

# Swinton Queen Primary School

Queen Street, Swinton, Mexborough, South Yorkshire, S64 8NE

**Inspection dates** 24–25 June 2014

|                                |                      |                      |          |
|--------------------------------|----------------------|----------------------|----------|
| <b>Overall effectiveness</b>   | Previous inspection: | Requires improvement | 3        |
|                                | This inspection:     | <b>Good</b>          | <b>2</b> |
| Achievement of pupils          |                      | Good                 | 2        |
| Quality of teaching            |                      | Good                 | 2        |
| Behaviour and safety of pupils |                      | Good                 | 2        |
| Leadership and management      |                      | Good                 | 2        |

## Summary of key findings for parents and pupils

### This is a good school.

- The school has made good progress in addressing the areas for improvement from the previous inspection.
- Outstanding care and provision for children in the Early Years Foundation Stage get them off to a very good start.
- Standards are rising at both key stages and pupils make good progress overall from their lower than expected starting points.
- Teaching quality is consistently good and, at times, outstanding. Pupils enjoy lessons because, they say, 'There is always a puzzle to solve'.
- Pupils' attitudes to learning are exemplary. They typically behave well around the school and feel safe when they are there.
- Increased rigour in the way that school leaders, including governors, check the school's work has brought good improvement in key areas.
- The management of teaching and learning is a particular strength and has been instrumental in establishing good progress and better achievement for pupils.

### It is not yet an outstanding school because

- Achievement in reading and writing, particularly for the most-able pupils, is not as good it could be.
- Sometimes, pupils do not fully understand what they read.
- Spelling is a weakness in pupils' writing.

## Information about this inspection

- Inspectors observed 19 lessons and part-lessons during the inspection.
- Meetings were held with members of staff, pupils, parents, a representative from the local authority and members of the governing body.
- Also taken into account were the views of 36 responses to the on-line questionnaire (Parent View).
- Inspectors observed the school's work and examined a wide range of documentation that included: national assessment data and the school's assessments of pupils' progress; minutes from governing body meetings; the school's own view of its work; samples of pupils' work and also safeguarding documents.

## Inspection team

Kevin Johnson, Lead inspector

Additional Inspector

Stefan Lord

Additional Inspector

Juliet Demster

Additional Inspector

## Full report

### Information about this school

- This is a larger than average sized primary school in which almost all pupils are White British.
- An average proportion of pupils are supported by pupil premium funding. The pupil premium is additional funding for pupils who are known to be eligible for free school meals and those who are looked after by the local authority.
- The proportion of pupils supported by school action is average.
- A broadly average proportion of pupils is supported by school action plus or has a statement of special educational needs.
- The school meets government's current floor standards, which are the minimum expectations for pupils' attainment and progress in reading, writing and mathematics by the end of Year 6.
- A breakfast club is provided by the school during term time.

### What does the school need to do to improve further?

- Raise achievement further in reading and writing, particularly for the most-able pupils, by:
  - raising expectations of what the most-able pupils can achieve in writing, across the curriculum, and setting more challenging targets for them
  - improving standards in spelling
  - helping pupils to read more deeply into the text so that they gain full understanding of what they read.

