

New Swannington Primary School

Church Lane, Whitwick, Coalville, LE67 5DQ

Inspection dates 24–25 March 2015

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Good	2
Leadership and management		Good	2
Behaviour and safety of pupils		Good	2
Quality of teaching		Good	2
Achievement of pupils		Good	2
Early years provision		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Leaders and managers, including the governing body, ensure that teaching and learning flourish and all groups of pupils achieve well in reading, writing and mathematics as they move up the school. The school continues to improve.
- Pupils behave well. They are industrious and courteous. They show an eagerness to learn.
- The school is a calm and welcoming community in which pupils grow in confidence and self-esteem.
- Pupils are safe in school. Adults know them well. Pupils have someone to turn to if they need help.
- Teachers provide lesson activities that capture the interest and imagination of all groups of pupils and engage them well.
- Pupils' spiritual, moral, social and cultural development is promoted well. They are being well prepared to take their places as citizens in modern Britain.
- Good teaching ensures that children in the early years make good progress and are well prepared for the move into the main school.

It is not yet an outstanding school because

- The most able pupils are not always challenged enough to make rapid progress or reach the highest standards.
- Pupils rarely practise writing at length except in English lessons.
- When marking pupils' work, teachers do not place enough emphasis on the need for accurate spelling, grammar and punctuation in subjects other than English.

Information about this inspection

- Inspectors observed teaching and learning in every class. They looked in detail at pupils' work to assess the quality of teaching and pupils' progress over time. Inspectors carried out lesson observations jointly with the headteacher. They listened to a sample of pupils reading.
- Inspectors held discussions with pupils, parents, the headteacher and other staff, governors and representatives of the local partnership of schools that works closely with the local authority.
- Inspectors looked at documents relating to safeguarding and child protection, attendance, behaviour, pupils' progress and attainment, the school improvement plan and the work of the governing body. They examined records of the monitoring of teaching quality.
- Inspectors consulted the Parent View website where 45 parents and carers had posted responses to the online questionnaire.
- Inspectors analysed the responses to a questionnaire completed by 23 members of staff.

Inspection team

Richard Marsden, Lead inspector

Additional Inspector

Lorraine Lord

Additional Inspector

Full report

Information about this school

- The school is smaller than the average-sized primary school.
- Most pupils are White British. A very small minority are from other ethnic groups. Very few speak English as an additional language.
- The proportion of disadvantaged pupils is below average. These pupils benefit from the pupil premium, which is additional funding for pupils who are known to be eligible for free school meals or looked after by the local authority.
- The proportion of disabled pupils and those who have special educational needs is above average.
- Children in the early years provision attend full-time.
- The school meets the government's floor standards, which set the minimum expectations for pupils' attainment and progress in reading, writing and mathematics by the end of Year 6.

What does the school need to do to improve further?

- Provide greater challenge to the most able pupils so that more of them make outstanding progress and reach higher standards by the end of Year 6.
- Improve teaching so that it promotes outstanding achievement by:
 - making sure that when they mark pupils' work in subjects other than English, teachers place similar importance on the need for accurate spelling, punctuation and grammar
 - extending opportunities for pupils to practise the skill of writing at length for a variety of purposes and in a variety of subjects, not just in English.

Inspection judgements

The leadership and management are good

- Leaders and managers promote good achievement. The headteacher and staff show drive and ambition to provide the best possible education for the pupils. They create a culture in which effective teaching and good behaviour can flourish. The areas for improvement raised at the previous inspection have been effectively addressed. The dip in standards at the end of Year 6 in 2014 was robustly investigated and stringent measures taken to make sure that this will not be repeated.
- Leaders and managers, including middle leaders, keep a close check on the quality of teaching. They regularly observe lessons and look closely at pupils' work in order so they have a good knowledge of the progress pupils make over time. All staff have targets for improving their performance and are keen to sharpen their skills and expertise. Some have undertaken training in their own time.
- The local authority gives good support, particularly in providing training for governors along with advice about safeguarding and safer recruitment of staff. The local authority also makes it possible for teachers to compare the standards they apply when they mark pupils' work with the standards applied nationally. This gives pupils and their parents confidence that the information they receive about pupils' progress is accurate.
- The school benefits from partnerships with other local schools. These allow pupils to experience a wider range of activities and special events than would otherwise be the case. They also allow staff to share ideas, expertise and resources.
- Pupils learn a broad range of subjects. Out-of-school activities include a wide range of musical and sporting opportunities. Special events, visits to place of interest and visitors into school bring learning to life for pupils. All pupils have two opportunities to experience residential visits where they take part in adventurous activities that promote confidence, resilience and teamwork.
- The promotion of pupils' spiritual, moral, social and cultural development is effective because these aspects are woven into pupils' day-to-day experiences. Leaders and managers make sure that no discrimination of any kind is tolerated. Whatever their background or need, no pupil is denied access to anything the school offers on any grounds whatsoever.
- The school engages well with parents. The work of the family link officer and family support worker, funded in partnership with other local schools, has been invaluable in drawing in parents who might otherwise be reluctant to engage with the school.
- The school uses the primary physical education and sport premium effectively to provide specialist coaching and to offer pupils a wider range of sports such as gymnastics, curling and dance. Pupils now have more opportunities to take part in competitive sport. Leaders carefully check the impact of these opportunities on pupils' health and well-being.
- Pupil premium funding is used well to provide extra support for disadvantaged pupils and to close the gaps between their attainment and that of their peers. It is also used to enable these pupils to experience some out-of-school activities in which they might not otherwise be able to take part.
- Leaders and managers, including governors, are diligent in making sure that the school effectively meets all legal requirements for the safeguarding and the protection of pupils.
- Leaders promote fundamental British values such as democracy well. They make sure that pupils are well prepared for life in modern Britain.
- **The governance of the school:**
 - The governing body is effective. There is a good balance of experienced and recently appointed members. Governors have an appropriate understanding of the school's context. They use data on

