

# Swalwell Primary School

South View Terrace, Swalwell, Newcastle-upon-Tyne, Tyne and Wear NE16 3HZ

## Inspection dates

21–22 March 2017

<b>Overall effectiveness</b>	<b>Requires improvement</b>
Effectiveness of leadership and management	<b>Requires improvement</b>
Quality of teaching, learning and assessment	<b>Requires improvement</b>
Personal development, behaviour and welfare	<b>Good</b>
Outcomes for pupils	<b>Requires improvement</b>
Early years provision	<b>Requires improvement</b>
Overall effectiveness at previous inspection	<b>Good</b>

## Summary of key findings for parents and pupils

### This is a school that requires improvement

- Leaders have not done enough to ensure that pupils make consistently good progress. Pupils make good progress in key stage 1, but have not made good progress in mathematics and reading in key stage 2.
- In the past, weaker teaching has led to poor standards in Year 6. Although rates of progress are improving, pupils in upper key stage 2 have not yet caught up, and are working below standards expected for their age.
- The most able pupils are not challenged enough to ensure that they achieve as well as they could. Not enough pupils achieve the higher standards they are capable of.
- Teachers' expectations of what pupils can achieve are not consistently high. Some teaching and planning lacks challenge.
- Sometimes opportunities to develop pupils' basic skills, such as spelling and punctuation, are missed.
- Children in the early years do not make rapid progress because the activities in Reception lack purpose and focus. Assessment is not used effectively.
- Systems used to track the performance of pupils across the school are not fully developed.

### The school has the following strengths

- Leadership has been strengthened and is effectively securing improvement. This additional capacity is ensuring that areas of weakness are being tackled effectively.
- The headteacher and governing body have made sure that the school is inclusive and welcoming. Pupils feel very safe. Safeguarding procedures are rigorous and support for the most vulnerable is excellent.
- Leaders have an accurate view of the school's strengths and weaknesses.
- Pupils make good progress in writing.
- Pupils with physical disabilities are fully integrated and enjoy being part of the school community.
- The school is successful in its aims of promoting positive values 'at the heart of the community' and in providing a 'safe, secure and respectful environment'.

## Full report

### What does the school need to do to improve further?

- Ensure that teaching is consistently good or better so that achievement improves rapidly for all pupils by:
  - making sure that all teachers have high expectations of what individual pupils can achieve in lessons
  - further developing opportunities for pupils to think more deeply about and explain their understanding in mathematics
  - focusing on developing basic skills across the curriculum
  - ensuring that the most able pupils are challenged to work at greater depth
  - embedding the teaching of reading skills, such as how language is used to enhance meaning, explicitly across the school.
- Further develop the effectiveness of leadership and management by:
  - embedding systems to track the progress pupils are making, especially the progress of children in the early years
  - ensuring that developments in the quality of teaching have a quicker impact on the standards that pupils reach and the progress they make.

## Inspection judgements

### Effectiveness of leadership and management

### Requires improvement

- Since the previous inspection, there have been major staffing changes. The headteacher is now ably supported by two assistant headteachers and an increasingly strong governing body.
- The headteacher and assistant headteachers are aware of the school's current position. They know the strengths and weaknesses of the school and plans are in place to improve the quality of teaching across the school.
- Nonetheless, the standards that pupils reached in Year 6 have been below floor standards (the minimum expectations for pupils' progress and attainment in reading, writing and mathematics) in 2015 and 2016. The standards at which current Year 6 pupils are working remain low. Progress in mathematics has been particularly weak. Standards are improving, but not quickly enough. For this reason, leadership and management require improvement.
- The headteacher has ensured that pastoral support for the pupils in her care is excellent. Pastoral care is at the heart of this school community, and a high proportion of pupils and families benefit from this, including pupils attached to the resource base for sensory and/or physical needs. The school works proactively with outside agencies to support individual pupils and families. All staff in school know the pupils and their individual needs very well indeed. The school is inclusive and welcoming.
- Teachers are developing their understanding of assessing and tracking pupils' progress well. The systems used to track the progress pupils are making, especially the progress of children in early years, are not yet fully embedded.
- Arrangements for the management of staff performance are in place and these make explicit reference to the teacher standards. Staff receive effective professional development and this has led to improvements in the quality of teaching. For example, the teaching of mathematics is increasingly more effective but still requires improvement.
- The use of funding to support disadvantaged pupils is having a positive impact on their rates of progress. Barriers to learning have been removed for many of these pupils, and their progress is in line with their peers at school. Programmes used to help these pupils focus on their learning and develop their skills are effective. Similarly, the government's funding for school sport and physical education is spent well, and pupils have access to a wide range of sporting activities.
- Topic work, science, music, French, religious education and other subjects enrich the curriculum. This, combined with a wide range of cultural and sporting activities on offer after school, help broaden pupils' education. Pupils' understanding of what it is to be a good person in society, and what life is like in modern Britain is strong.

