

Swannington Church of England Primary School

Main Street, Swannington, Coalville, LE67 8QJ

Inspection dates 13–14 February 2014

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

- Standards are above average and pupils achieve well in reading, writing and mathematics.
- Progress in Reception is good.
- Pupils supported through additional funding do as well as other pupils at the school.
- Teaching is good overall with some teaching that is outstanding.
- Teachers plan lessons which have interesting topics and a range of activities. They use questions well to develop pupils' understanding.
- Pupils' behaviour is good. They care very well for one another, are polite and well behaved around school.
- Pupils' are keen to learn in lessons and they say they enjoy coming to school and feel safe with all of the adults in school.
- Leadership and management are good. The headteacher, with the support of the deputy head, provides the school with strong leadership. They are highly effective and know how to improve the school further and bring out the best in others.
- Governors know how well the school works, are actively involved in checking the school's work and provide strong practical support.

It is not yet an outstanding school because

- Not enough teaching is outstanding. In some lessons, pupils are not always given harder work to help them make better progress.
- Marking does not always show pupils how to improve their work.
- Some older pupils lack clear strategies to help them spell words correctly.
- Pupils do not always know how well they are doing and how to reach the next level in their learning.
- The presentation of work and handwriting of some pupils are untidy.

Information about this inspection

- The inspector observed eight lessons and part lessons, two of which were observed jointly with the headteacher. In addition the inspector also made a number of short visits to lessons.
- She visited assembly, observed lunch and break-times and listened to groups of pupils read and talked to them about the types of book they enjoy.
- Meetings were held with staff members, the Chair of the Governing Body, a group of pupils and a representative from the Forest Way Teaching Schools Alliance. A telephone conversation with a representative from the local authority also took place.
- A number of school documents were examined. These included information about pupils' current progress, school improvement plans, records relating to the quality of teaching, attendance records and the school's documentation relating to safeguarding. The work in pupils' books and the school website were also scrutinised.
- The inspector took into account the 36 responses to the online questionnaire (Parent View) and considered the responses to the school staff questionnaire. She also spoke to parents informally.

Inspection team

Lindsay Hall, Lead inspector

Additional Inspector

Full report

Information about this school

- This school is much smaller than the average-sized primary school.
- The large majority of pupils come from White British backgrounds.
- The proportion of pupils known to be eligible for the pupil premium is below average. (The pupil premium is the additional funding for those pupils who are known to be eligible for free school meals, children from service families and those who are looked after by the local authority.)
- The proportion of pupils supported by school action is above average.
- The proportion of pupils supported by school action plus or with a statement of educational needs is well below average.
- An average proportion of pupils come from minority ethnic groups but very few speak English as an additional language.
- A few pupils come from Gypsy or Romany backgrounds.
- There are lunch-time and after school clubs which are run by school staff, the school sports apprentice and volunteers.
- There are three mixed age classes: Reception, Years 1 and 2; Years 3 and 4; Years 5 and 6.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' progress and attainment in reading, writing and mathematics.
- Since the previous inspection there have been a number of changes in staffing, including a new headteacher who has been in post since January 2013.

What does the school need to do to improve further?

- Improve the quality of teaching so that a higher proportion is outstanding, to further raise standards and the rate of pupils' progress, by :
 - making sure teachers plan lessons which provide activities that enable the most-able pupils to reach the highest levels of which they are capable
 - improving the consistency of the quality of marking and target-setting so that pupils have a clear understanding of the level of their work and what they need to do to reach the next level in their learning
 - developing a consistent approach to the marking of spellings so that pupils are helped to correct and learn words they have spelt inaccurately.
- Improve pupils' handwriting and the presentation of their work by developing and consistently applying a whole-school approach to these matters.

