

# Swinderby All Saints Church of England Primary School

High Street, Swinderby, Lincoln, LN6 9LU

**Inspection dates** 16–17 October 2012

<b>Overall effectiveness</b>	Previous inspection:	Good	2
	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.

- Children get a good start in the Early Years Foundation Stage and make good progress.
- Pupils make good progress in reading, writing and mathematics as they move through the school.
- Disabled pupils and those who have special educational needs do well in mathematics, but particularly well in reading and writing.
- Teaching is good because lessons are lively and the way teachers ask questions means that pupils really have to think hard about their answers.
- The behaviour of pupils is good in and around school, and they know how to keep themselves safe in a wide range of situations.
- The senior leaders know all the pupils in the school and track how well they do, so that extra help can be provided when needed.
- The leaders and managers of the school have a clear understanding of how it can improve, and show drive and enthusiasm to make it happen.
- The spiritual, moral, social and cultural education of pupils is a strength of the school and underpins all it does.

### It is not yet an outstanding school because

- Pupils' progress in mathematics is not quite as good as in reading and writing.
- In a few lessons, more-able pupils are not stretched enough in mathematics to reach the high standards they are capable of.
- Marking in mathematics books does not always give pupils a clear idea of how they can improve their work.
- The quality of teaching is not monitored thoroughly enough to help move it from good to outstanding.
- The progress made by groups of pupils from different backgrounds or with different ability levels is not tracked closely enough.
- The governors have not yet fully developed their strategy for monitoring the work of the school.

## Information about this inspection

- The inspector observed 14 lessons or parts of lessons. One was observed jointly with the headteacher.
- Meetings were held with two groups of pupils, the Chair of the Governing Body, school staff, including senior leaders, and a representative of the local authority. Informal discussions were held with parents.
- The inspector took account of the 12 responses to the online questionnaire (Parent View) and personal communications by individual parents.
- The inspector observed the school's work and looked at monitoring information, analysis and tracking of pupils' progress, records of classroom observations and safeguarding arrangements. She also sampled pupils' work, listened to pupils read and checked attendance.

## Inspection team

Susan Hughes, Lead inspector

Additional Inspector

## Full report

### Information about this school

- The school is smaller than average.
- The proportion of pupils known to be eligible for the pupil premium is below average.
- The proportion of pupils from minority ethnic groups is well below average, and there are no pupils who speak English as an additional language.
- The proportion of pupils who are supported through school action is below average, but the proportion supported at school action plus or through a statement of special educational needs is above average.
- The proportion of pupils who join or leave the school during the year or partway through their primary school education is above average.
- The school meets the government's current floor standards, which set the minimum expectations for attainment and progress.

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

- Improve the teaching of mathematics by ensuring that:
  - work is always well matched to pupils' ability levels, and especially demanding for more-able pupils
  - pupils have regular opportunities to develop their mathematical skills by solving practical problems
  - marking gives pupils clear guidance as to how they can improve their work, and they have the time to act on this guidance.
- Improve the effectiveness of leadership and management, including governance, through:
  - more thorough monitoring of the quality of teaching by senior leaders to achieve more outstanding teaching in the school
  - better analysis of progress information to track different groups of pupils to ensure there are no patterns of underachievement
  - developing and implementing a clear strategic plan for governors to more directly monitor school performance.