## Governance of the school

- Governors have a good understanding of the strengths and weaknesses of the school. They are proactive in supporting the pastoral work of the school. They have supported the headteacher on decisions about finance, staffing, and the structure of the school.
- The governors are increasingly effective in challenging school leaders to improve rates of progress for pupils across the school.
- Governors are reflective about their own strengths and weaknesses and have sought to strengthen the governing body by developing their own skills, and seeking to appoint additional governors whose skills support the development of the school.

## Safeguarding

- The arrangements for safeguarding are effective.
- A culture of safeguarding exists at school. The high level of pastoral support is an example of this. Leaders ensure that staff are well trained in the area of safeguarding. Staff are vigilant to any signs of abuse or neglect and follow clear procedures for passing on any concerns. Detailed records are kept of any incidents, and work with outside agencies is proactive. The school is tenacious to ensure any support needed for pupils or families is accessed.

## Quality of teaching, learning and assessment

## Requires improvement

- The quality of teaching, learning and assessment is inconsistent across the school. The teaching of mathematics requires improvement. Over time, this has led to rates of progress that are not good enough for some pupils. The standards reached by pupils in Year 6 last year were well below the national average in reading and mathematics.
- In the past, teachers have not had high enough expectations of the standards individual pupils can achieve in lessons, and by the end of the key stage. Pupils in Year 5 and Year 6 are still 'playing catch-up', and although their rates of progress are increasing, the standards they are reaching remain low overall, particularly in mathematics.
- There are not enough opportunities in all year groups for pupils to think more deeply about mathematics, and to explain their understanding in mathematics. School leaders are aware of this and improvement plans are already in place. The whole-school drive to improve the teaching of mathematics is beginning to have a positive impact.
- For some pupils there is not enough focus on the development of basic skills across the curriculum. As a result, too many lack basic skills in literacy, such as basic punctuation. For others, who need that extra push, there is not enough challenge. Too few pupils are challenged to work at extra depth, including the most able pupils.
- Some teaching is clearly having a positive impact on the progress pupils are making. Some teachers closely observe the pace of learning 'in real time' and shape the next part of the lesson or planning accordingly. Some teachers are highly skilled at identifying when pupils are beginning to fall behind, or struggling to grasp a concept,

and intervening. Some teachers spark the imagination of the pupils and capitalise on this by further developing literacy and basic skills.

- The quality of teaching across the school is improving strongly. The teaching of writing is strong, as is teaching at key stage 1. Some teaching at key stage 2 is helping pupils catch up, and helping to raise the standards pupils reach. The headteacher, governors and senior team are aware of the weaknesses in teaching, and are working resolutely to improve them. Current staffing at school is supporting this improvement.

