

Swanland Primary School Academy Trust

Tranby Lane, Swanland, North Ferriby, HU14 3NE

Inspection dates 21–22 May 2013

Overall effectiveness	Previous inspection:	Not previously inspected	
	This inspection:	Outstanding	1
Achievement of pupils		Outstanding	1
Quality of teaching		Outstanding	1
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Outstanding	1

Summary of key findings for parents and pupils

This is an outstanding school.

- Pupils are exceptionally well prepared for the next stage in their education. By the time they leave Year 6, standards in reading, writing and mathematics are high. Pupils' ability to apply skills in these subjects is extremely well developed.
- Behaviour is outstanding and pupils demonstrate excellent social skills, such as when working in teams. The promotion of pupils' spiritual, moral, social and cultural development is one of many strengths of the school.
- The progress pupils make from when they start in the Early Years Foundation Stage to the end of Year 6 is outstanding. This is because teaching is always good and much of it is outstanding.
- School leaders and governors have a sustained track record of achieving excellence. The executive headteacher leads improvements to teaching and learning exceptionally well. He has extremely effectively created a culture in which all teachers continually and successfully strive to perfect their teaching.
- The pupils benefit from very exciting and enriching lessons in a wide range of subjects, such as in science, art and design. This ensures that they leave Year 6 with very well-developed skills, knowledge and understanding.

Information about this inspection

- The inspectors visited 25 lessons and observed 14 teachers.
- Inspectors heard pupils read, met with them to discuss their lessons, and scrutinised their work.
- Meetings were held with members of the governing body, local authority representatives, staff, and pupils.
- Inspectors took account of the questionnaire responses from 27 staff and 80 responses to the online parent questionnaire (Parent View). In addition, inspectors met parents informally before school.
- Inspectors scrutinised school assessment data, self-evaluation information, procedures for teachers' performance management and the school's improvement plan.
- Inspectors examined policies and procedures for the safeguarding of pupils.
- During this inspection, inspectors asked additional questions designed to ascertain the school's view of the impact and effectiveness of local authority services to support school improvement. This information will contribute to work being carried out by Ofsted to assess the use, quality and impact of those services.

Inspection team

Tim Bristow, Lead inspector

Her Majesty's Inspector

Graeme Clarke

Additional Inspector

Marilyn Massey

Additional Inspector

Full report

Information about this school

- This is a larger than average-sized primary school.
- Most of the pupils are of White British heritage.
- The proportion of disabled pupils and those who have special educational needs that is supported by school action plus or with a statement of special educational needs is below average. The proportion supported by school action is below average.
- A small proportion of the pupils are eligible for the pupil premium. (The pupil premium is additional funding for those pupils who are known to be eligible for free school meals, children from service families and those children that are looked after.)
- The school meets the current government floor standards, which set the minimum expectations for pupils' attainment and progress.
- Swanland Primary School Academy Trust converted to become an academy school on 1 August 2011. When its predecessor school, Swanland Primary School, was last inspected by Ofsted, it was judged to be outstanding.
- The academy is a member of the South Hunsley Partnership. This is a group of local primary schools and the secondary school to which most pupils transfer at the end of Year 6.
- The headteacher has recently been appointed as executive headteacher in preparation for the academy trust to sponsor another primary school. The deputy headteacher has been appointed as the head of school.

What does the school need to do to improve further?

- Ensure that outstanding leadership is better supported by more formal and detailed recording of school improvement plans.

