

Swainswick CofE Primary School

Inspection report

Unique Reference Number	109206
Local Authority	Bath and North East Somerset
Inspection number	356498
Inspection dates	9–10 November 2010
Reporting inspector	Martin James

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	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	72
Appropriate authority	The governing body
Chair	Robert Shackell
Headteacher	Louise Cripps
Date of previous school inspection	11 September 2007
School address	Innox Lane Bath BA1 8DB
Telephone number	01225 859279
Fax number	01225 851204
Email address	swainswick_pri@bathnes.gov.uk

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Royal Exchange Buildings
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M2 7LA

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Introduction

This inspection was carried out by two additional inspectors. The inspectors visited eight lessons or parts of lessons, and a number of shorter visits were also made to classrooms to look at samples of pupils' work. Four members of staff were observed teaching. The inspectors held meetings with the Chair of the Governing Body, staff and pupils. They observed the school's work and looked at a wide variety of documentation including teachers' planning, the school development plan, monitoring and evaluation sheets, assessment records, safeguarding information and the reports from the School Improvement Partner. The responses from the staff and pupil questionnaires were analysed, as were the responses from the parents and carers of 45 pupils.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following.

- To what extent do teachers make suitable allowance for the different needs of pupils, especially the more able?
- What is the quality of the provision made for children in the Early Years Foundation Stage?
- How far has the school developed national and global links to enhance community cohesion?
- What is the impact of subject leaders and governors in improving provision in the school?

Information about the school

Swainswick Church of England Primary School is much smaller than the average sized primary school. Nearly all pupils are from a White British background. The proportion of pupils known to be eligible for free school meals is well below the national average. The proportion of pupils with special educational needs and/or disabilities is higher than the national average as is the proportion of pupils with a statement of special educational needs. These pupils' needs cover a wide range including moderate learning difficulties and speech and language disorders. The Early Years Foundation Stage consists of Reception, which is integrated into one class with pupils from Year 1. The rest of the pupils are organised into a Year 2 class and mixed-age Year 3/4 and Year 5/6 classes. In recognition of its work, the school has received the Healthy Schools and Activemark awards.

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

This is a good school, where pupils achieve well. It also has some strengths. Care, guidance and support are outstanding and as a result pupils feel extremely safe. Pupils contribute exceptionally well to the local community, with the school being very much part of that community. Pupils are polite and well behaved and they readily adopt healthy lifestyles. Parents and carers are very positive about the school. For example, one said, 'The school provides a very caring, friendly environment, which encourages and enthuses the children to learn.' During their time in the Early Years Foundation Stage children achieve well, and standards are just above average by the time they leave Reception. Pupils continue to make good progress throughout the school and by the end of Year 6 attainment is above average in English, mathematics and science.

Good teaching and a good curriculum are important factors in pupils' good progress. Relationships are strong and teaching assistants are deployed well. Teachers make good use of a variety of resources and strategies to make learning interesting. Teachers generally plan well for the varying ages and abilities of pupils in their classes. However, on occasions, the work provided for more-able pupils lacks appropriate challenge. The curriculum contributes well to both pupils' progress and their enjoyment of school. It is interesting and varied, and, for example, helps to make the pupils very aware of the need to follow a healthy lifestyle. The promotion of community cohesion is satisfactory. The school has done much to promote community cohesion, both in school and locally. However, there is scope to improve pupils' understanding of the cultural diversity to be found within the United Kingdom and on a more global scale.

The headteacher, other members of staff and governors are a dedicated team, committed to improving the provision they make for their pupils. Self-evaluation is successful in pinpointing where strengths lie and where improvement is needed. The improvements that have been made since the last inspection, especially in relation to the Early Years Foundation Stage, and the quality of the current provision, show that the school has a good capacity to improve even further.

What does the school need to do to improve further?

- Ensure that the work provided for more-able pupils is always adequately challenging.
- Strengthen the school's contribution to community cohesion by giving pupils more opportunities to learn about life and cultures in other parts of the United Kingdom and globally.

Outcomes for individuals and groups of pupils

2

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Attainment on entry to the school is usually broadly average, although it is occasionally lower in aspects of language and literacy. Pupils really enjoy their learning, and in all lessons observed they were fully engaged. Work seen in lessons and in pupils' books confirms information provided by school data, that their achievement is good. Consequently their attainment at the end of Year 6 is above average. In a mathematics lesson seen in Year 3/4, clear and helpful explanation from the teacher on techniques to help carry out addition tasks ensured that pupils employed these well in improving their skills. Pupils with special educational needs and/or disabilities also achieve well. In a literacy lesson observed in Year 5/6, for instance, the teacher was most careful to include them fully throughout, so that they knew exactly what was expected of them. Boys and girls perform equally well. The pupils' achievement, together, for example, with their confidence in working collaboratively with others, means that the school is preparing them well for their future economic well-being.