## Personal development, behaviour and welfare

**Good**

### Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- Pastoral support for pupils at school is excellent. Precise and timely support for vulnerable pupils helps to minimise barriers to their learning and ensure their safety and well-being. The school works proactively with a wide range of agencies to help support the needs of their pupils and their families. The procedures to support children looked after by the local authority are effective, as are those when there are any concerns about pupils' well-being.
- Pupils say that they feel safe in school. The environment is calm and nurturing, and pupils say that if they have any concerns that they can talk to adults at school about these. They say that they feel free from bullying or harassment at school.
- Bullying is rare at school. Systems are in place to deal with any behaviour issues, and these help tackle any potential bullying before it becomes a major issue. Pupils have a good awareness of the different types of bullying through the work that the school does on prejudice and discrimination. They understand the negative impact that racist, sexist or homophobic language can have.
- Pupils attached to the resource base for sensory and/or physical needs are fully integrated in lessons and around school. All pupils get on with each other in a cohesive and friendly environment.
- Pupils learn how to keep themselves healthy and safe in lessons. Pupils develop a good understanding of how to keep safe online. They are taught about the risks of smoking, alcohol and drugs, and they understand the importance of a healthy diet and exercise. The school supports them in doing so by offering a variety of activities in the curriculum and at other times during the school day. Pupils were often seen dancing and exercising during the inspection. Some pupils were building dens with wood at breaktime, and thoroughly enjoying themselves.
- The headteacher has ensured that pupils are able to develop leadership skills, and contribute to the school community. There is an active school council, and play leaders spot pupils who are alone at breaktime and encourage them to join in games with them. There is a wide range of clubs and activities in which pupils can engage.

## Behaviour

- The behaviour of pupils is good.
- Pupils conduct themselves sensibly around school and in between lessons. They socialise well together outside of lessons. They are considerate and generally polite to each other and adults. They show a pride in their school, and look after the corridors and displays very well.
- The vast majority of pupils are attentive, work hard and want to learn. They focus well in lessons, and when the work is challenging but manageable they are eager to complete tasks and make progress.
- The minority of pupils who struggle to behave are supported to develop their focus and avoid any type of misbehaviour. The excellent standards of pastoral support ensure that most of these pupils develop positive learning habits and improve their behaviour at school.
- Rates of attendance are improving. This is due to the school providing good support to parents, including first-day response calls, and home visits when needed. Pupils are aware of the importance of coming to school. Persistent absence remains a problem for a few families, but the work of school and other agencies to support families is reducing unauthorised absence for many pupils.

### Outcomes for pupils

### Requires improvement

- Although improving, pupils in some years are not making consistently good progress over time.
- The outcomes of national tests at the end of 2016 for pupils in key stage 2 were well below the national average in reading and mathematics. This was due partly to a legacy of poor teaching exacerbated by staff absence. Consequently, some pupils did not leave Year 6 adequately prepared for secondary school.
- Outcomes were more positive for the younger year groups. The proportion of pupils reaching the expected standard in reading, writing and mathematics by the end of key stage 1 was close to national averages. Pupils make good progress at key stage 1.
- Progress across key stage 2 is more variable. Pupils make good progress in writing. However, the progress that they make in mathematics and reading requires improvement. Rates of progress are increasing, but the standards that pupils are working at in Years 5 and 6 are currently low, particularly in mathematics.
- The progress that disadvantaged pupils have made is in line with that of their peers at school. Leaders and governors are using the school's pupil premium funding more precisely now, and this is having a positive impact on the standards that disadvantaged pupils are reaching.
- The progress that pupils who have special educational needs and/or disabilities make also requires improvement. Personalised plans are in place and there is a strong focus on removing barriers to learning for these pupils. Their rates of progress are

increasing, but their mathematical skills need further development.

- Pupils attached to the resource base for sensory and/or physical needs receive good levels of additional support. This is helping these pupils make increasingly strong progress across the curriculum. The school is inclusive in its approach to these pupils, and pupils are fully integrated into classrooms.
- The most able pupils are not reaching their full potential. Too few are reaching the higher standards at the end of key stage 2. This includes the most able disadvantaged pupils. This is because the teachers' expectations of what these pupils can achieve have not been high enough in the past.
- Current pupils within school are making stronger progress because the quality of teaching has improved. This, combined with an excellent pastoral care system that is increasingly effective at removing barriers to learning, is leading to increased rates of progress at key stage 2.
- Pupils say that they enjoy reading. They talk enthusiastically about the books they enjoy. Teachers are aware that the teaching of reading skills, such as how language is used to enhance meaning, requires focus. An increasing proportion of pupils are reaching the expected standard in the national phonics check.

