

Swanton Abbott Community Primary School

Youngman's Lane, Swanton Abbott, Norwich, NR10 5DZ

Inspection dates 5–6 June 2014

Overall effectiveness	Previous inspection:	Good	2
	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.

- Achievement of pupils across the school is good. Pupils make especially rapid progress in Key Stage 1.
- Achievement in writing has improved considerably in the last year, especially in Key Stage 2.
- All groups of pupils are making good progress, including those supported by additional government funding.
- Children get off to a good start in Reception. They settle quickly and enjoy learning.
- Pupils have a very positive attitude towards their learning and take a pride in their work.
- Teachers have high expectations of the pupils. They choose activities that interest them and, as a result, pupils enjoy learning.
- Pupils are provided with a variety of learning activities, both in the classroom and in the local environment.
- Teaching assistants are used effectively to support pupils with their learning.
- The school is a safe environment and pupils say they feel safe in school.
- The headteacher monitors pupils' progress closely. She uses data to identify pupils who are not making progress and provides them and staff with the support they need in order to increase their rate of progress.
- Pupils are well behaved around the school. They play together at break and lunchtime and the vast majority of older pupils act as role models for younger pupils.
- Attendance is above average.
- Governors provide strong leadership. They monitor the work of the school by visiting lessons, talking to pupils and by analysing data. They have high aspirations for the pupils in the school.

It is not yet an outstanding school because

- Teachers do not always make it clear to pupils what they need to do to improve their work in order to make rapid progress.
- Achievement in mathematics is weaker than that in reading and writing, particularly in Key Stage 2.

Information about this inspection

- The inspector observed seven lessons; two jointly with the headteacher. She listened to pupils read, looked at their books and met with a small group of pupils.
- Discussions were held with school leaders, including subject leaders and five members of the governing body. A telephone conversation was held with a representative of the local authority.
- The inspector observed the work of the school and reviewed various documents, including the school's own view of its effectiveness, its tracking of pupils' progress, policies and records of staff appraisal. She also considered documents relating to safeguarding, school development and pupils' behaviour and attendance.
- There were 21 responses to the online questionnaire (Parent View) which the inspector took into account. The 13 responses to the staff questionnaire were also considered.

Inspection team

Caroline Parry, Lead inspector

Additional Inspector

Full report

Information about this school

- The school is much smaller than the average-sized primary school.
- All pupils are White British.
- Pupils from Year 1 to Year 6 are taught in three mixed-age classes.
- Very few pupils are supported by the pupil premium. The pupil premium is additional funding for those pupils known to be eligible for free school meals and children who are looked after by the local authority.
- The proportion of pupils supported at school action is above average. The proportion supported at school action plus or with a statement of special educational needs is well below the national average.
- There were too few pupils in Year 6 in 2013 for the government's floor standards to be applicable.

What does the school need to do to improve further?

- Increase the proportion of pupils making better than expected progress, especially in mathematics in Key Stage 2, by ensuring that:
 - teachers provide pupils with detailed steps they have to take in order to improve their work
 - the most-able pupils are set work that challenges them and extends their learning
 - pupils have the opportunity to use and develop their mathematical skills in other subjects.

Inspection judgements

The achievement of pupils is good

- Children join Reception with skills that are broadly average for their age. They quickly settle into school and, by the end of the year, they have made good progress because staff know the children well and they plan interesting and stimulating activities that make learning enjoyable. At the end of the Reception Year, children are well prepared for Key Stage 1.
- As a result of good teaching, pupils continue to make good progress in Key Stage 1. School data and the work in pupils' books suggest that pupils will demonstrate well above-average progress in their Year 2 national tests. This is a result of teachers having high expectations and setting the most-able pupils work which is demanding.
- The teaching of phonics (linking letters and sounds) is strong and pupils can sound out unfamiliar words and use their knowledge of sounds to spell new words. During the inspection, the inspector saw several examples of pupils and children in the Reception Year using their knowledge of phonics to spell unfamiliar words.
- Achievement in writing is good. This is as a result of the schools belief that 'every child is a writer'. Teachers have used a variety of interesting and stimulating resources, including visits, films, books, and visiting speakers to capture the interest of the pupils. Pupils have the opportunity to write widely and for a variety of reasons in all curriculum subjects.
- In Key Stage 2, pupils continue to achieve well, with many making more than average progress from the end of Key Stage 1. However, teachers in Key Stage 2 are not setting work that is demanding enough for the most-able pupils, especially in mathematics and this is slowing their progress in this subject.
- School data and work in pupil's books shows that the current Year 6 pupils are on course to reach standards that are above average.
- Disabled pupils and those who have special educational needs make progress in line with their peers and, as a result, achievement is good for most of these pupils. They receive effective support from teachers and teaching assistants within the classroom, and the extra support they have with reading means they quickly make progress.
- There were too few pupils supported by the pupil premium in 2013 to comment on their attainment without identifying them. The school uses the additional funding wisely to provide one-to-one teaching support for these pupils, enabling them to make good progress.