Pupils are well behaved and have sensible attitudes to their work. They are courteous to each other and to adults, and they move around the school in an orderly manner. Pupils feel very safe in school, and one pupil commented, 'The gates and fences keep out any strangers.' Pupils have a clear awareness of how to stay healthy. They eat healthy meals, and they benefit from the range of physical exercise activities provided. Pupils say they are pleased with their contribution towards the school gaining the Healthy Schools and Activemark awards. Pupils' spiritual, moral, social and cultural development is good overall, although their understanding of the multicultural society in which we live is less well developed. Pupils readily and conscientiously take on the very many responsibilities that the school offers them. For example, pupils are proud to be members of the eco club, and they speak with particular enthusiasm about their efforts to make the school more eco friendly. Pupils are also very involved in the local village community, through such events as the summer fete and taking part in activities in the local church.

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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	2
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	1
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	1
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	2
Taking into account: Pupils' attendance ¹	2
The extent of pupils' spiritual, moral, social and cultural development	2

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

How effective is the provision?

Teachers provide interesting lessons for pupils, using a good range of resources and strategies. Relationships are a particular strength, and as a result, pupils are well behaved, keen to learn and ready to work hard. Teachers make good use of the interactive whiteboards to motivate pupils and to develop their understanding. Teaching assistants are well deployed to promote learning. Explanations are usually clear and reflect teachers' good subject knowledge. Occasionally, introductions to lessons are rather long and this slows the initial pace of learning. Teachers plan carefully for the varying needs of the different ages and abilities of pupils in their classes, and in particular they plan well for pupils with special educational needs and/or disabilities. However, teachers sometimes fail to capitalise on opportunities during lessons to challenge the higher attaining pupils so their progress is not as rapid as it could be. Marking is successful in clarifying for pupils how to develop their work further, and it has improved significantly since the previous inspection.

Pupils speak enthusiastically about the various outings and clubs that enhance the curriculum. They also enjoy participating in lessons in French. The school has strengthened cross-curricular topic work to make the curriculum more interesting and more relevant, and the school is keen to utilise literacy and numeracy in other subjects to consolidate standards in those subjects. Younger pupils say they really enjoyed their topic on 'Toys'. The school is currently reviewing its curriculum with a view to making more use

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of the school grounds across the range of subjects. This has not always been fully exploited in the past. The exceptional care, guidance and support provided for pupils contribute very well to both their enjoyment and their learning. Pupils are very well known to staff members and they give their welfare a high priority. Safety checks and risk assessments are rigorously carried out. Effective arrangements are in place to ensure the smooth entry of pupils into the school, as well as into secondary school, when they leave. Pupils are regularly reminded about the need to take care, for instance when using computers.

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	1

How effective are leadership and management?

The headteacher, supported well by other members of staff, has been successful in creating a very caring and happy environment for the pupils. Great care is also taken to ensure that no form of discrimination is evident in the school and that equal opportunities are promoted effectively. Safeguarding procedures are consistently and thoughtfully applied to ensure that all pupils are well protected. For instance, the identity of all visitors to the school is most carefully checked and confirmed. Tracking procedures have been rigorously used to ensure that pupils make good progress. The school's self-review has been accurate in identifying strengths and areas for development, and there is clearly a strong desire to improve. For example, the school's recognition of the need to ensure that challenging work is routinely provided for more-able pupils is a very appropriate priority for the school. Community cohesion is promoted satisfactorily in the school. However, the school recognises that the excellent links with the local community need to be extended both within the United Kingdom and globally, so that pupils can learn much more about life and cultures in other communities. A useful start has been made through contacts being established with a school in Cornwall.

The impact of good leadership is seen in how effectively leaders and managers at all levels are embedding ambition and driving improvement. Teachers demonstrate a good understanding of the various subjects for which they have shared responsibility, and they have actively supported strategies for making improvements. They work together to check on the current provision, and to draw up plans for future development. The governing body keenly supports the school, and members are closely involved in the budget and the school's development plan. They are currently working to further extend their knowledge of the school's overall provision so that they may contribute more effectively to school self-evaluation. Exceptionally good links have been established with a variety of outside agencies, and they contribute very significantly both to pupils' learning and, especially, their welfare.