### Early years provision

### Requires improvement

- Provision in the early years is not yet good because adults do not have high enough expectations of what children can achieve. Children are therefore not sufficiently challenged, particularly in Reception Year.
- The proportion of children achieving a good level of development by the end of Reception has been nearing the national average in recent years. However, too few are challenged to reach standards that are above age-related expectations by the start of Year 1.
- Leadership of the early years is improving, and the headteacher has a clear understanding of the strengths and weaknesses in provision. Plans are in place to develop the areas needing improvement. For example, games and puzzles have been developed to support children's understanding of mathematics.
- New assessment procedures are in their infancy, but these are beginning to help teachers and other adults to identify the next steps for the children, in order to help them make rapid progress.
- The quality of teaching is variable. Children make strong progress from their starting points in Nursery, but this slows in Reception. Activities are increasingly well matched to the interests and abilities of the children in Reception, which is helping to increase the rates of progress that they are making.
- Adults understand the needs of children and have created a safe and stimulating environment. Provision outside is attractive and effective. Teachers use their imagination to bring teaching and learning in the early years to life. Children enjoy being in the reading space. During the inspection, a giant came to early years and left some treasure. Children were excited to complete tasks linked to the number of jewels

and golden coins left by the giant.

- The behaviour of the children is positive at all times. They play well with others and explore the environment with interest. They develop well socially.
- All statutory welfare requirements are met. There are rigorous safeguarding procedures that are followed by staff. The children are supervised by well-qualified staff.



## School details

Unique reference number	108342
Local authority	Gateshead
Inspection number	10003020

This inspection was carried out under section 8 of the Education Act 2005. The inspection was also deemed a section 5 inspection under the same Act.

Type of school	Primary
School category	Community
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	204
Appropriate authority	The governing body
Chair	Lucy Gray
Headteacher	Julie Smith
Telephone number	0191 433 4000
Website	<a href="http://www.swalwellprimary.org">www.swalwellprimary.org</a>
Email address	<a href="mailto:swalwellprimaryschool@gateshead.gov.uk">swalwellprimaryschool@gateshead.gov.uk</a>
Date of previous inspection	19–20 March 2012

## Information about this school

- The school meets requirements on the publication of specified information on its website.
- This is a smaller than average-sized primary school.
- The majority of pupils are of White British backgrounds.
- The proportion of pupils who have special educational needs and/or disabilities is above the national average.
- The proportion of disadvantaged pupils eligible for support from the pupil premium funding is much higher than the national average.
- The school has an additional resource base for pupils with sensory and/or physical needs.

- There have been major changes in teaching staff since the last inspection. Two new assistant headteachers are also now in post.
- The school does not meet the government's current floor standards, which are the minimum expectations for pupils' progress and attainment in reading, writing and mathematics by the end of Year 6.

## Information about this inspection

- Inspectors observed learning in lessons and groups of pupils working. A tour of the school to see teaching and learning in progress was conducted with the headteacher and findings discussed.
- Inspectors observed pupils when moving around the school and at social times.
- Inspectors talked to pupils in lessons about their experience at school and looked at work in their books. They talked to a specific group of pupils to glean their views about the school, about the behaviour of pupils and about the quality of teaching.
- Inspectors held meetings with members of the governing body and school staff including senior leaders. An inspector spoke to a representative from the local authority.
- Inspectors took account of the four responses to the online pupil questionnaire. There were not enough responses to Ofsted's online parent questionnaire, Parent View, for these to be published.
- Inspectors observed the school's work and scrutinised a range of documentation including: the school's view of its own performance; monitoring records; information about pupils' progress; improvement planning; and records of behaviour and attendance. They looked closely at records relating to safeguarding and child protection, and at policies, including those published on the school's website.
- A range of other evidence, including displays, the school website and evidence representing the school's wider achievements beyond the classroom, was also considered.

## Inspection team

Michael Wardle, lead inspector	Ofsted Inspector
Dame Nelson	Ofsted Inspector
Lucie Stephenson	Ofsted Inspector

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In the report, 'disadvantaged pupils' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route. [www.gov.uk/pupil-premium-information-for-schools-and-alternative-provision-settings](http://www.gov.uk/pupil-premium-information-for-schools-and-alternative-provision-settings).

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