## Inspection judgements

### The achievement of pupils is good

- When children enter the Nursery their skills and knowledge are typically below those expected for their age. For some, starting points are very low.
- They are exceptionally well cared for and quickly settle to routines and develop the attitudes and personal skills they need to learn well. They have outstanding opportunities to choose what they want to do and to help plan their own topics throughout the Nursery and Reception classes.
- Most children achieve a good level of development in all that they do by the end of Reception and are well placed to continue their good progress in Year 1.
- Standards in reading, writing and mathematics at the end of Year 2 are average. This is a commendable improvement, given pupils' starting points, and represents the best results at Key Stage 1 over the past four years. Most pupils reach expected standards for their age and more pupils reached the higher Level 3 than previously. However, the most able could do better in writing.
- The proportion of pupils who reach expected standards in phonics (knowledge of letters and the sounds that they make) is in line with the national expectation. This has a good impact on pupils' confidence when they tackle their early reading and writing.
- Year 2 pupils use their phonics skills well to help them work out unfamiliar words and they enjoy their reading. At the end of Year 6, pupils read fluently and like to challenge themselves when choosing books. They say that they like reading and want to be better, but do not fully understand what they need to do to improve.
- School assessments and pupils' work show that standards in English and mathematics at the end of Year 6 are average overall. There is all-round improvement on the previous year's results and some high attainment in mathematics. Current Year 6 pupils have made very good progress over the past year. Their learning was disrupted in while they were in Years 3 to 5 by extensive building works and less effective teaching and, while not making their true potential progress, they have certainly made up considerable ground as a result of more effective teaching.
- Good progress is now established across the school, with pupils increasingly working at expected levels for their age and beyond. Nevertheless, school leaders recognise that more pupils could reach higher levels in writing and that action is needed to improve spelling, in order to raise achievement further by the end of Year 6.
- Disabled pupils and those with special educational needs are very well supported in their learning and personal development. Pastoral care is of the highest quality. Adults who work with the pupils are extremely sensitive to their particular needs. Learning is carefully planned and there is lots of additional help for pupils, individually or in small groups, according to need. They make good progress from their starting points.
- The most-able pupils are challenged well in mathematics by the different work planned for them. In the current year, some pupils are attempting to reach the highest Level 6 in mathematics because of their growing understanding and confidence. Work to improve pupils' deeper understanding of what they read and the quality of writing across all subjects are areas identified as next steps by the school.
- Those supported by pupil premium funding make good progress. The funding is used effectively to provide additional teaching support by the school to ensure equality of opportunity for all pupils. Attainment gaps between pupils known to be eligible for free school meals and others in the school have closed significantly. Currently there is little difference in reading and mathematics. In terms of performance in writing, those supported by the pupil premium are about one term behind others.

**The quality of teaching is good**

- Teaching and learning have improved because leaders have brought about significant change for the better in the way that all staff members use, and share, assessment information and focus on pupils' progress.
- Their response to external advice and training and in-house support has been both positive and rewarding and has raised the level of expectation and teaching quality throughout the school.
- Teaching assistants form an essential part of the team. Their experience, training and effectiveness are clearly seen in the way they work alongside teachers, support pupils in their learning and help to check on progress.
- Pupils enjoy learning because they are challenged. Planned work takes account of pupils' differing abilities. There is no time wasted and groups of pupils set about problems as soon as they feel ready, without relying on adults to always show them what to do. Adults work with less confident groups to boost their learning and to ensure that they, too, are well prepared to work independently when this is needed.
- Learning is encouraged effectively by well chosen topics, complemented by a good range of resources. In Year 6, for example, some pupils concentrated on improving their writing levels by adding text to a Superman story. Others rose very well to the challenge of debating whether or not Macbeth should have murdered Duncan. Some used laptops to record their Shakespearian thoughts.
- Children in the Early Years Foundation Stage choose from a range of plentiful resources. Props such as tools and clothes to dress up in stimulate imagination and play extremely well and, as a consequence, children's language development and confidence improve rapidly. A good example was when two children found a microphone, then built a makeshift stage to re-enact a well-known talent show, with judges included!
- Mathematics is taught well. Pupils acquire a good grasp of how numbers work and how to use them in different ways to solve problems. Pupils learn to use jottings, and to work through processes systematically, so they always understand what steps to take and can work with increasing confidence.
- There is a good focus on literacy skills and a recent school drive to improve writing has paid dividends. Standards have risen. However, accuracy in spelling is not consistently good. Especially noticeable is the way pupils are given opportunities to talk before they write. These chances to test their ideas on one another and think about the vocabulary they might use helps them to clarify their thoughts and write with confidence.
- Nonetheless, the targets set for the most-able pupils at both key stages are not high enough and they are not always challenged to the full in both reading and writing.
- There is good learning to be seen across the curriculum. Some pupils say that history is one of their favourite subjects. The quality of art work is impressive. The school nurtures talented musicians well. Pupils achieve well in sports and are grateful for the increased range of sports activities from which they can choose.
- Marking has improved since the previous inspection and is generally good in English and mathematics. A good initiative is reflection time at the beginning of the lesson where pupils can do corrections from their last piece of work. Pupils say that they find this helpful because it shows them how well they have done and what they need to do next.
- Collective decisive action by the whole school has raised expectations about the way pupils present in their work. It is consistently good and pupils are justifiably proud of what they do.