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These are the grades for 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	2
The effectiveness of partnerships in promoting learning and well-being	1
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

Through their time in Reception the children achieve well, and their attainment is just above average by the start of Year 1. The children are happy in school, they enjoy themselves and they particularly value the company of the older children in the class. Their behaviour is good, and, as a result, in one lesson observed they were very keen to get on with their written work and do their best. The staff work hard to create a friendly and caring learning environment, and the children also benefit from the good links that are established with both the parents and carers and the local pre-schools. Adults provide the children with a good balance between teacher-led activities and chances for them to choose for themselves, and they take every opportunity to help them develop their various skills. The children tackle their work with enthusiasm, although occasionally a small number find it difficult to maintain concentration on the tasks they have chosen and their learning slows. Staff know the children well, and the frequent observations of their work result in fresh tasks that are well suited to their individual needs.

A good range of resources is provided, with the outdoor area being used in all aspects of the curriculum. This facility now benefits from having a covered area, which allows it to be used even in inclement weather. The leader uses her knowledge and enthusiasm well in making good provision for the children, and other staff members support her well in providing for their various needs.

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Please turn to the glossary for a description of the grades and inspection terms

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 of the Early Years Foundation Stage	2

Views of parents and carers

The very large majority of parents and carers are positive about what the school provides, such as in relation to their children's learning and the levels of care provided. Comments such as, 'There is a strong inclusive ethos at Swainswick' and 'I am very happy with the teaching my child receives' confirm their view. A few parents and carers expressed some concern about aspects of leadership and management of the school, especially in relation to communication, for example about their children's progress. This issue was raised with the school and the various arrangements that are in place for informing parents were studied. In the view of the inspection team these arrangements do not differ significantly from those seen in most schools.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Swainswick CE 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 45 completed questionnaires by the end of the on-site inspection. In total, there are 76 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	26	58	19	42	0	0	0	0
The school keeps my child safe	35	78	9	20	0	0	1	2
My school informs me about my child's progress	22	49	13	29	7	15	3	7
My child is making enough progress at this school	24	53	16	36	0	0	5	11
The teaching is good at this school	25	56	17	38	1	2	2	4
The school helps me to support my child's learning	25	56	15	33	0	0	3	7
The school helps my child to have a healthy lifestyle	26	58	17	38	2	4	0	0
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)	26	58	15	33	0	0	1	2
The school meets my child's particular needs	23	51	16	35	2	4	1	2
The school deals effectively with unacceptable behaviour	18	40	24	53	0	0	3	7
The school takes account of my suggestions and concerns	19	42	21	47	0	0	3	7
The school is led and managed effectively	19	42	16	36	7	15	3	7
Overall, I am happy with my child's experience at this school	28	62	14	31	0	0	3	7

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	58	36	4	2
Primary schools	8	43	40	9
Secondary schools	10	35	42	13
Sixth forms	13	39	45	3
Special schools	33	42	20	4
Pupil referral units	18	40	29	12
All schools	11	42	38	9

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 are for the period 1 September 2009 to 31 March 2010 and are the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn and spring terms 2009/10 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 exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

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.



11 November 2010

Dear Pupils

Inspection of Swainswick CE Primary School, Bath BA1 8DB

Thank you for making us so welcome when we came to visit your school. We enjoyed our visit and it was a pleasure talking to you. We enjoyed joining you in lessons as well as in assembly. I am writing to tell you what we found out about the school, what we think is good, and what we think could be made better.

Overall, you are in a good school where you are making good progress with your work. The headteacher and other staff know what they need to do to make the school better still.

These things are some of the strengths of the school.

- Teachers provide you with lessons and other activities which you enjoy.
- Your behaviour and your attitudes to your work are good.
- You take the many responsibilities you are given very seriously, and you are proud to carry them out on behalf of other pupils.
- You know clearly how important it is to eat healthy food and take exercise.
- The staff know you well and take exceptionally good care of you. As a result you feel very safe.

These are things the school has been asked to improve.

- Make sure that the work you are given in lessons is hard enough, especially for those of you who learn quickly.
- Provide more opportunities for you to learn about different communities and cultures in the United Kingdom and around the world.

You can help too, for example, by telling your teacher if you think the work you are given is too easy for you.

We wish you well for the future.

Yours sincerely

Martin James

Lead inspector

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