

Swinford Church of England Primary School

School Lane, Swinford, Lutterworth, LE17 6BG

Inspection dates 18–19 October 2012

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Pupils in all year groups achieve well, both personally and academically, because the school gives an equally high priority to all aspects of their education.
- Pupils' attainment has risen, and by Year 6 it is above average in English and mathematics.
- The quality of teaching is typically good, and at times outstanding, because all staff work so well together.
- Skilled teaching assistants provide good support for any pupils who need additional help.
- Pupils' outstanding behaviour and attitudes to learning contribute to the strong sense of community in the school.
- Pupils feel very safe and display a high level of respect for the feelings and well-being of others.
- Excellent leadership of the Early Years Foundation Stage ensures children thrive in a stimulating learning environment.
- The new headteacher, with the strong support of the governing body, has ensured a smooth transition in school leadership.
- The school benefits from excellent relationships with parents and carers.
- The school has a good capacity for sustained improvement in the future.

It is not yet an outstanding school because

- In a small minority of lessons, there is a lack of variety in the work given to higher ability pupils
- In a few lessons teachers' questions are directed more towards obtaining an expected answer than checking pupils' understanding.
- The way leaders check the impact of teaching on pupils' performance is not fully developed.

Information about this inspection

- The inspector observed teaching and learning in nine lessons, three of which were joint observations with the headteacher. In addition, a number of short visits to classrooms were made. The inspection included observations of playtime, lunchtime and assembly.
- The inspector held discussions with the headteacher and other staff and pupils, the Chair of the Governing Body and two other members, and some parents and carers at the start of the school day. A telephone conversation was held with a representative of the local authority.
- Groups of pupils of different ages were heard reading.
- The inspection took account of 27 responses to the online questionnaire (Parent View).
- Documents scrutinised during the inspection included the school's policies, teachers' plans, school improvement planning and records on behaviour and safety, together with samples of pupils' work. Documentation on individual pupils' progress, performance management and minutes from meetings held by the governing body were also examined.

Inspection team

Kenneth Thomas, Lead inspector

Additional Inspector

Full report

Information about this school

- Swinford Church of England Primary School is much smaller than most other primary schools.
- No pupils are known to be eligible for the pupil premium, which provides additional funding for children in local authority care and those known to be eligible for free school meals.
- Virtually all pupils are of White British heritage. Very few are from minority ethnic backgrounds or speak English as an additional language.
- The proportion of pupils supported through school action is below average. Currently no pupils are supported through school action plus or have a statement of special educational needs.
- There is a pre-school nursery on the school site, but it is not managed by the governing body and was not part of this inspection.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- The headteacher took up his post at the start of the current term.

What does the school need to do to improve further?

- Raise the quality of teaching to outstanding by ensuring that:
 - the existing best practice in teaching is shared across the school
 - more varied and demanding work is provided for higher-ability pupils, so that they have more opportunity to plan and organise their own learning
 - teachers constantly check, through questioning, pupils' understanding and learning as lessons proceed.
- Build on the good assessment procedures so that the impact of teaching on pupils' performance can be fully evaluated.

Inspection judgements

The achievement of pupils is good

- Children enter Reception with knowledge, understanding and skills that are generally in line with those expected for their age. They settle quickly into the classroom routines and clearly enjoy school. They make rapid progress during their Reception Year and this good progress continues in both Key Stages 1 and 2, because of good teaching and pupils' enthusiasm for learning.
- There is a trend of improving attainment in the Year 6 tests over recent years. This summer's data have not yet been confirmed, but they indicate above-average attainment in English and mathematics. This was also clear from pupils' work and from records of their progress.
- Underpinning pupils' good progress is good teaching of phonics (letters and the sounds they make). This helps to ensure that pupils acquire essential basic reading skills. As a result, reading standards at the end of Year 2 are well above average and by Year 6 virtually all pupils display enjoyment in reading for pleasure and are very competent in the use of their reading skills for research and to gather information.
- Because teachers know their pupils exceptionally well, gaps in learning are identified and tackled quickly. This ensures that all groups of pupils, including the few from minority ethnic backgrounds or who speak English as an additional language, achieve equally well, and reflects the school's good promotion of equality of opportunity.
- Particularly good use is made of teaching assistants to support any pupils who would benefit from focused small group work. Pupils with special educational needs who are supported through school action make good progress because they are helped to achieve targets that are well matched to their individual needs.
- Almost all of the parents and carers who completed the online survey in Parent View believe that their children are making good progress and achieving well throughout the school.