## Inspection judgements

### The achievement of pupils is good

- Children start school with skills below national expectations in reading, writing and number. They make good progress in the Early Years Foundation Stage, where excellent use is made of the small outdoor area so that children are able to develop their skills both indoors and outdoors. Opportunities to develop reading, writing and number skills are planned carefully into all activities. In the last two years, children have started in Key Stage 1 with better developed skills.
- Progress in Key Stage 1 is good. Pupils are now reaching broadly average and improving standards by the time they start in Key Stage 2. The systematic teaching of phonics (the sounds letters make) is reflected in the good results of the national phonic screening test for Year 1.
- Progress in Key Stage 2 is good. However, throughout both key stages, progress is typically stronger in reading and writing than in mathematics. This means that standards are slightly higher in English than in mathematics.
- Last year, slower progress in writing in Year 6 caused a slight dip in overall standards. This was largely because of the high proportion of pupils joining the school at different times, which disrupted their learning. School data and work in pupils' books show that in the current Year 6, pupils' standards are improving in mathematics and above average in reading and writing.
- Pupils who are supported by the pupil premium make good progress in reading, writing and mathematics. The additional funding is used well to provide additional resources that are well matched to their specific needs. This helps to support the school's approach of ensuring that all pupils have an equal opportunity to take part in clubs, educational visits and residential opportunities without discrimination.
- Disabled pupils and those who have special educational needs make outstanding progress in reading and writing and good progress in mathematics. Their needs are identified early and the good support and guidance they receive are checked regularly to ensure they are having a beneficial effect.
- Pupils who join the school later than usual are well supported. The school quickly checks what levels they are working at and identifies any additional help they may need. Strong links with external professionals mean that any help the school alone cannot provide is speedily available if needed.

### The quality of teaching is good

- Teachers use skilled questioning to check pupils' understanding and develop their thinking. Year 5 and 6 pupils were enthusiastic in a lesson on responding to letters of complaint. Good direction by the teacher ensured that they developed the measured language of debate rather than informal argument.
- Teachers show pupils that they have high expectations, particularly in literacy lessons. This results in good use of vocabulary in their writing. In Year 2 a pupil supplied the word 'design' as an example of a 'silent g' while Year 4 pupils used interesting metaphors when planning their spiral poems.
- In most lessons work is well planned to match pupils' abilities. Occasionally, however, more-able

pupils are given work that is too easy for them. In a mathematics lesson the level of challenge was linked only to the amount of work completed, rather than the difficulty of the work.

- Lessons are well planned to build on previous learning. For example, when Year 5 and 6 pupils were investigating the relationship between pitch and volume of water in a jar or bottle, they were able to link their hypotheses to what they already knew about sound waves.
- The effectiveness of marking in pupils' books is inconsistent. Teachers give clear guidance on how pupils can improve their writing, but this is not so evident in mathematics books. Occasionally, pupils are given detailed examples of what their next steps in learning should be, but this is not done regularly enough to be helpful.
- Mathematics lessons focus mainly on learning mathematical processes. This means that pupils are successfully developing key numeracy skills, but they do not have enough opportunities to apply these skills in real-life problems to develop their mathematical thinking.
- Teaching of disabled pupils and those who have special educational needs is very effective. Additional adults in the classroom, such as teaching assistants, are well briefed and skilfully and sensitively support pupils who may be at risk of not making progress.
- Spiritual, moral, social and cultural education underpins all lessons. Teachers constantly remind pupils of how they should behave in different situations. Positive actions are praised and their good social skills are promoted through role play, modelling by adults and stories.

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

- Behaviour during the inspection was good in and around school. Discussions with pupils, parents and staff verify that this is typical. Pupils were polite to adults and each other, readily passed and shared equipment and always responded appropriately with a 'thank you'.
- Pupils were enthusiastic in talking about different types of behaviour, and what is and is not acceptable. They were clear about the most effective ways to deal with any poor behaviour and took a mature approach to taking responsibility themselves.
- Pupils have a very clear understanding of what constitutes bullying. They can distinguish between bullying that is continuous and simply 'falling out'. They are also aware of the different forms of bullying including name-calling, physical and cyber bullying. They say it rarely happens in school.
- The school is diligent in addressing any inappropriate behaviour or name-calling. For example, last year some abusive language brought into school by some older pupils was immediately tackled through circle time discussions with Years 5 and 6.
- Pupils know how to keep themselves safe. They appreciate the importance of fire drills and say that visitors to schools, such as the police, bring important messages. Older pupils create their own DVDs on internet safety, while younger pupils can talk about safety on the road.
- Older pupils take a responsible role in looking after younger ones. Reading 'buddies' from Years 5 and 6 share books with younger children on a regular basis, while other older pupils set up simple early morning or playtime activities for them.
- Attendance is above average. It has been consistently high for the last two years, from

previously being average for two years. This reflects the very positive attitudes of parents and pupils who were spoken to during the inspection.

