

# Mary Swanwick Community Primary School

Church Street North, Old Whittington, Chesterfield, S41 9QW

**Inspection dates** 29–30 January 2013

<b>Overall effectiveness</b>	Previous inspection:	Satisfactory	3
	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.

- From low starting points, all pupils make good progress and achieve well. Attainment in reading, writing and mathematics is above average by Year 6.
- Pupils with a wide range of needs do as well as other pupils because of the good support they receive in lessons.
- Teaching is good and has improved since the last inspection.
- Lessons ensure that pupils develop important key skills but also have an understanding of the wider world.
- Pupils' behaviour and attitudes to learning are good. Pupils are usually polite and interested in their work.
- The care and support offered by the school are excellent. Pupils feel safe and have a clear awareness of how to keep safe.
- The family support worker has a strong impact on improving attendance, which is above average, and supporting pupils and families whose circumstances might put them at risk.
- Senior leaders and governors have created a demanding but supportive professional climate in school. Staff respond very positively to high expectations. Teaching and achievement are improving as a result.
- On the basis of regular reviews, senior leaders and governors know how well the school is doing and what they need to do to further improve. Leaders ensure that all pupils have equal opportunities to be successful.

### It is not yet an outstanding school because

- Teaching is consistently good rather than outstanding. In some lessons, pupils have insufficient time to learn on their own and work is not always precisely matched to their abilities.
- Marking in English is good but opportunities are missed to build a dialogue with pupils about their learning. Marking in mathematics is less effective.

## Information about this inspection

- Inspectors observed 17 lessons taught by 11 teachers. They also visited small group sessions where children were practising letters and sounds. They heard various pupils read and attended a school assembly.
- Meetings and discussions were held with groups of pupils, members of the governing body, a representative from the local authority and staff.
- Inspectors looked at information about pupils' progress and the work in their books. They reviewed teachers' planning, records of the school's monitoring, safeguarding documentation and other school policies, behaviour and attendance records.
- Inspectors took account of the views of parents by looking at the 13 responses on Parent View (the online questionnaire), the 61 responses received by the school from its most recent questionnaire in November 2012 and the views of parents given in informal conversations in the playground at the start of the school day.

## Inspection team

Judith Straw, Lead inspector

Additional Inspector

Faheem Chishti

Additional Inspector

## Full report

### Information about this school

- This is an average-sized primary school with almost all of its pupils from White British backgrounds. No pupils are taught in alternative provision away from the school site.
- An above average proportion of pupils are known to be eligible for the pupil premium, which is additional funding applied to the school.
- The proportion of disabled pupils and those with special educational needs supported through school action is higher than average, but the proportion supported at school action plus or with a statement of special educational needs is average.
- The school holds a number of awards including healthy school status and the Derbyshire anti-bullying award.
- The deputy headteacher takes the role of acting headteacher every Friday.
- 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 teaching from good to outstanding by:
  - asking more open and complex questions to extend and deepen pupils' understanding
  - building pupils' confidence when explaining their thinking and ideas and giving them enough time to do so
  - giving pupils more time to work independently by reducing the amount of time the teacher spends talking to the whole class
  - consistently setting work at the right level so that it challenges each pupil individually throughout the lesson.
- Build on the good practice in marking in English by:
  - requiring pupils to respond to teachers' comments in their books so that a dialogue about pupils' learning develops
  - improving the quality of marking in mathematics and ensuring teachers give advice on the next steps to improve.

## Inspection judgements

### The achievement of pupils

is good

- Most children enter the Nursery with levels of skill well below what is expected for their age, particularly in speech, language and communication. They settle quickly and become confident learners.
- Children make good progress in the Early Years Foundation Stage, especially in recognising letters and sounds and in early number work, but standards remain below what is expected for their age by the time they enter Year 1.
- Attainment has been below average in Key Stage 1 for some time although pupils make good progress in relation to their starting points. Standards are beginning to rise at the end of Year 2 in all subjects. The school is working hard to improve the standards pupils reach in Key Stage 1.
- By the end of Key Stage 2, pupils are achieving above average standards in reading, writing and mathematics. Progress and achievement are particularly good in mathematics and especially for higher attaining pupils, some of whom reach the higher Level 6.
- In class most pupils work hard, listen carefully and concentrate on their work. Sometimes pupils lack confidence in explaining their answers further or in discussing their work with partners.
- Attainment in reading is typically a little below average at the end of Year 1 but rises rapidly to above average by the end of Year 6.
- Disabled pupils and those who have special educational needs make as good progress as other pupils because teaching assistants support them well in lessons and they are given work which is adapted to their needs. Girls and boys make equally good progress. The progress of pupils known to be entitled to receive pupil premium support is good. These pupils achieve as well as the other pupils in school; as a result there is no attainment gap.

