

# Swinemoor Primary School

## Inspection report

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<b>Unique Reference Number</b>	132209
<b>Local authority</b>	East Riding of Yorkshire
<b>Inspection number</b>	381456
<b>Inspection dates</b>	28–29 November 2011
<b>Reporting inspector</b>	Robert Jones

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

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	220
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Jane Simpson
<b>Headteacher</b>	Leon Myers
<b>Date of previous school inspection</b>	23 April 2009
<b>School address</b>	Burden Road Beverley HU17 9LW
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## Introduction

This inspection was carried out by three additional inspectors. The inspectors observed teaching and learning in 12 lessons, taught by 10 staff, and held meetings with members of the governing body, staff and pupils. They observed the school's work, and looked at a range of documentation, including policies, the school improvement plan, records of pupils' progress and child protection documentation. The inspection team received and analysed 53 questionnaires from parents and carers, as well as a number of questionnaires completed by pupils in Key Stage 2 and by staff.

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

- The quality of learning and the progress pupils make in Key Stage 1.
- How well children develop their communication, language and literacy skills in the Early Years Foundation Stage.
- How well pupils develop an understanding of cultures and faiths other than their own.

## Information about the school

This is an average sized primary school. The proportion of pupils known to be eligible for free school meals is above average. The majority of pupils are of White British heritage. Very few pupils speak English as an additional language. More pupils than average have special educational needs and/or disabilities. The school holds various awards, including Healthy Schools status, the Sing up Platinum award and the Eco School gold award.

There has been considerable turbulence in staffing over the past two years, with 16 staff either being redeployed or being made redundant due to a staffing surplus.

**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. It is improving rapidly, with significant areas of its work being outstanding. A first-rate curriculum, in which art and music feature highly, ensures learning is brought to life and becomes highly relevant for pupils. Consequently, pupils make comments such as, 'I love all the interesting things we do, especially the visits that make our schoolwork real'.

Pupils' attainment in 2009 was well below average but has been rising rapidly to the point where it is now above average. Pupils make good progress overall and those with special educational needs and/or disabilities make outstanding progress. This is because the superb care, guidance and support systems in place ensure these pupils receive customised and prompt attention to their needs, which in turn, accelerates their progress. As a result of this high quality care, all pupils emphasise how very safe they feel from any threats of bullying or harassment. Pupils make outstanding contributions to the school and community, for example, by planting bulbs, and demonstrate an excellent understanding of how to lead fit, healthy lifestyles.

The quality of teaching is good overall. Pupils say how much they enjoy lessons and how teachers 'go out of their way' to make learning fun. However, there are inconsistencies in practice that are currently preventing the quality of teaching and learning rising to outstanding. For example, the quality of questioning varies across the school.

Accurate self-evaluation has ensured senior leaders have taken an uncompromising stance on raising achievement. The curriculum has been expertly developed to ensure it precisely meets the needs of pupils. Leaders ensure data are used well by teachers so they are able to modify teaching to meet pupils' diverse needs. Within the space of two years, attainment has risen from below average to above average. Inspection evidence indicates that attainment is likely to rise further. These factors illustrate well the school's good capacity to sustain its improvement.

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

- Further develop the consistency in the quality of teaching and learning so that it becomes outstanding by:
  - building in time during lessons for pupils to act upon and respond to the comments and advice they receive on their work

- improving how teachers use questioning to challenge and extend pupils' learning
- maximising the opportunities in lessons for pupils to develop their speaking skills, particularly in the Early Years Foundation Stage and in Key Stage 1
- disseminating more widely the good practice that currently exists in the school.

## Outcomes for individuals and groups of pupils

2
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Throughout the school day, there are ample opportunities for pupils to build their collaborative and team-working skills. This ensures they grow into considerate, confident, well behaved young people. In one mathematics lesson, for example, pupils made good progress in learning about units of measurement by measuring each other's bodies. They make outstanding contributions to the school and wider community, for example, through singing in the excellent choir, running allotments and taking part in community arts events. Pupils show excellent understanding of how to lead healthy lifestyles through being sports leaders and organising lunchtime activities, such as the healthy tuck shop.