Inspection judgements

The achievement of pupils

is outstanding

- Standards in reading, writing and mathematics are high because of the extremely rapid progress made by pupils. The proportion of pupils reaching the higher level 5 is above average in these subjects. Groups of pupils in Year 6 are working proficiently at an even higher level than this. For example, in a Year 6 mathematics lesson where teaching was outstanding, a group of more-able pupils were tackling extremely challenging mathematics problems. They demonstrated an understanding of angles and number, and a mental fluency that was very impressive.
- In the past, standards in reading, writing and mathematics by the end of Year 2 have been average. Academy leaders have tackled this with great success. Academy assessment information that has been subject to external moderation shows that pupils are now making good and outstanding progress and standards are higher than would be expected nationally. Pupils write proficiently and even the weakest readers have the necessary skills to recognise letters and sounds so that they can try to read words that they are not familiar with.
- Children enter the Reception classes with skill development that is typical for their age. They are well prepared for school and learning. They then make outstanding progress, entering Year 1 with very high standards, particularly in their social and literacy skills.
- Disabled pupils and those who have special educational needs make rapid progress. This is particularly the case in Years 3 and 4 where there are more pupils who need additional help than is usual for the academy. Assessment information is used very effectively to ensure that these pupils get the right additional help to maintain exceptional progress.
- Assessment information shows that the few pupils known to be eligible for free school meals achieve as highly as, or better than, others in the school and all pupils nationally. For example in 2012, in reading, these pupils were approximately two terms ahead of all pupils nationally.

The quality of teaching

is outstanding

- In Key Stage 2 and the Reception classes the majority of the teaching is outstanding. In Key Stage 1 it is consistently good. It is an impressive feature of the schools' leadership that it has fostered a learning environment where all teachers and teaching assistants are determined to continually strive for excellence.
- A striking feature of this teaching is the high level of challenge for pupils of all abilities. In most of the lessons pupils are engrossed in their work because it is highly motivating and designed to stretch their thinking. Pupils relish the opportunity to solve difficult problems in mathematics or to complete sophisticated writing tasks. For example, in a Year 6 writing lesson, pupils were completely engrossed in preparing a letter of protest to persuade a shopping chain from building a shop over a local beauty spot. They articulated highly sophisticated and convincing arguments against the proposal.
- Where teaching is good rather than outstanding it is often because the level of challenge for one or two pupils is too difficult.
- The use of questioning to extend learning is highly sophisticated. For example, in a Year 5 class the teacher tailored her questions to consolidate the learning of pupils of a range of abilities.
- In the Reception classes, children take part in a range of very exciting and interesting activities. For example, children were observing insects with great interest and making pertinent observations that demonstrated extremely well-developed speaking skills. One child reported that 'an arachnid has eight legs as well as eight eyes'.
- A priority for improvement has been to strengthen the teaching and learning of writing. This is because, in the past, the teaching of writing has not been as consistently good as in other subjects, such as reading. Writing is now taught very well in all classes. Handwriting, grammar, spelling and punctuation are taught extremely effectively which has given pupils the skills to write proficiently in a range of styles.

- Pupils benefit from excellent advice from teachers on the steps they need to take to achieve their targets. Pupils spoken to were very proud of their progress and demonstrated a clear understanding of what they had to do to improve their work even further.

The behaviour and safety of pupils are outstanding

- Pupils make an outstanding contribution to the quality of learning in lessons. Pupils work together extremely productively in teams and understand the purpose of doing so. One pupil said that 'working in a group helps me to develop my verbal reasoning skills as I have to explain my ideas to everyone in the group'. This is a result of the great attention to the development of social skills that is a feature of all lessons.
- All the pupils spoken to, and nearly all the parents, agree that pupils are safe in school. The school records show that bullying is rare, and those pupils spoken to agree. Nevertheless, the academy is not complacent. There are regular lessons, supported by posters around the school and assemblies that ensure that pupils understand the different forms of bullying and are well prepared to take sensible steps if they encounter bullying outside of the school.
- Pupils whose circumstances make them vulnerable are supported by secure safeguarding procedures.
- Behaviour is managed very well. The school has a range of clubs and activities that help pupils who sometimes have difficulty managing their own behaviour at unstructured times, such as during lunch or just before school. This ensures that they enter lessons well prepared for learning. There have been no exclusions since the academy opened.
- Assemblies, such as the rewards assembly, are outstanding celebrations of the successes of pupils in a range of subjects and activities. This promotes pupils' social, moral and spiritual development exceptionally well. Pupils demonstrate great consideration and respect for each other. Their spontaneous pleasure in celebrating the success of others is inspiring.