### The quality of teaching

is good

- Teaching, including that in reading, writing and mathematics, is consistently good across the school and in some classes it is outstanding. The teaching of letters and the sounds they make is particularly effective. This is why pupils are making good progress and achieving well.
- Teachers manage their classes very well, plan lessons which take learning forward and use interesting resources to make learning enjoyable. For example, pupils in Year 3 were learning the valuable skill of taking notes while listening to a visitor from Jamaica. Teachers use the interactive whiteboards with imagination and flair.
- Where teaching is outstanding, the pace is rapid, no time is lost and all pupils are actively learning throughout the lesson. This was seen in both English and mathematics lessons. In Year 2, pupils were making great strides in understanding thousands, hundreds, tens and units and working at four different activities, perfectly matched to their abilities. In a Year 6 group, pupils were learning how to be 'detectives' and how to deduce and work out the meaning of different texts. In these lessons, activities are timed so that pupils get used to working at speed and teachers carefully check understanding throughout and, if necessary, change the targets and challenges to match how well the pupils are learning.
- In some lessons, though, the pace is slower because all the pupils are doing the same thing at the same time. Teachers sometimes take too long over their introductions so that there is less time for independent learning and sometimes do not give pupils enough time to discuss their ideas or probe their understanding by asking more challenging, detailed questions to take learning further. In these, lessons work is not as well matched to the needs of pupils of all abilities.
- Teaching assistants are skilled in supporting the learning of different groups of pupils, both higher attaining pupils and those who have special educational needs so that all groups are able to make faster progress.

- Teachers mark books regularly in all subjects. Marking is consistently good in English but less effective in mathematics because there are fewer pointers to pupils about how they can improve their work. Pupils are not always expected to respond to the comments made by teachers.

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

- Pupils typically behave well. In the playground and in lessons they share equipment sensibly, and are polite and sensitive to the needs of others. Staff manage behaviour well. Rules are few, simple and understood by everyone.
- Pupils' attitudes to learning are usually good. However, some pupils are not motivated to learn on their own and only make good progress when directly supervised by an adult.
- Pupils know how to keep themselves safe. They are well informed about different types of bullying and internet safety, and have a lively awareness of how to avoid risks. Pupils are confident that any bullying in school will be dealt with quickly.
- The vast majority of parents who responded to questionnaires were confident that behaviour was good and that bullying was dealt with effectively. Inspectors' scrutiny of behaviour records, as well as direct observation, showed behaviour to be typically good.
- Attendance has risen steadily and has been above average for two years. Pupils enjoy coming to school. The family support worker has made a big difference to the attendance of pupils who might be at risk. Her 'Positive Play' approach has supported pupils who did not at first enjoy school and helped them to settle and make good progress. Her work to support families is appreciated by those concerned.
- Pupils enjoy taking responsibilities such as serving on the school council, being monitors and running playground activities.

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

- The headteacher and deputy headteacher make a strong and effective team with good support from the governing body. Under their leadership the school has improved the achievement of all pupils, teaching, attendance and behaviour since the last inspection. Both leaders bring different skills and expertise to the school.
- Leaders know what they need to improve and areas for development are quickly identified and acted upon. For example, better progress in English has come about by deploying the deputy headteacher, who is an English specialist, to support different classes throughout the week. Raising standards by Year 2 is a current focus.
- Detailed systems to check on pupils' progress ensure that everyone has an accurate awareness of which pupils need extra help.
- The new special needs co-ordinator has entirely overhauled the way in which disabled pupils and those who have special educational needs are supported so that these pupils are now making better progress and achieving more.
- Teachers' performance is well managed. Teaching is closely observed and those needing support receive it through coaching and training to help them improve their skills. The school is aware that there is a need to increase further the proportion of outstanding teaching.
- Pupil premium funding is invested in providing small group tuition and in measures to improve attendance. A new teacher has been employed specifically to help pupils make faster progress. As a result of actions taken so far, the pupils known to be entitled to receive support have made very good progress and there is no gap between their achievement and that of other pupils.
- The local authority has provided high quality support which has enabled the school to improve all aspects of its work.
- The school's arrangements for safeguarding pupils are firmly in place and fully meet statutory requirements.
- The rich curriculum meets pupils' needs well. A clear focus on English and mathematics with the

creative and skills-based subjects taught in the afternoon allows pupils to succeed. A wide range of trips and visits makes learning enjoyable, for example, a Victorian day, visits to a farm and science workshops.

■ **The governance of the school:**

- Members of the governing body have a wide range of skills and expertise and undertake regular training. They know what is happening in school and are aware of the quality of teaching through direct personal observation as well as from reports from the headteacher and school improvement partner. They ensure that salary progression is linked to classroom performance. They know how to interpret the progress data so that they can see how well the school is doing in comparison to others. They ensure that pupil premium funding is used to best effect to help the pupils for whom it is intended to be successful and that the school budget is efficiently managed.

## 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>	112666
<b>Local authority</b>	Derbyshire
<b>Inspection number</b>	405417

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>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	249
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Sarah Kench
<b>Headteacher</b>	Peter Giliker
<b>Date of previous school inspection</b>	22-23 March 2011
<b>Telephone number</b>	01246 450597
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