

Swannington Church of England Primary School

Inspection report

Unique reference number	120162
Local authority	Leicestershire
Inspection number	379968
Inspection dates	10–11 May 2012
Lead inspector	Kath Campbell

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

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	58
Appropriate authority	The governing body
Chair	Roger Jones
Headteacher	Michele King
Date of previous school inspection	28 January 2009
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Age group	4–11
Inspection date(s)	10–11 May 2012
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Introduction

Inspection team

Kath Campbell

Additional inspector

This inspection was carried out with two days' notice. The inspector observed 8 lessons taught by 4 teachers. She also spent time talking with pupils about their work and enjoyment of school and heard some pupils read. In addition, the inspector made short visits to some sessions where support is provided by teaching assistants. She held meetings with groups of pupils, members of staff and governors, as well as talking informally with parents and carers to gain their views of the school. The inspector observed the work of the school, and looked at a range of documentation, including samples of pupils' past and present work, information about child protection and safeguarding and the progress of pupils. She scrutinised 29 questionnaires completed by parents and carers and 37 completed by pupils.

Information about the school

Swannington is a small school that serves several rural villages on the outskirts of the town. Most pupils are of a White British background and none speaks English as an additional language. Just over a quarter of pupils are from Traveller families which is well above average. The school has an above average proportion of disabled pupils and those who have special educational needs, including those with a statement of special educational needs. An average proportion of pupils are known to be eligible for free school meals. Pupils are taught in three classes, one for reception and Key Stage 1 pupils, one for Years 3 and 4 and one for Years 5 and 6. The school has received several awards, including the Basic Skills award, in recognition of its work. There have been several changes of staff, including a new headteacher, since the previous inspection. The school meets the current floor standards which sets the minimum expectations for pupils' attainment and progress.

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	3
Achievement of pupils	3
Quality of teaching	3
Behaviour and safety of pupils	2
Leadership and management	3

Key findings

- Swannington is a satisfactory school that is improving after a period of staffing instability. It is a happy, welcoming school and the care it provides is a particular strength. The school is not yet good because the quality of teaching is not consistent enough to promote good learning. Schools whose overall effectiveness is judged satisfactory may receive a monitoring visit from an Ofsted inspector before their next section 5 inspection.
- Achievement is satisfactory. Children start school with skills that are usually below those expected for their age. They make satisfactory progress, although the rate of progress of more-able pupils in Key Stage 1 has been variable and has not always been good enough. Pupils make accelerated progress in Key Stage 2, particularly in Years 5 and 6, as a result of good teaching and typically reach above average standards.
- Teaching is satisfactory. The good quality teaching that exists within the school has yet to be shared more widely to spread best practice. Some teachers meet the needs of individual pupils very effectively. However, teachers' expectations of what pupils can achieve are not always high enough and not all teachers use assessment information accurately enough to plan future work. The quality of marking is inconsistent.
- Behaviour and safety are good. The school offers a safe and nurturing environment where pupils feel very secure. Relationships with adults and other pupils are strong. Pupils enjoy school and appreciate each other's successes.
- Leadership and management are satisfactory. The relatively new senior leadership partnership has successfully enabled the school to move forward at a satisfactory pace during a difficult year of change. The leadership of teaching and management of performance are driving improvements and ensuring more teaching is of good quality. Monitoring is comprehensive but does not always focus sufficiently on the quality of pupils' learning.

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What does the school need to do to improve further?

- During the current and next academic year, raise the proportion of pupils reaching higher levels in Key Stage 1 by:
 - ensuring information gained from assessments is used to plan work that consistently meets pupils' needs and capabilities
 - focusing with greater precision on the day-to-day quality of learning of individual pupils to pinpoint what pupils can and cannot do.

- During the current and next academic year, increase the proportion of good or better teaching by:
 - ensuring all teachers have the highest expectations of what pupils can achieve
 - sharing the good practice that exists within the school
 - using marking with greater consistency to move pupils on to the next step in their learning
 - involving Key Stage 1 pupils more in assessing their own levels of understanding
 - providing more opportunities for pupils to develop their independent learning skills right from the start.

- Strengthen leadership and management by:
 - ensuring monitoring focuses with greater precision on measuring the impact of initiatives on pupils' learning outcomes.

