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Mrs Meryl Hannant  
Headteacher  
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Dear Mrs Hannant

### **Short inspection of Swanwick Primary School**

Following my visit to the school on 11 October 2017, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to report the inspection findings. The visit was the first short inspection carried out since the school was judged to be good in November 2012.

#### **This school continues to be good.**

The leadership team has maintained the good quality of education in the school since the last inspection. You, senior leaders and governors identify areas for improvement and check the quality of teaching and learning regularly. You offer support and guidance to staff to help them to improve their work.

Your school is a purposeful place where pupils enjoy learning. Pupils told me that everyone gets on well together. They said they like receiving the school's awards for effort and good behaviour.

In the lessons that we visited, pupils concentrated well. They talked keenly about the interesting topics and the trips to outside locations that support their learning. They shared ideas with each other and used punctuation and grammar well in their writing. When I looked at pupils' books, I saw that most pupils present their work neatly and make good progress in writing and mathematical calculation. Pupils write and use mathematics in a range of subjects.

You, and the leadership team, make sure that good standards in the early years and key stage 1, including above-average standards in phonics, are maintained. You recognise where some inconsistencies in teaching have existed in key stage 2. You are addressing any shortcomings to ensure that pupils' progress is good. The most recent information shows that standards by the end of Year 6 are above average.

You, other leaders and your staff have improved the mathematics curriculum. Teachers now consistently expect pupils to learn their number facts. New resources help those pupils who need to catch up to build solidly upon their basic number skills. Work in books shows that pupils deepen their understanding by using what they know.

You and subject leaders have improved the teaching of reading. Staff expect pupils, especially those in key stage 2, to choose high-quality fiction and non-fiction texts. When I listened to pupils read, they told me that reading develops their vocabulary and improves their writing. Because lower-attaining pupils read texts that are well matched to their ability, they describe plot and characters well. The most able pupils read fluently and with expression. They select favourite authors and enjoy reading about subjects that interest them. Standards and progress in reading by the end of Year 6 have improved from that seen in 2016.

Your evaluation of provision funded by the pupil premium has led to new ways to help pupils from disadvantaged backgrounds to do better. You and senior leaders recognise that previous support promoted self-esteem and confidence well, but did not fully impact on pupils' achievement. New support is now speeding up disadvantaged pupils' progress but there is some way to go to ensure that they do as well as their peers in all classes.

You, together with governors, work on ways to further improve attendance. You are successfully reducing the number of disadvantaged pupils who stay away from school frequently. The breakfast club is used well to improve punctuality. You and your staff reward pupils for good attendance. However, some of the incentives are too infrequent to continuously remind parents and pupils of the importance of being in school regularly.

Since the previous inspection, you have tackled the areas for development well. You now share good practice within the school and with other schools. You encourage staff to provide useful verbal and written feedback so that pupils know how to improve. You, and other leaders, expect teachers to develop the most able pupils' reasoning skills in mathematics and to extend their reading skills. Some inconsistencies remain, however, in how well teachers challenge the most able pupils to reach their full potential in writing.

### **Safeguarding is effective.**

You and the designated leaders ensure that staff receive relevant training and understand how to report any concerns over pupils' welfare. The systems to vet the suitability of adults who work with pupils are thorough. Governors check that the school's systems are fit for purpose. They review policies and site security regularly.

You maintain well-kept records about any child protection concerns that may arise. You have good links with the local authority and external services. You are strengthening links with families, particularly those whose circumstances might make them more vulnerable, to help them to deal with any worries they may have.

You and your staff teach pupils how to keep safe. They learn about the different forms of bullying and how to cope with any problems they may encounter. During my visit, pupils said that bullying is not a problem in their school. Pupils help each other. For example, in Year 6, the SOS (Swanwick Online Safety) team guide other pupils in keeping safe online. You offer workshops and meetings for parents to help them to understand online safety.

You invite visitors to the school, such as the NHS and the NSPCC, to provide pupils with extra advice. In this way, pupils learn about the potential harm presented by extremism and drug abuse.

### **Inspection findings**

- The progress of disadvantaged pupils is improving. Differences in performance between these pupils and their classmates are diminishing but some inconsistencies still remain. Those pupils who receive extra support make good gains in their personal and emotional development but not all are making accelerated progress in reading, writing and mathematics.
- An above-average proportion of children in the Reception classes consistently reach a good level of development. This is built upon well during key stage 1 so that, by the end of Year 2, standards are above average. Leaders' actions to improve the quality of teaching and the curriculum mean that pupils also make good progress in key stage 2.
- Improvements are helping the most able pupils to achieve well. They are now extending their skills more fully in mathematics and reading. In writing, however, teachers do not consistently expect the most able pupils to quickly improve upon what they can already do.
- Attendance is average. There are some good examples of the school's actions leading to improved punctuality and attendance for individual pupils. Overall, however, there is room for greater and more frequent promotion with parents and pupils of the importance of good attendance.

### **Next steps for the school**

Leaders and those responsible for governance should ensure that:

- they promote good attendance more extensively so that parents and pupils are reminded of its importance frequently
- the support given to disadvantaged pupils effectively raises their attainment and accelerates their progress
- teachers consistently expect the most able pupils to achieve as well as they can in writing.

I am copying this letter to the chair of the governing body, the regional schools commissioner and the director of children's services for Derbyshire. This letter will be published on the Ofsted website.

Yours sincerely

Vivienne McTiffen  
**Ofsted Inspector**

### **Information about the inspection**

During the inspection, I met with you and the deputy headteacher. I also met with the leaders responsible for English and mathematics, and looked at samples of pupils' work with them. I met a group of governors. I visited some classes with you to observe learning. I spoke with pupils during lessons about their work and looked at their books. I also spoke to pupils and staff during lunchtime and observed pupils' behaviour. I listened to some pupils read. I scrutinised a range of documentation, including the school's self-evaluation and its improvement plans. I discussed the school's information about pupils' attainment, progress and attendance with you and the deputy headteacher. I also spoke with you, governors, pupils and staff about the school's safeguarding arrangements and scrutinised a range of documentation relating to safeguarding. I took into account the 125 responses to Ofsted's online questionnaire, Parent View, and the written comments submitted by parents. I spoke to some parents at the start of the school day.