pupils' progress and standards to compare the school's performance with that of schools nationally.

They ask pertinent questions, particularly about the achievement of different groups of pupils, in order to drive improvement and secure the best for pupils.

- Governors know about the quality of teaching and the performance management of teachers. They understand the strengths in teaching and how any underperformance is being tackled. They know what teachers have to do to make progress up the pay scales. They know that promotions are only given when the impact on pupils' achievement shows that they are fully deserved. They have a clear insight into how the pupil premium funding is being used to close the gaps in attainment between disadvantaged pupils and others.
- Governors are sharply aware of the importance of preparing pupils for life in modern Britain. They make sure that values such as fairness, honesty and a respect for people from all walks of life are woven into all aspects of school life. They make sure that the work of the governing body is open and transparent.

The behaviour and safety of pupils are good

Behaviour

- The behaviour of pupils is good. The school is a calm, purposeful and welcoming place where learning can take place unhindered. From the beginning of the early years, pupils understand what is expected of them. They are polite and respectful. Attendance is above average. Punctuality is good.
- In lessons, pupils are industrious and keen to learn. They listen well to adults and each other and are quick to follow instructions. They develop good social skills. From the early years upwards they share things and take turns appropriately. Lessons are not disrupted by poor behaviour.
- There is mutual respect between adults and pupils. Pupils are happy to serve their school community by taking on roles such as play leader, school councillor or librarian. They help people less fortunate than themselves through regular charity fundraising. Pupils themselves suggest the causes to support and how to raise the funds.
- Pupils' spiritual, moral, social and cultural development is good. They clearly know right from wrong. They show a good awareness of the diverse make-up of modern Britain and the need for tolerance and respect for people whose beliefs or values are different from their own. They appreciate the need for the rule of law and for all people to be treated equally. They respond well to opportunities to pause and reflect, in assemblies as well as at other times.

Safety

- The school's work to keep pupils safe and secure is good. Pupils are kept safe in school and when out on visits. They and their parents say they feel safe. Appropriate checks are carried out on any adults who come into school.
- Safety matters have an appropriately high priority. Safety issues feature regularly in lessons and assemblies. They are brought to life by visits from, for example, the police and fire service.
- Pupils and their parents told inspectors that bullying is very rare. They expressed confidence in the school to handle it appropriately if it should arise. Pupils understand about the different forms that bullying can take and how to keep themselves safe from it. Older pupils, for example, show an understanding of internet-based bullying.
- The school gives good support to pupils whose circumstances may make them vulnerable. It draws on a wide range of outside agencies to do so. Inspectors saw telling evidence of how such support has enabled individuals to settle in school, play a full part in school life and make gains in their learning and social skills.