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

- The leaders and managers of the school have a clear drive and dedication for continuous improvement. This is evident in their school improvement planning and the way they check the progress of individual pupils. However, the monitoring of specific groups of pupils, for example by ability or background, is not as thorough.
- The school has an accurate awareness of its strengths and weaknesses. The leaders and managers have identified key areas for improvement and appropriate actions to tackle them. For example, the headteacher is already involved in a specialist mathematics training course to support better teaching in mathematics.
- The senior leaders keep a close check on the quality of teaching through observations of lessons and looking at work in books. However, the observations and the resulting feedback given to teachers on how they can improve their skills are not thorough or detailed enough to move teaching on from good to outstanding.
- The range of subjects taught is exciting. Pupils are able to practise and consolidate their literacy, numeracy and communication skills across all subjects. For example, marking in some science books posed thought-provoking questions for pupils to develop both their scientific thinking and their literacy skills.
- The school has built strong partnerships with other schools. This gives opportunities for sharing good practice and expertise between staff. It also gives pupils access to specialist teaching such as music lessons, a French club and extended mathematics opportunities for Years 5 and 6.
- Spiritual education is developed through strong links with the church as well as in assemblies. The excitement pupils get from cooking their home-grown food shows a wonder and awareness of the world around them. They have the opportunity for quiet reflection in their 'Peace Garden'.
- Pupils at all ages discuss right and wrong in circle time. They also have the opportunity to talk about moral dilemmas. For example, in a session on avoiding talking to strangers, pupils were asked what they would do if they had lost their parents in a shopping mall.
- Pupils' good social skills are evident in all lessons. Older pupils are also given the opportunity to entertain members of the Good Companions elderly group when they attend the Key Stage 1 concerts. The pupils act as hosts, sitting with them and making appropriate conversation.
- The love of music, art and drama is a strength of the school. Pupils have many opportunities to sing, play instruments, visit theatres and take part in productions. A visiting artist runs a school club and works with Key Stage 1 pupils.
- Chinese and Indian dancers have visited the school and pupils learn about different countries, faiths and cultures in topic work and religious education. The school is planning to arrange more first-hand experiences to extend pupils' awareness of how other people live, and their beliefs.
- The local authority provides good levels of support. Having identified the school as good, it responds to support requests to help the leaders move towards outstanding. It has also provided training for the governing body.

■ **The governance of the school:**

- The governors are relatively new and inexperienced, and appreciate the need to develop their strategic leadership skills. A programme of training has already begun.
- The Chair of the Governing Body has a good understanding of key skills that individual governors bring to meetings. These are used to good effect in supporting each other, such as in the understanding and interpretation of school performance data.
- The governors have a good understanding of the school's strengths and priorities for improvement. They challenge the headteacher and hold the senior leaders to account for pupils' performance.
- Governors are fully involved in visiting the school to monitor progress in different subjects. Their planning for these visits, analyses and reporting systems is not yet fully developed.
- They have a general understanding of how funding such as the pupil premium is spent and how the checking of teachers' performance affects progress and standards, and links to salary scales. However, their monitoring of the impact of these areas is not yet sufficiently thorough.

## 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>	120539
<b>Local authority</b>	Lincolnshire
<b>Inspection number</b>	403441

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>	Voluntary controlled
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	92
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Nick Dunk
<b>Headteacher</b>	Jeffrey Day
<b>Date of previous school inspection</b>	20 September 2007
<b>Telephone number</b>	01522 868287
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