Inspection judgements

The achievement of pupils is good

- Children start school in the Early Years Foundation Stage with skills typically expected for their age. However, although this has been the case in the last two years, it varies from year to year due to the small numbers of pupils and their different starting points.
- They make good progress in their Reception Year because teaching ensures that their skills, such as in language, reading, writing, early number work and physical activities, are developed well.
- Pupils, including those from minority ethnic groups and those who speak English as an additional language, progress well from Year 1 to Year 6 because of the overall good quality of teaching across the school. Standards in reading, writing and mathematics are above average by the time they leave the school, but no pupils reached the higher Level 6 in national tests. The work of current Year 2 and Year 6 pupils, together with recent assessments in school, indicate they are on track to exceed national averages for attainment and progress in reading, writing and mathematics.
- The very small groups make comparisons of pupils' attainment with national figures at the end of Year 2 and Year 6 unreliable. Only six pupils took national tests in 2013. The results of the national tests show that all make the progress expected of them in reading, writing and mathematics and the proportion making above expected progress in writing and mathematics is above the national figures. The progress made by the very few pupils for whom the school receives pupil premium funding in Year 6 in 2013 clearly matches that of their classmates. This is the case across the school.
- There are very few pupils from Gypsy or Romany backgrounds in the end of key stage groups and so their attainment levels cannot be compared to others. In general throughout the school they make similar progress to others while in the school.
- Disabled pupils and those who have special educational needs make good progress. There are too few pupils to reliably compare attainment with similar pupils in other schools. There is early and accurate identification of their learning needs and suitable learning activities are provided by teachers in the classrooms or in one-to-one activities with skilled teaching assistants. This demonstrates that the school is fully committed to ensuring every pupil has equal opportunity and that no pupil is discriminated against.
- A restructuring of the teaching programme over the last year has improved the quality of teaching and led to pupils having a greater understanding of phonics (letters and the sounds they make). This helps them to read words they are not used to. Pupils read well, reading is encouraged in each class and parents are very supportive in listening to their children read at home.
- Some older pupils who did not benefit from this improved teaching when they were in Key Stage 1 do not have clear strategies to help them with their spelling, although this is presently being addressed. Their progress in spelling is also slowed by the lack of a clear and consistently applied policy for marking spelling errors. Not all teachers point out spelling mistakes and pupils do not always correct and learn words they have spelt incorrectly.
- Those pupils with different levels of skill who read to the inspector are competent and enthusiastic readers. They tackle new words with great confidence and read fluently. Older pupils clearly understand what they are reading and use these skills in other subjects.
- Pupils are proud of their achievements and the presentation in many books is exemplary. For example, in a Year 6 pupil's homework learning log, the quality and range of work, overall presentation and handwriting were excellent and a pleasure to read and look at. However, not all pupils present their work well. This is because the school has not adopted a consistent form of handwriting throughout the school and teachers do not always insist on neat presentation of work.

The quality of teaching**is good**

- Teaching in the majority of the lessons observed was good with some examples of outstanding teaching. This was mirrored by evidence in pupils' workbooks and matched the school's own view from the monitoring of teaching.
- The work set for pupils in lessons takes into account their different ages, for example Key Stage 1 and Reception children were looking at non-fiction books. The older pupils focused on the glossary and writing word definitions while younger pupils did a picture and letter-matching activity.
- Teaching assistants and adult volunteers play a key role in supporting the development of pupils' skills in reading and phonics each morning. Work in the small-group session, across the school, provides well for pupils with activities which are neither too hard nor too easy and move pupils' learning forward rapidly.
- Teachers and skilled teaching assistants are an effective team and work seamlessly together. They know their pupils' abilities well and share the work of checking progress in lessons. High quality questioning checks and adds to pupils' understanding and promotes the use of subject-specific vocabulary.
- The school is well-presented and the classrooms, hall and cloakrooms are complemented by the hard work of the teaching staff who produce lively and informative displays. The school also has a well-cared for garden and outside play area, together with a wooded area, that are used effectively to extend the learning opportunities for pupils. During the inspection younger children were excited to go on 'a rainforest expedition' in the wooded area; they found pictures of rainforest animals which stimulated their imagination and they were highly motivated to produce some excellent, creative, written work following their adventure.
- In lessons pupils are given plenty of opportunities to use their knowledge and strengthen their understanding. However, teachers do not always plan activities which challenge the most-able pupils. Occasionally, when the most-able pupils have successfully completed a task, they are not set additional work quickly enough. This does not help them make the progress they are capable of.
- Not enough pupils were clear about their current standard when compared with what is expected for their age and they were unsure about what they needed to do to improve. Individual targets are not sharp enough and, as a result, pupils' progress is good rather than outstanding.