The quality of teaching is good

- Teaching promotes good achievement in reading, writing and mathematics. Teachers plan lessons well. They have good knowledge of their subjects and give clear explanations. Teachers question pupils very effectively in order to check their understanding. They are quick to sort out any misunderstandings that arise.
- Teachers have high expectations. They routinely use, and expect pupils to use, grown-up, technical vocabulary. In Key Stage 2, for example, they use words such as 'cliché', 'oxymoron' and 'dissonance' and encourage pupils to do the same.
- Teachers foster a love of reading in pupils. They teach early reading skills effectively. They provide opportunities for pupils to read book that interest them but are appropriately challenging. They encourage pupils to read widely out of school.
- Mathematics is taught well. Teachers explain things very clearly, drawing connections with real life whenever possible. They provide opportunities for pupils to practise skills thoroughly before moving on to work at a higher level. They highlight clearly any misunderstandings and help pupils to address these diligently.
- Teachers give good support to disabled pupils and those who have special educational needs. Classroom assistants know pupils' needs well. They work well with pupils in lessons to make sure that no-one falls behind. They also provide valuable one-to-one or small group support. This mostly takes place out of lesson time so that pupils do not miss out on what those in the rest of the class are learning.
- Teachers mark pupils' work conscientiously. They provide helpful comments pinpointing how pupils can improve their work. They check that pupils read, understand and act on the advice they give. Their advice is particularly detailed and helpful in English. When marking subjects other than English, teachers do not place as much emphasis on the need for accuracy in spelling, punctuation and grammar. As a result, the quality of writing produced in these subjects is not as high as it is in English itself.
- Pupils are given opportunities to practise their writing skills in English lessons but teachers do not generally expect them to write at length in other subjects. As a result pupils have limited opportunities to develop their writing skills to an exceptionally high level.
- Teachers make sure that work challenges most pupils effectively and engages their interest so that they become absorbed in their tasks. However, the level of challenge offered to some pupils, particularly the most able, does not stretch these pupils to the extent that they make outstanding progress.

The achievement of pupils is good

- Many children enter the Reception class with knowledge and skills which are below those typically found at their age, particularly in communication and mathematics. They make good progress as they move up the school. By the end of Year 6 their standards in reading, writing and mathematics are broadly average.
- Standards in reading, writing and mathematics dipped in 2014. The school investigated the reasons for this in detail and took swift and robust action to reverse the situation. Detailed information on current pupils' attainment and progress shows that this has been effective.
- In 2014, pupils' scores in the Year 1 national check on phonics (the link between letters and the sounds they represent) were below average. However, this group of pupils had joined the school with lower starting points. Details on current pupils show that they are on track to reach higher standards this year.
- Disabled pupils and those who have special educational needs are well supported, both in lessons and in 'booster' sessions out of school. This means that these pupils make good progress at the same rate as other pupils. The education they receive meets their needs well. The progress of the very small proportion of pupils who speak English as an additional language is also good.

- The pupil premium funding is used well to support disadvantaged pupils. The gaps between their standards in reading, writing and mathematics and those of their classmates have narrowed considerably. In 2014 there were not enough eligible pupils in Year 6 to comment on their attainment without risk of identifying individual pupils.
- The most able pupils are given work which generally challenges them well. They sustain concentration well and take pride in their work because they are given tasks to do which capture their interest. In English, for example, they enjoy using dictionaries confidently to find unusual and sophisticated vocabulary to make sure that their written work is of a high standard.
- Pupils develop a love of reading. Both boys and girls are keen to talk about the kinds of things they like to read. The most able pupils in Years 2 and 6 read fluently and with excellent expression, showing above-average skills. The least able pupils in these years read more hesitantly and are sometimes inclined to guess at words instead of reading them carefully. They can, however, show clearly what they have been taught to do when they meet an unfamiliar word.
- Progress in mathematics is good because pupils become absorbed in solving problems and can see how this subject relates to real life. In a Key Stage 2 lesson on percentages, for example, pupils sustained concentration very well as they tackled a series of questions of increasing difficulty. They learnt from their mistakes and experimented confidently as they explored solutions to the problems posed.
- Pupils make rapid progress in writing because they practise their skills effectively in English lessons and respond well to the advice they receive from teachers about how to improve their work. The lack of opportunities for pupils to practise the skill of writing at length for different purposes in subjects other than English, however, prevents pupils' writing from being outstanding.
- The level of challenge offered to all groups of pupils is good. It is not yet high enough, however, to allow more of the most able pupils to make exceptionally rapid progress and to reach the highest possible standards in English and mathematics by the end of Year 6.

The early years provision

is good

- The leadership and management of the early years are good. The early years leader and other staff know the children well. They plan carefully to provide learning activities which stimulate children and capture their interest and imagination. Children's progress is carefully tracked and recorded. Swift action is taken if any child gives cause for concern.
- Children enjoy coming to the Reception class. In a welcoming and caring atmosphere they are given encouragement and lots of praise. This increases their self-esteem and confidence. Routines are made clear to children from the outset, and adults have high expectations of children's behaviour. Children are kept safe at all times and behave well.
- The quality of teaching is good. The early years area is well equipped, both indoors and out. The staff provide a wide range of activities designed to develop children's skills in all areas of learning. Adults take every opportunity to interact with children and to develop their observational, language and number skills. They make sure that children are interested and want to learn.
- Children's achievement is good. From starting points which are often below those expected for their age, the majority reach a good level of development by the end of Reception and are well prepared to move up into Year 1. Adults identify the learning needs of disabled pupils and those who have special educational needs very well. They take steps to make sure these needs are met.

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	119917
Local authority	Leicestershire
Inspection number	455989

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	193
Appropriate authority	The governing body
Chair	Nick Fordyce
Headteacher	Ed Petrie
Date of previous school inspection	25 June 2012
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