highly-committed to working in partnership with others and often takes a leading role in activities, such as in the LAP. This activity has enhanced pupils' learning and development in ways the school could not provide on its own, in such areas as sports development and work in the creative arts. Leaders promote community cohesion well. Their actions have a beneficial impact on cohesion within the school, the local community and beyond. Excellent engagement with parents and carers ensure they are strongly involved in their children's learning and the work of the school. The parental involvement worker makes a significant contribution in helping the school establish effective relationships with all families, including those who are reluctant to engage with the school.

These are the grades for the leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2

The effectiveness of the school's engagement with parents and carers	1
The effectiveness of partnerships in promoting learning and well-being	1
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	1
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

Children achieve well across the areas of learning because staff usually provide activities that are practical, stimulating and effective in capturing and maintaining their interest. Nevertheless, at times in the Reception classes, activities lack sufficient challenge for different groups and there is insufficient adult intervention during independent activities to move learning forward. Children’s language development is effectively promoted by sessions that stress the importance of linking letters and sounds. Strong emphasis is successfully placed on developing children’s personal, social and emotional development, as this is weak on entry to Nursery. Children are encouraged to make choices for themselves and this successfully develops their skills as independent learners.

An interesting range of enrichment activities adds to the curriculum, including the opportunity for children to visit a local cafe and a working farm. Themed days, such as Africa Day, enhance learning and widen children’s horizons. Welfare arrangements are good, with all necessary steps being taken to ensure children’s safety and well-being. Children with special educational needs and/or disabilities and those from the ARC are given well-targeted support to make sure they make the same good progress as others. The leader has a clear view of areas for further development, including the organisation and use of the outdoor areas. Good induction procedures result in children quickly settling into everyday school routines. Relationships with parents and carers are excellent and they are kept regularly informed about their child’s progress, such as through their learning journals.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management in the Early Years Foundation Stage	2

Views of parents and carers

Almost all of the parents and carers who returned questionnaires were positive about the school’s work and the efforts of all staff. Two comments were typical, ‘I couldn’t think of a better school to send my daughter to.’ and ‘I am blessed that my child looks forward to school every day and really thrives in its environment.’. Inspection judgements endorse the positive views of parents and carers.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Swain House Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 152 completed questionnaires by the end of the on-site inspection. In total, there are 504 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	92	61	59	39	0	0	0	0
The school keeps my child safe	90	59	61	40	1	1	0	0
The school informs me about my child's progress	67	44	80	53	5	3	0	0
My child is making enough progress at this school	76	50	73	48	2	1	0	0
The teaching is good at this school	78	51	73	48	1	1	0	0
The school helps me to support my child's learning	68	45	78	51	5	3	0	0
The school helps my child to have a healthy lifestyle	77	51	73	48	1	1	1	1
The school makes sure that my child is well-prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	68	45	74	49	1	1	0	0
The school meets my child's particular needs	72	47	75	49	5	3	0	0
The school deals effectively with unacceptable behaviour	81	53	61	40	3	2	4	3
The school takes account of my suggestions and concerns	55	36	86	57	6	4	0	0
The school is led and managed effectively	86	57	58	38	7	5	0	0
Overall, I am happy with my child's experience at this school	88	58	62	41	1	1	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	43	47	10	0
Primary schools	6	46	42	6
Secondary schools	14	36	41	9
Sixth forms	15	42	41	3
Special schools	30	48	19	3
Pupil referral units	14	50	31	5
All schools	10	44	39	6

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above is for the period 1 September 2010 to 08 April 2011 and is consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add up exactly to 100. Sixth-form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



12 October 2011

Dear Pupils

Inspection of Swain House Primary School, Bradford, BD2 1JL

Thank you for the friendly welcome you gave us when we inspected your school. We enjoyed meeting you and seeing the many interesting things you do.

The inspectors judge that your school is good, and that:

- you make good progress and, by the end of Year 6, attain standards that are average in English and mathematics
- the curriculum is enriched by a variety of extra-curricular activities and educational visits, such as to Leeds Art Gallery and York Mining Museum
- all of you have equal opportunity to do well and the school works in an outstanding way with partners, such as local schools, to enhance your learning
- you enjoy school, which is shown by your improving attendance, and learn a lot in lessons, as indicated in your questionnaires
- you contribute well to school life, such as through your good behaviour and by taking on a variety of responsibilities, including being a school councillor
- the school works really well with parents and carers to support your learning.

This is what we have asked your school to do now:

- raise your attainment in mathematics by giving you more opportunity to solve real-life number problems and improving planning for progression in developing skills
- make sure teachers always give you work that makes you think hard and use marking effectively to set targets for improvement in all subjects.

All of you are a credit to your school and can help it improve further by continuing to try your best in your activities.

Yours sincerely,
Melvyn Hemmings
Lead Inspector

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