Main report**Achievement of pupils**

Parents and carers are pleased with the progress their children make at the school. The inspector found a clear picture of good progress in Key Stage 2. However, progress in Key Stage 1 was found to be satisfactory, rather than good, chiefly because expectations of more-able pupils are not always high enough. The good ratio of adults to children ensures satisfactory progress in the Early Years Foundation Stage because children receive a high level of one to one attention. Reception children make a good start in learning to read because of the effective teaching of linking sounds to letters (phonics). These firm foundations are built upon successfully in Key Stage 1. Attainment in reading is rising because reading has been given a higher profile and this has led to much greater enjoyment of reading. Standards are broadly average in Key Stage 1, rising to above average by the end of Key Stage 2. Several initiatives to develop pupils' problem solving skills in their numeracy work are showing positive results. Pupils demonstrate increased confidence in using a wider variety of strategies to reach the right answer. In writing, there are also encouraging signs of improvement. Boys and girls of all ages are equally enthusiastic about writing. Where marking is of good quality, pupils' writing is most improved, because

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pupils respond well to the clear guidance they are given. Pupils of all ages write for a range of purposes and are effectively developing both their literacy and numeracy skills in different subjects.

In lessons, disabled pupils and those who have special educational needs are supported well and make as much progress as other pupils. They receive good quality input from teaching assistants and work is generally matched well to their needs. Intervention and support activities for other groups of pupils, such as Travellers and those known to be eligible for free school meals, are carefully evaluated to make sure they have sufficient impact. They are being used with greater precision to target underachievement early and get pupils back on track.

Quality of teaching

Most parents and carers believe that teaching is good, a view shared by pupils. The inspection found that, although there were examples of good practice, teaching was satisfactory, rather than good, because there was too much inconsistency in its quality. Staffing changes have contributed to this inconsistency.

There has been a good level of improvement in targeted areas. Assessment is a far more integral part of teaching and learning in most lessons, but it does not always focus sufficiently on the learning of individual pupils. The teaching of reading is increasingly secure. A strength within teaching is the effective teamwork between teaching and support staff. Teaching assistants make a strong positive contribution towards the learning of disabled pupils and those with special educational needs and are at their most effective during group activities. All adults have a consistent approach towards behaviour management. As a result, strong relationships and good behaviour contribute well to pupils' spiritual, moral, social and cultural development. Pupils want to succeed and levels of enjoyment are high. They care about their work and listen with respect to the views of others.

In the best lessons, activities are well structured and every pupil is challenged. A good example of this was observed when pupils in Years 4, 5 and 6 were improving their problem solving skills. Expectations of work and behaviour were very clear and not a minute was wasted. Very accurate self-assessment ensured successful learning for all groups of pupils. These features are not consistent in other lessons. Adults try to make learning fun. This was very evident in the Reception and Key Stage 1 class when, as part of their 'Pirate Day', pupils wrote messages asking for someone to help them escape from a desert island. Much good humour contributed to effective learning. Occasionally, in the Early Years Foundation Stage, there are missed opportunities for children to explore and investigate independently. When teaching is satisfactory, teachers sometimes talk for too long and pupils miss chances to practise their skills. They do not always ensure more-able pupils move on to challenging work quickly enough. Occasionally, activities keep pupils busy but do not extend learning. Some marking is of high quality; other marking does not give sufficient guidance and does not always involve pupils in assessing their own levels of understanding.

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Behaviour and safety of pupils

Nearly all parents and carers who responded to the questionnaire rightly believe that behaviour is good. The views of pupils were not quite so positive. The inspector talked to several pupils to gain a wider view. Pupils were very clear that, although the behaviour of a few pupils had not been as good as it should have been in the past, a more settled staffing situation means behaviour is now back on track. The inspector found this to be the case. Current attendance is above average, partly because pupils want to come to school, and partly because tight monitoring keeps a careful check on absence. Very few pupils are persistently absent or arrive late. There is a strong sense of spiritual and moral responsibility throughout the school, underpinned by warm, trusting relationships between adults and pupils. Older pupils take responsibilities, such as being peer supporters and playground coaches, very seriously. As a result, playtimes are harmonious social occasions. Most pupils leave the school as mature individuals, ready for the next stage of their education. Parents and carers believe their children are safe. Pupils also say they feel secure and are well informed about what constitutes different types of bullying, including avoiding cyber bullying. They are adamant that, when very rare incidents occur, they are dealt with effectively.