**The behaviour and safety of pupils are good**

- The behaviour of pupils is good.
- It is not outstanding because a few pupils do not yet fully have the self-control expected of them, especially outside the classroom, and require some additional support to improve their relationships with others.

- In addition, although attendance is improving, it is still broadly average.
- An outstanding aspect of pupils' behaviour is their eagerness to learn, from Nursery to Year 6.
- Pupils behave exceptionally well in lessons. By Year 6, pupils' levels of maturity and independence in their approach to learning are exemplary. This underpins their good progress and rising achievement.
- Pupils are always polite and well-mannered and as such are welcoming ambassadors for the school. They are considerate of others and respect one another's differences.
- The school's work to keep pupils safe and secure is good.
- All staff members are suitably trained and safeguarding and child protection procedures are clear.
- As a result, pupils feel safe in school and are confident that adult help is there when it is needed.
- Pupils state firmly that there is no bullying in the school. They know the difference between bullying and falling out and understand the various forms that bullying can take. They say that offensive name-calling is very rare and very quickly dealt with. This is borne out by the school's behaviour records.
- Parents agree unanimously with the children's view that they are safe and well cared for. They also appreciate the additional care provided through the breakfast club.
- Pupils contribute well to the daily routines and ethos of the school. As parents comment, 'Respect seems to run through the school'. Pupils generally arrive punctually and neatly dressed. They take pride in their school and keep it clean.
- Older pupils willingly take on responsibilities such as being on the eco-committee or school council members, playtime leaders or helping in Nursery and Reception classes.

### **The leadership and management** are good

- Action by leaders to improve the school following the previous inspection has been vigorous and effective. They have changed the climate for learning in the school by changing the way staff members think about their work and subsequently their educational practice.
- While recognising that there is still work to be done, the collective mindset among all staff members and governors is one of ambition for the school and a drive to continue the improvement.
- A most important factor in the process is the way that teaching and learning are managed by the strong senior leadership team.
- Robust systems for managing teachers' performance and improving quality are firmly established. Virtually the whole Key Stage 1 staff have been recently appointed, trained and supported well in the past year. That has brought an improvement in standards. Effective management systems have eliminated less effective teaching in Key Stage 2.
- Teachers accept accountability for their pupils' progress. They know that their personal targets are measured against the Teachers' Standards and they are aware that their classroom performance dictates salary progression.
- Middle leaders responsible for subjects work well as a team to oversee the curriculum and improve pupils' learning opportunities. They check the effectiveness of their plans and share the best practice, so that pupils achieve as well as they can. Pupils' learning is enriched well by a good range of activities outside of lesson time, including residential visits that broaden their horizons and contribute to their good personal development.
- The range of sports activity has widened as a result of the school's effective use of the primary sport funding. There is a clear action plan for improving pupils' fitness and well-being and the school has a good measure of success in competitive sports tournaments. Teachers improve their subject knowledge and skills by working alongside specialist sports coaches employed in the school.
- **The governance of the school:**
  - There is a good range of expertise among governors that enables them to challenge the

school, and support it well in relation to all aspects of its work. Governors' close consideration of the impact of their work and the training they have undertaken have helped to increase their effectiveness considerably. They are familiar with national assessment data, measure the school's progress accordingly, and hold school leaders to account with rigour. They manage finances and other statutory duties efficiently, including the allocated pupil premium and sport funding. Governors have a good understanding of the school's strengths and areas for improvement. They have a clear overview of teaching quality and of how it is linked to the application of the school's pay policy. Safeguarding and child protection arrangements meet current guidelines and the governing body ensures that the school rejects all forms of discrimination.

## 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

|                                |           |
|--------------------------------|-----------|
| <b>Unique reference number</b> | 106879    |
| <b>Local authority</b>         | Rotherham |
| <b>Inspection number</b>       | 442182    |

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 of pupils on the school roll</b> | 339                                          |
| <b>Appropriate authority</b>               | The governing body                           |
| <b>Chair</b>                               | Richard Myerscough                           |
| <b>Headteacher</b>                         | Sharon Joyce                                 |
| <b>Date of previous school inspection</b>  | 17 October 2012                              |
| <b>Telephone number</b>                    | 01709 570438                                 |
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