

Swindon Village Primary School

Church Road, Swindon Village, Cheltenham, GL51 9QP

Inspection dates 5–6 December 2013

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		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Pupils' achievement in all areas of the school has accelerated since the last inspection and is now good.
- Pupils of all abilities make good progress whatever their starting points. They achieve well in each key stage. More pupils now reach the level expected for their age at the end of Year 6, where standards are now broadly average.
- Teaching has improved to typically good levels. Teachers have high expectations and provide work that is well matched to pupils' varying abilities and activities that are motivating and challenging.
- Pupils behave well, have very positive attitudes and attend school regularly.
- The curriculum provides a particularly strong emphasis on developing pupils' basic literacy and numeracy skills. This, along with pupils' good behaviour, attitudes to learning and strong spiritual, moral, social and cultural development, ensures that they are well prepared for their future.
- The headteacher and deputy headteacher provide strong leadership. The drive, ambition and clear direction from all leaders have been key factors in the rapid improvements made.
- Teaching is improving rapidly through well-planned training and because teachers are held to account for the progress of their pupils.
- Governors provide good support, are well informed about the school's performance and hold leaders and managers rigorously to account

It is not yet an outstanding school because

- Occasionally, teachers do not check during lessons how well pupils make progress so work is not always challenging enough for the whole lesson.
- Teachers do not always tell pupils how to improve their work in marking, or provide time for pupils to follow the guidance when it is given.

Information about this inspection

- The inspectors observed 28 lessons or part lessons and listened to groups of pupils read.
- Eight lesson observations were carried out jointly with the headteacher and deputy headteacher.
- The inspectors scrutinised the 75 responses to the online Parent View survey, along with comments from parents before and after school. Questionnaires completed by 26 staff were also analysed.
- Meetings took place with staff, pupils and governors, and telephone discussions were held with a representative of the local authority and the school's improvement advisor.
- The inspectors observed the school's work and scrutinised pupils' books, records of pupils' progress, the school's checks on teaching and learning and the development plan, behaviour, attendance and safeguarding documents.

Inspection team

Carol Warrant, Lead inspector	Additional Inspector
Paul Rushforth	Additional Inspector
Alan Jones	Additional Inspector

Full report

Information about this school

- Swindon Village Primary is larger than the average-sized primary school.
- The proportion of pupils known to be eligible for the pupil premium (additional government funding for pupils known to be eligible for free school meals, looked-after children and other groups) is below average.
- The percentage of disabled pupils and/or those with special educational needs supported through school action is above average. The proportion of pupils supported at school action plus or with a statement of special educational needs is below average.
- The proportion of pupils from minority ethnic groups is lower than typically found.
- A small number of pupils are at the early stages of learning to speak or write English.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in English and mathematics.
- A privately run before- and after-school club operates on the school site and shares some of the school's facilities; as it is managed independently, it was not part of this inspection.

What does the school need to do to improve further?

- Improve teaching and further raise pupils' achievement by making sure:
 - teachers check pupils' understanding more often during lessons and adjust their teaching where necessary.
 - marking always gives pupils clear guidance on how they can improve their work and teachers make sure that pupils act on the advice given.

Inspection judgements

The achievement of pupils

is good

- Since the last inspection, leaders have successfully improved pupils' achievement across the school. Standards are rising quickly because teaching has improved and is now typically good. By constantly checking pupils' progress, any pupils at risk of falling behind receive timely and effective support so that they achieve well.
- Children start school with skills, knowledge and understanding well below the levels typically expected for their age. Learning gets off to a good start in the Early Years Foundation Stage. Children learn early literacy, number and physical skills at a good rate because they use these every day in a wide range of purposeful indoor and outdoor activities.
- Good progress is maintained throughout the school for all groups of pupils so that by the time pupils reach Year 6 their attainment is average in reading and writing, reflecting good progress from their starting points. The proportions of pupils making the expected rate and more than expected rate of progress are higher than average in writing. School-based information and inspection evidence show that, across the school, the rate of progress and attainment in reading, writing and mathematics has risen sharply since the last inspection.
- Pupils make good progress in early reading because the regular teaching of phonics (letters and the sounds they make) helps to ensure that their basic reading skills are secure. This was reflected in pupils' above-average scores in the national reading check at the end of Year 1 in 2013.
- Older pupils read widely and often enough to develop their reading skills at the expected rate and are confident and fluent in their reading abilities.
- Current pupils' progress in reading, writing, and mathematics is rapid because pupils are given many opportunities to use and apply their skills, including when they complete work as part of other curriculum subjects. Pupils' handwriting is well developed and they are developing greater accuracy in using correct grammar, spelling and punctuation.
- Overall, pupils supported through the pupil premium funding make good progress which is similar and often better than that of their peers. In 2013 the gap between eligible Year 6 pupils and other pupils closed considerably from their starting points at the end of Key Stage 1. At the end of Year 6 these pupils were just over a term behind their classmates in reading and writing. In mathematics, the gap also closed, but because it was greater to start with, pupils were two terms behind, which is more in line with the national picture.
- Disabled pupils and/or those who have special educational needs, pupils from minority ethnic backgrounds and those new to speaking English make similar progress, from their differing starting points, to that of their peers. This is because of the good support they receive from knowledgeable teaching assistants. The progress of more-able pupils is also similar to that of others and improving so that more pupils are now reaching the higher levels.