Pupils achieve well and enjoy school, which is reflected in their above average attendance. Children enter the Reception class with skills that are below those expected for their age. They make good progress and enter Year 1 with above average attainment. Over time, attainment has been rising at a faster rate in Key Stage 2 than in Key Stage 1. Inspectors found that good quality teaching is now leading to improved attainment in Key Stage 1 but that pupils' weak speaking skills in the Early Years Foundation Stage and in Key Stage 1 are the main reasons why progress is slower. Overall, pupils make good progress in developing their communication skills, but there are sometimes missed opportunities for pupils, particularly in the Early Years Foundation Stage and Key Stage 1 to develop their speaking skills. Pupils with special educational needs and/or disabilities make outstanding progress. This is because good tracking of pupils' progress ensures they receive precisely the right amount of additional support for their needs.

Pupils' spiritual, moral, social and cultural development is good. The excellent curriculum provides many opportunities for pupils to learn about cultures, religions other than their own, for example, through designing sari fabrics and exploring Mexican traditions.

### *These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account:	2
Pupils' attainment <sup>1</sup>	2
The quality of pupils' learning and their progress	1
The quality of learning for pupils with special educational needs and/or disabilities and their progress	
<b>The extent to which pupils feel safe</b>	<b>1</b>

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

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

## How effective is the provision?

In the majority of lessons, pupils are fully involved in their learning. Teachers question pupils skilfully and ensure that they answer in full sentences, which builds up their confidence and makes them think more deeply about the subject-matter. Time is given for pupils to practise and apply old skills as well as learn new ones. School data are used well by teachers to ensure pupils of all abilities are challenged effectively. Teachers have good subject knowledge, using information and communication technology (ICT) well to enhance pupils' learning. However, the school recognises that there are inconsistencies in the classroom which are preventing the overall quality of teaching and learning from rising to outstanding. While the quality of feedback provided to pupils is of a high quality, time is not always built into lessons for pupils to act upon and respond to the comments and advice they receive on their work. Questioning occasionally does not challenge and extend pupils learning fully, for example, when teachers only question those pupils who have their hands up or ask questions which require very brief responses.

A strong emphasis on developing the arts within the curriculum has underpinned improvements, particularly in literacy. As one pupil commented, 'The best bit about this school is the literacy club because it lets your imagination run riot'. Furthermore, pupils develop their self-confidence in the very well-attended music groups and particularly as members of the excellent choir. A dedicated art room and gallery, along with teachers' very secure subject-knowledge have ensured that art work is of exceptional quality. Topics are brought to life through transforming areas of the school. During the inspection, the topic on the Second World War was enhanced through the erection of an air raid shelter, the display of artefacts from the war and Vera Lynn songs played throughout the day. An excellent range of visits and visitors to the school and numerous very well-attended extra-curricular activities contribute to the outstanding curriculum.

Pupils with special educational needs and/or disabilities are identified early and an excellent package of support ensures their progress is outstanding. Targets and plans to support these pupils are meticulous in their detail. The assessment for these pupils, which measures very small steps in their progress, is also detailed. High-quality care provided for pupils whose circumstances may make them vulnerable is deeply embedded at all levels in the school, notably through residential visits which enable them to gain in confidence and independence. Consequently, these pupils are extremely well prepared for the next stage in their education.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</b>
Taking into account: The use of assessment to support learning	2
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>1</b>
<b>The effectiveness of care, guidance and support</b>	<b>1</b>

## How effective are leadership and management?

The headteacher and his senior team lead with vision, energy and drive. Throughout the school, there is a palpable sense of shared responsibility and leaders have embedded ambition and driven improvements well. Target-setting for pupils is rigorous, with class teachers being held to account for the progress pupils make. The curriculum has been developed well to ensure it precisely meets the needs of pupils. Consequently, achievement is rising rapidly and the school is justifiably proud of the considerable progress it has made in a relatively short period of time. Middle leaders are relatively new to their posts and are developing their roles well. While the quality of teaching is good overall, the school is aware that the good practice that currently exists in the school now needs to be disseminated more widely to ensure there is consistency of practice. A good package of support from the local authority has ensured improvements are sustainable.