The quality of teaching is good

- The improvement in pupils' achievement is because the overall quality of teaching has improved since the last inspection. It is now predominantly good, and occasionally outstanding.
- Good classroom management, coupled with high expectations, ensures that all lessons proceed in a calm and purposeful learning atmosphere. Pupils are frequently asked to share and explain their thinking to others. This helps to develop their speaking and listening skills, and promotes their respect for the views of others.
- In Reception, adults take every opportunity to encourage children to talk about their learning. In one lesson, for example, excellent use was made of both the indoor and outdoor areas to immerse children in a wide range of activities. Collaboration and exploration promoted the development of physical and social skills, while adults took every opportunity to extend children's language and numeracy skills through questioning about the things they were doing.
- Teachers typically make good use of their knowledge of individual pupils to plan lessons that meet the needs of different abilities and ages, and especially for pupils who need extra support. However, in a small number of lessons, the work planned for different ability groups is too

similar and does not offer enough variety for those working at higher levels. This restricts opportunities for these pupils to learn for themselves and slows the pace of learning.

- Well-trained teaching assistants are deployed exceptionally well to ensure that the work given to pupils with special educational needs, and others in need of additional support, is carefully built up in small steps so that they make good progress towards their learning targets.
- In most lessons, teachers use questioning very effectively to assess pupils' understanding. Consequently, pupils' misconceptions and mistakes in their learning are picked up quickly. However, in a few lessons, questions are too closely directed towards drawing out an expected answer and the lesson is moved on without checking that all pupils are keeping up.
- The quality of teachers' marking is good and pupils say that teachers' comments are useful in helping them to improve their work.
- Pupils are keen to learn because adults promote their pupils' spiritual, moral, social and cultural development through praise, encouragement and celebrating all learners' achievements in different subjects. Pupils show perseverance in completing tasks, and displays of their work show their accomplishments are valued.

The behaviour and safety of pupils are outstanding

- In this safe and harmonious school, pupils from all backgrounds get on exceptionally well with each other. Their outstanding behaviour around school and in lessons is a key factor in ensuring that good progress is made in all year groups.
- Excellent relationships between adults and pupils ensure that pupils cheerfully comply with the requests of their teachers. They understand the need for school rules and follow them willingly. Staff, pupils, parents and carers agree that this is the norm.
- Pupils are confident and polite in conversation with staff or visitors. They have very positive views of the school and talk enthusiastically about the many aspects of school life that they enjoy.
- Pupils' enjoyment of school is demonstrated in their well-above-average attendance and the punctual and enthusiastic way they arrive at the start of the school day. As one parent said, 'My child runs into school every day.'
- Pupils have a good understanding of how to keep safe and are confident that any issues they raise will be dealt with promptly by the school. They have a firm understanding of different types of bullying, including physical bullying and persistent name calling, and pupils spoken to were unaware of any incidents. They are also confident that should any ever occur, adults would deal with it quickly, fairly and firmly.
- Pupils have a good range of opportunities to contribute to the school and local communities. They willingly take on responsibility and play a constructive role in the life of the school through, for example, the school council or as assembly monitors.

The leadership and management are good

- The recently appointed headteacher has made an immediate impact and gained the full support of staff, pupils, governors and parents and carers. He brings a clear vision and ambition to build on the success of the school and secure continued improvement.
 - With good support from the local authority, procedures to manage teachers' performance, linked to ongoing training, have improved teaching from satisfactory to good. The headteacher is presently developing a more precise system for using assessment information to evaluate the impact of teaching on pupils' performance, and to link this more closely to teachers' pay.
 - Staff work closely together as a team and their morale is high. They know that their opinions are valued and that the school has a commitment to their continuing professional training in order to support their development as teachers.
 - Outstanding leadership of the Early Years Foundation Stage has a significant impact on the development of children's academic and social skills. The excellent links established with parents and carers provide a productive learning partnership that continues throughout the rest of the school.
 - The way subjects are planned and taught promotes achievement well and is enriched by a variety of clubs and visits out of school. A recent school visit to the beach at Hunstanton, for example, provided a rich source of inspiration for creative writing in all age groups.
 - Pupils' spiritual and cultural development is nurtured well through, for example, music, the arts and the study of different religions. Social and moral development is promoted through regular opportunities for pupils to talk to each other about their learning, and through the acceptance of clearly defined boundaries of what is right or wrong.
 - **The governance of the school:**
 - is very effective, because the governing body fulfils its duties well and is thorough in setting and reviewing the headteacher's management objectives
 - is well informed by reports from the headteacher and staff, and is in the process of planning a programme of visits to lessons to gain more first-hand information on school performance, including the quality of teaching
 - manages funding conscientiously to ensure that all income is spent for the purposes intended
 - ensures safeguarding arrangements are secure and meet requirements.
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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

Unique reference number	120204
Local authority	Leicestershire
Inspection number	401915

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

Type of school	Primary
School category	Voluntary aided
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	87
Appropriate authority	The governing body
Chair	Lesley Parker
Headteacher	Edward O'Connor
Date of previous school inspection	21 January 2010
Telephone number	01788 860404
Fax number	01788 869141
Email address	admin@swinford.leics.sch.uk

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