The quality of teaching

is good

- The quality of teaching has improved since the previous inspection and is now typically good. Senior leaders provide particularly good role models. Teaching that requires improvement is rare.
- Most teachers now have good subject knowledge and their expectations of what pupils can achieve are high. Assessments of what pupils know and can do are now regular and accurate. This information is used well to plan activities and learning tasks closely suited to pupils' individual needs and, as a result, progress for most pupils is good. Lessons move at a good pace and the activities provided are motivating and challenging.
- In well-taught lessons, teachers ask very challenging questions that make pupils think deeply

and encourage pupils to find out things for themselves.

- Teachers' marking is good, but some teachers do not always give pupils enough guidance on how to improve their work or the opportunity to carry out advice when it is given.
- The very strong focus now placed on teaching pupils the basic skills of reading, writing and numeracy is helping to raise standards. In reading, for example, the teaching of phonics is good. Daily guided reading sessions are helping to develop the reading skills of older pupils.
- In Reception, there is a good balance between adult-led and child-initiated activities. Children are happy, share, get on well with each other and enjoy finding things out for themselves.
- Teaching assistants make a very valuable contribution to pupils' learning. They carry out clear roles and responsibilities with great skill.

The behaviour and safety of pupils are good

- Attitudes to learning in lessons have improved considerably. This is because teaching is good and now ensures that pupils are challenged and more motivated. Pupils listen attentively and respond rapidly to adults' instructions and play a full and active part in lessons.
- Pupils are well behaved in lessons and around the school, such as lunchtimes in the dinner hall. They are polite and respectful. They clearly understand and uphold the school's behaviour policy. School records show that behaviour is good over time.
- They are very proud of their school and relished the opportunity to contribute to the design of the recent improvements to the school buildings.
- Pupils say that they feel safe, and know how to keep themselves and each other safe, such as when crossing the road. They are very aware of the potential dangers of internet use. This is because they have received effective teaching from the school. They are adamant that there is no bullying. They have a deep understanding of what it is and are confident that if minor fallings-out occur they will be dealt with promptly and effectively by the school.
- Attendance is above average. Leaders have taken effective steps to ensure regular attendance. Pupils are invariably punctual and enjoy attending school.

The leadership and management are good

- The drive and commitment of the headteacher and deputy headteacher, along with strong support of the governors, have been the key to this improving school. Increasingly high expectations and aspirations help teachers, support staff, parents and pupils to understand how to improve the school further.
- Changes to leadership are having a positive impact on accelerating improvement across the school. The deputy and assistant headteachers, for example, are role models of teaching excellence. Subject leaders, however, have only recently become more involved in supporting initiatives to promote improvement in their subject areas.
- The leadership of teaching is good. Leaders' judgements on the quality of teaching are accurate. Improvements in teaching are continuing through an effective programme of staff training and coaching. Teachers' performance is well managed and weaker teaching is now more rigorously challenged. Teachers have measureable targets which are linked to best practice, pupils' progress, school priorities and salary progression.
- Good systems to check on pupils' learning underpin the improvements to their achievement. This ensures that leaders can act quickly to address any gaps or if pupils start to fall behind. The pupil premium funding, for example, is used to good effect.
- The curriculum is well planned with topics which interest and engage pupils, enabling them to

make good progress. Day-to-day activities have a particularly strong focus on the development of literacy and numeracy skills, and this ensures that pupils are able to use and apply them well across the curriculum subjects. The curriculum promotes spiritual, moral, social and cultural development well and is well enriched, particularly in the creative and expressive arts.

- Primary school sports funding is used effectively to improve teachers' knowledge of physical education and to promote clubs, competitions, pupils' physical well-being and performance levels. Consequently, it makes a good contribution towards establishing healthy lifestyles.
- The local authority has supported the school well, such as checking and advising on the school's progress and providing suitable training for teachers and governors. It expresses confidence in the leadership of the school.

The governance of the school:

- Governors know the strengths and areas for development in the school and how well the school performance compared with others. They appropriately challenge and support senior leaders. They have a good understanding of the information from tests and know how pupils are achieving when compared to pupils nationally. They have discussed and agreed how pupil premium funding should be spent and have reviewed the difference this has made to the progress of these pupils. They have also discussed and agreed how additional sports funding will be spent and understand how the impact of this on participation and pupil health will be monitored and evaluated. Performance management arrangements are very thorough, matched to best practice and well understood by governors. They are well informed about the quality of teaching and make sure that pay and promotion are justified by the impact of teaching on pupils' progress and achievement. Governors ensure sound financial management, equal opportunities for all and that discrimination is not tolerated. All statutory duties are well met, including safeguarding.

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	115744
Local authority	Gloucestershire
Inspection number	426758

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

Type of school	Primary
School category	Foundation
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	401
Appropriate authority	The governing body
Chair	Richard Lee
Headteacher	Jonathan Dyer
Date of previous school inspection	29–30 September 2011
Telephone number	01242 690016
Fax number	01242 690017
Email address	admin@swindonvillage.gloucs.sch.uk

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