The leadership and management are outstanding

- The executive headteacher provides the academy with exceptional leadership. He has a long and successful track record of achieving excellence. His style is innovative and unique. At the heart of this is his desire to ensure that all pupils receive the best quality education that can be provided. He is relentless in his leadership of teaching and learning. His determination that teaching should be outstanding is communicated extremely effectively to all staff who respond by continually striving to improve their practice.
- Since the academy opened the executive headteacher has correctly recognised how important it is to ensure that other leaders are well equipped to take responsibility for leadership. This has been carried out very effectively. For example, the head of school has refined the procedures to manage the performance of teachers. Checks on the quality of teaching by him and other leaders are rigorous. Consequently, the academy can demonstrate that all teachers are financially rewarded at the appropriate level.
- All teachers are extremely well supported by excellent training and school improvement meetings. They are highly critical of their own teaching in their pursuit of excellence. They work extremely well together and are encouraged to try new methods of teaching and to take risks so that teaching is continually strengthened.
- The headteacher and other leaders take an uncomplicated approach to school improvement. They concentrate their resources on only two or three priorities at any one time, such as improving the teaching of writing. This approach has been extremely successful because communication is highly effective and teachers have a very clear understanding of what is expected of them.
- Priorities for improvement are recorded in the school improvement plan. There is insufficient

detail in the plan about the steps that the school intends to take to address these priorities or how leaders will be able to measure if the improvement actions have been successful. School leaders and governors recognise that this aspect of management needs strengthening, particularly as the leadership is shared among others.

- Pupils benefit from a range of exciting and enriching lessons in most subjects. This has ensured that skill development in these subjects matches that in English and mathematics. The opportunities for pupils to apply their literacy and numeracy skills in other subjects are very well developed. Pupils really enjoy the many memorable experiences provided by the school, such as playing in the school orchestra or taking part in the residential trip to France where they learn about the Impressionist artists.
 - The school promotes cultural development very well. Initiatives such as the Stephen Lawrence Standard and the multi-cultural kitchen, where pupils cook a range of meals from around the world on a weekly basis, help pupils develop a strong appreciation of people from different cultures and faiths.
 - The academy has a productive working partnership with local authority advisors. They regularly visit the school to advise governors on the performance management of the headteacher and to check on the achievement of pupils. The headteacher and governors welcome the challenge that these visits present which help to sharpen up the priorities for improvement. The opportunity for the academy to share some of its outstanding practice in the local authority has been limited. Both the academy and local authority are responsible for this. The academy does, however, provide effective help and support for other schools in a neighbouring local authority and also schools that are members of the South Hunsley Partnership.
 - **The governance of the school:**
 - The financial management of the academy by governors is highly sophisticated. Expert governors manage the strategic deployment of resources and ensure best value for money. They are well aware that the small allocation of finances for pupils known to be eligible for free school meals are used to good effect and regularly increase the amount of money available to ensure high quality resources for these pupils.
 - The well-trained governors are linked to year groups that they follow as pupils progress through the academy. They visit regularly to check on the work of the academy. This means that they have a very detailed understanding of the strengths and areas where improvement is required. They also have an excellent grasp of the performance of teachers and its links with pay, and robustly question the headteacher to ensure the success of academy improvement. Governors ensure safeguarding procedures meet statutory 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	137151
Local authority	East Riding of Yorkshire
Inspection number	411785

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

Type of school	Academy converter
School category	Non-maintained
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	436
Appropriate authority	The governing body
Chair	Helen Gilmour
Headteacher	Ray Woodward
Date of previous school inspection	Not previously inspected
Telephone number	01482 631300
Fax number	01482 633376
Email address	office@swanlandschool.co.uk

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