The quality of teaching is good

- Teachers know their pupils well and, as a result, they organise stimulating activities that motivate the pupils to learn. The pupils are keen to ask questions and answer them, and are keen to take on new challenges.
- Pupils' books show that pupils present their work neatly. During the inspection, several pupils approached the inspector to talk about their work. They were able to explain what they have learnt and how they found out the information. The pupils talk with enthusiasm and show a great deal of pride in what they have produced.

- In Reception, staff make good use of the excellent facilities, both inside and outside of the classroom. The children enjoy working in the forest school area, where they enjoyed exploring the insects and making bark rubbings of the trees. They are given plenty of opportunity to find things out for themselves when choosing their own activities.
- Children in Reception soon develop good learning behaviours as they listen carefully, concentrate on their work, follow instructions and work well with one another and individually. The teacher has high expectations of the children in relation to both their learning and their behaviour. These high expectations generally continue through the rest of the school.
- It is not just Reception pupils that make use of the forest school environment. Older pupils use it as part of their science and geography lessons. For example, pupils collecting insects to note the similarities and differences in them.
- Homework is set frequently and supports the learning within the classroom.
- The adults who work alongside teachers in the classroom are effective in supporting pupils to learn. They ask pupils questions which help them to find the answers to their work and give clear understandable explanations so that pupils understand and can complete the tasks they are set.
- There is a good standard of work in all subjects, including topic work which links different subjects together. Wherever possible, teachers plan lessons so that pupils can see the link between one subject and another. For example, Year 5 and 6 pupils were investigating 'invisible writing' in science as a link to their work in history on Mary Queen of Scots. They are given the opportunity to practise their English skills in all subjects. However, opportunities to practise their mathematical skills in other subjects are much less frequent.
- Teachers mainly set work at the appropriate level for the pupils but, on occasion, they do not set work which is demanding enough for the most able.
- Books are marked thoroughly for both subject content as well as spelling, punctuation and grammar. Teachers make comments about the pupils' work but there is an inconsistency between classes in the depth of these comments. Not all teachers are making clear to pupils what they need to do to improve their work.

The behaviour and safety of pupils are good

- The behaviour of pupils is good. At playtime and lunchtime, pupils play together in mixed year groups. Pupils are generally polite and respectful to one another and are always polite to adults. The adults in the school set a good role model for the pupils as they spend time listening to the pupils and treat them with respect.
- Pupils move to their classroom quickly and quietly and sit down ready to learn. They listen attentively to their teachers and respond well when asked to follow instructions or to be quiet. When they are working in groups or pairs, pupils talk about their work and most remain focused on the task in hand. There is very little disruption in lessons.
- The schools work to keep pupils safe and secure is good. Arrangements for pupils' safeguarding meet all current requirements. The school has introduced measures at the start and end of school to limit the entrance and exit points in the school ground to ensure that pupils are collected safely. The pupils say the school a safe place to be and most parents agree.