Safeguarding is good and is afforded high importance. The school site is safe and secure and the care for pupils whose circumstances may make them vulnerable is highly effective. Members of the governing body are a frequent presence in the school and receive high quality information from school leaders. This ensures the governing body holds the school to account well on matters relating to attainment and progress. The school promotes equal opportunities well with gaps between boys' and girls' attainment closing. Any harassment or bullying is tackled decisively which results in pupils feeling exceptionally safe in school. The school promotes community cohesion well, particularly through music and arts projects in the community and in collaboration with other schools.

*These are the grades for the leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	2
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>2</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

## Early Years Foundation Stage

Children settle well into the Reception classes due to a good system of induction to the school and close working with parents and carers. Children quickly learn the social skills they need to succeed throughout their time at school. Children from different backgrounds play and learn happily together. The outdoor area is used well to extend children's skills across all areas of learning. In the water area, for example, children learn about measuring quantities of liquids by filling different-sized milk bottles. Children make good progress across all areas of learning. Communication, language and literacy skills on entry to reception are well below expectations due to generally under-developed speech. Children's reading skills improve as a result of good quality teaching of the links between letters and sounds and the use of drama. For example, children buzzed with excitement as they acted out the story of Goldilocks and the Three Bears, reciting the story as they acted. All staff contribute well to assessments of children's learning. Planning across the areas of learning is of high quality. Good plans are in place to develop provision further for reception children, for example, by giving greater access to the outside area to the adjoining Key Stage 1 classroom so the Reception children can mix with older pupils.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation stage</b>	<b>2</b>
Taking into account:	2
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	

## Views of parents and carers

The overwhelming majority of parents and carers are supportive of the school's work. Many made comments about the high quality care and support given to pupils and the excellent curriculum which engages and motivates them. The inspection findings endorse the very positive responses from parents and carers.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Swinemoor 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 53 completed questionnaires by the end of the on-site inspection. In total, there are 220 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	40	75	13	25	0	0	0	0
The school keeps my child safe	37	70	16	30	0	0	0	0
The school informs me about my child's progress	31	58	21	40	1	2	0	0
My child is making enough progress at this school	37	70	16	30	0	0	0	0
The teaching is good at this school	37	70	16	30	0	0	0	0
The school helps me to support my child's learning	36	68	15	28	2	4	0	0
The school helps my child to have a healthy lifestyle	31	58	21	40	1	2	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)	28	53	22	42	3	6	0	0
The school meets my child's particular needs	30	57	23	43	0	0	0	0
The school deals effectively with unacceptable behaviour	30	57	20	38	3	6	0	0
The school takes account of my suggestions and concerns	26	49	25	47	1	2	1	2
The school is led and managed effectively	33	62	19	36	1	2	0	0
Overall, I am happy with my child's experience at this school	40	75	12	23	0	0	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 are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://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 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"> <li>■ The school's capacity for sustained improvement.</li> <li>■ Outcomes for individuals and groups of pupils.</li> <li>■ The quality of teaching.</li> <li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li> <li>■ The effectiveness of care, guidance and support.</li> </ul>
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.**



30 November 2011

Dear Pupils

### **Inspection of Swinemoor Primary School, Beverley – HU17 9LW**

Thank you for the warm welcome you gave us when we came to inspect your school. You will be glad to hear that you go to a good school that is improving very quickly. Some things about it are outstanding (that is another of those 'wow' words that means 'really, really good'). The school takes very good care of you, and those of you who need extra help make outstanding progress. Because of this, you told us that you all feel very safe. You told us about the very interesting things you do and how teachers bring learning to life. We were really impressed with the exhibition room, which helped you understand what life was like during the Second World War. You make fabulous contributions to the school and community and really know what it is that makes you fit and healthy.

Of course, there are always things that can be done to improve, so I have asked your headteacher to make sure all your lessons are equally good. For this to happen, a few things need to be done. First, to give you all time to read teachers' comments carefully to help you improve your work. Second, to make sure all teachers ask you questions that really make you think hard. Third, to make sure you all have the opportunity to build up your speaking skills in lessons and finally, for teachers to work together so they are sharing good tips and ideas on how to teach great lessons.

You can all help by thinking very hard when a teacher asks you a question so that you are answering in full sentences. This will help your literacy skills. I wish you all the very best for the future.

Yours sincerely,

Robert Jones  
Lead Inspector