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

- The behaviour of pupils is good and often exemplary when teaching is at its best and during gatherings such as assemblies. They enjoy coming to school and are keen to participate as they have good attitudes to learning. All the parents who completed the online questionnaire agree with this.
- There is a calm, organised learning culture. Pupils move around the school courteously and are well mannered and considerate of each other. They enjoy their playtimes and lunchtimes and play together well. As a result, staff rarely have to resort to managing inappropriate behaviour in lessons, around the school or during break times.
- The school's work to keep pupils safe and secure is good. Through the curriculum, pupils have a good understanding of how to keep themselves safe in different situations. As a result, pupils know how to check on various types of risk, including when using the internet.
- Pupils have a good understanding of different types of bullying, including those posed through using the internet and mobile phones. They said there is no bullying in the school as they all get on well with each other. When there is a problem, adults in the school help them to sort it out quickly. Pupils say they feel safe and well cared for and parents strongly support this view.
- Pupils take on a wide variety of responsibilities, helping to build their maturity, confidence and social skills. These include being representatives on the school council, ensuring pupils' views are

heard, junior road safety officers and house captains.

- There have been no exclusions over recent years and attendance has risen to be above average. In the past there has been a higher rate of absence by the pupils from Romany and Gypsy backgrounds but this is now less prevalent.

The leadership and management are good

- The headteacher joined the school since the last inspection. His strong leadership is fully recognised by the governing body and the evidence of the improvements made over the last year confirms the success of the changes he has introduced. Most notably he has tackled underperformance in teaching so that standards have risen and are good throughout the school.
- Leaders and managers at all levels know the school well. Their rigorous checks on teaching and learning give staff clear guidance on how to improve. There is a reflective attitude among staff, they share good practice and all willingly try new initiatives to improve pupils' learning. This process is supported by effective performance management systems to review teachers' work.
- Accurate self-evaluation successfully informs the school's choice of priorities for improvement, and these have a clear focus on raising achievement further.
- The local authority provided a light touch approach to the school. The school is now part of the Forest Way Teaching School Alliance which has contributed to the continued professional development of all staff.
- The rich curriculum captures pupils' imagination. Reading, writing, mathematics and computing are threaded throughout the curriculum, providing opportunities for pupils to apply their skills across a range of subjects and topics. This and the musical and sporting activities, day and residential visits and wide range of clubs make a positive contribution to pupils' good spiritual, moral, social and cultural development.
- The school has used the primary school sports funding wisely to promote pupils' health and support a range of initiatives and events that are designed to increase pupils' involvement. Pupils of all ages engage enthusiastically in sports. Pupils participate in a range of activities organised by the school sports apprentice and in competitive games against other schools in the local sports partnership.
- **The governance of the school:**
 - Governors play an active part in the school's development. They ensure they are well informed about the quality of teaching and pupils' performance. They do this through their own regular monitoring visits and reports from the headteacher and the Forest Way Teaching Schools Alliance. They also volunteer regularly to give additional support in the classroom and recently one governor ran a course on 'Shakespeare without tears' for the older pupils. They understand data provided for them about pupils' achievement and know how the school's results compare with schools nationally. Governors have a clear understanding of how targets are set for staff and they hold the headteacher to account for ensuring teachers' salaries and performance are closely linked.
 - Governors use the school's finances wisely which ensures that they can continue to invest in new resources, such as portable laptops for the classrooms. They know how additional funding from the pupil premium and sports funding is used to ensure improvements for pupils.
 - They fulfil their statutory duties and ensure procedures for safeguarding pupils are robust and meet requirements.

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	120162
Local authority	Leicestershire
Inspection number	430704

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

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	59
Appropriate authority	The governing body
Chair	Roger Cairns
Select	Andrew Mawdsley
Date of previous school inspection	10 May 2012
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