- All pupils are supported well. The school can give examples of pupils who have joined the school part way through their education and, as a result of the support they have received, their behaviour has improved considerably.
- Pupils are aware of the different types of bullying, including cyber-bullying and homophobic bullying. They told the inspector that the school helps them to keep safe when using the internet as it makes them aware of the dangers as part of their lessons. Pupils often have outside speakers come in to speak to them about keeping themselves safe on the internet, the roads and railway.
- Bullying does happen in the school but it is rare, and records show that each incident has been followed up. The pupils have confidence in the school dealing with any concerns they may have and most parents feel that the school deals effectively with bullying.
- The school encourages the older pupils to support the younger ones. Pupils in Years 1 and 2 told the inspector that the older pupils look after them: 'We can go to them if we have a problem.' Year 6 pupils are involved in a 'Friendly Face' scheme, where they help the younger pupils. As one pupil said, 'It makes me feel good to think that I have helped someone and made them feel better.'
- Attendance is above average as pupils enjoy coming to school to learn. Punctuality to school is also good.
- The pupils enjoy the leadership opportunities available to them. These include Years 6 prefects and being a member of the school council which was responsible for introducing the 'Friendly Faces' scheme as well as suggesting improvements to the school environment.

The leadership and management are good

- The headteacher has created an atmosphere of openness and transparency within the school. She has successfully communicated her high expectations for pupils to both staff and pupils. The staff share her high expectations and unanimously agree that the school is well led and managed and that they are proud to be a member of staff at the school.
- The recent changes to target setting and monitoring pupils' progress have resulted in the most-able pupils receiving extra support in order to achieve higher levels of attainment and staff having higher expectations of all pupils.
- Teaching is monitored by the headteacher and subject coordinators, who use their findings to plan and provide training and support to all staff who work in the classroom in order to continue to improve.
- The headteacher has a rigorous approach to reviewing the work of the school and, as a result, her evaluation of teaching in the school, along with the school's strengths and weaknesses, is accurate.
- The primary sports funding is used to employ specialist sports coaches, provide training for teaching staff, and to give pupils the opportunity to learn a variety of different sports and to take part in sporting tournaments with local schools. This is having a positive impact on pupils' attitudes towards sports, developing team working skills, developing their self-confidence and contributing to pupils following a health life-style.

- The school has a rigorous system for setting targets for staff and this is linked to a well-planned training programme.
- The local authority does not consider the school to require support as they have confidence in the work of the school. However, at the request of the headteacher, it has provided support for the school in reviewing its performance and which has validated the school's own judgements.
- The school offers a wide range of subjects designed to develop learning skills. Staff choose topics and themes which capture the interest of the pupils, whose views are listened to. Pupils in Key Stage 2 are taught French and the school is part of the North Walsham consortium that offers Latin to those pupils wishing to study the language. In music, pupils get the opportunity to play a variety of musical instruments, including African drums and the ukulele.
- Pupils are given a rich and varied learning experience that contributes to their spiritual, moral, social and cultural development. Pupils in Years 5 and 6 have the opportunity to attend residential trips at Hilltop Adventure Centre and a geography field trip to Derbyshire. Pupils also have visits to museums, Kentwell Hall, London and the Norfolk Broads. In addition, visiting speakers come in to speak in their lessons. After-school clubs rotate throughout the year and pupils have had the opportunity to take part in a wide range of activities including Bollywood dancing, cooking, karate, circus skills and gymnastics.
- **The governance of the school:**
 - Governors are very ambitious for the school. As a result, they are active in seeking first-hand experience of the work of the school by visiting the school during the day. Governors look at learning in the classroom, talk to pupils and look at pupils' work. Governors attend parents' evenings and make themselves available to parents.
 - The governors have a good understanding of the strengths and weaknesses of the school and are actively involved in writing the school development plan. They understand the school data and are aware of how the pupil premium money and sports spending are spent and the impact they are having on pupils' achievement. They know about the quality of teaching and scrutinise all pay-progression data to ensure that pay awards are linked to pupil progress. They set rigorous targets for the headteacher and hold her to account.
 - Governors ensure their training is up to date, especially in relation to safeguarding. They are diligent in carrying out their safeguarding duties and oversee the finances effectively.

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	120856
Local authority	Norfolk
Inspection number	444173

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

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	96
Appropriate authority	The governing body
Chair	David Platten
Headteacher	Kay Tims
Date of previous school inspection	17 January 2011
Telephone number	01692 538246
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