Pupils say that they value the care and support they receive from staff. Special occasions such as 'Achievement Assembly' show the school at its best. There is a very strong sense of community and pupils of all ages are immensely proud of the awards they receive. A few pupils, whose circumstances make them vulnerable, receive a high level of support and care and are able to participate fully in school life. Each pupil is treated very much as an individual and respected by all staff.

Leadership and management

The senior leadership team is strongly focused on securing improvement and staff morale is high. In a relatively short space of time, the new headteacher has restructured strategic planning, developed more precise data analysis and put in place good quality monitoring systems. As a result, although inconsistencies still exist, teaching has improved and staff are far more accountable for the standards achieved. Some initiatives are too recent to have had an impact on pupils' learning outcomes. The school has not been able to capitalise sufficiently on sharing the good practice that exists during a period of staffing instability. Senior leaders have an accurate perception of the school's strengths and weaknesses. The monitoring of teaching is rigorous but sometimes lacks precision when assessing whether individual pupils have made enough progress. Good quality professional development permeates the work of the school and has been instrumental in bringing about improvement, for example, in reading standards. Governance is satisfactory. The governing body is well organised and very supportive. It is developing a more rigorous monitoring role in order to sustain improvement. It monitors areas such as safeguarding well. Safeguarding and child protection procedures are secure and meet government requirements.

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The curriculum is in the process of review. It is broad and balanced, and subjects, such as art, contribute greatly to pupils' personal development. Educational visits, sports and musical activities enhance the curriculum and add much to pupils' enjoyment. The school promotes the spiritual, moral, social and cultural development of pupils, including those in the Early Years Foundation Stage, well. Awareness of diversity of culture, for example, through links with a school in Leicester, is effectively developed. Links with other small schools are strong and enable pupils to receive valuable opportunities that they might otherwise miss.

This is a very inclusive community where pupils from different cultures have a mutual respect for each other's similarities and differences. It successfully removes barriers to enable all pupils to achieve equally well. Collectively, these factors illustrate the care with which the school promotes equality and tackle discrimination.

Through improved data analysis, more effective assessment procedures and tighter monitoring of performance, the school has a satisfactory capacity to secure further improvement.

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	54	42	2	2
Primary schools	14	49	32	6
Secondary schools	20	39	34	7
Special schools	33	45	20	3
Pupil referral units	9	55	28	8
All schools	16	47	31	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September to 31 December 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data are 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.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add exactly to 100.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Attendance:	the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.
Behaviour:	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and what the school has accomplished so far and on the quality of its systems to maintain improvement.
Floor standards:	the national minimum expectation of attainment and progression measures.
Leadership and management:	the contribution of all the staff with responsibilities, not just the governors and 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:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
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.
Safety:	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

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.



14 May 2012

Dear Pupils

Inspection of Swannington Church of England Primary School, Coalville, LE67 8QJ

Thank you for taking such good care of me when I came to visit your school. A lot of you wanted to tell me about your work and you quickly made me feel part of your school family. I enjoyed watching you work and play and finding out the things you like most about your school. You say you feel very safe and you really like the adults who teach and look after you. I was pleased to see how many of you have hardly missed a day at school this year. I liked coming to your 'Achievement Assembly'. It showed me why you enjoy school so much.

You go to a satisfactory school where everyone cares about you a lot. You behave well and the older ones look after the younger ones. Your headteacher and senior teacher are doing much to improve your school. Your teachers and teaching assistants try to make your lessons fun. Some of you have had more than one teacher this year. I am pleased to see that you have tried very hard to keep doing your best.

I have asked your school to do some things to help it improve. I want your teachers to give some of you who are in Key Stage 1 harder work. Some of the teaching in your school is really good and I want all of it to be as good as that. I have asked some of your teachers to make sure they let you know how to improve each time they mark your work. I want them to see if you have made enough progress in lessons so that they can plan future work that is just right for you. I have also suggested changes they should make when they watch one another teaching.

Keep up that good attendance and always try to do your best.

My best wishes to you all.

Yours sincerely

Kath Campbell
Lead inspector

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