

Inspection of a good school: Swarcliffe Primary School

Swarcliffe Drive, Leeds, West Yorkshire LS14 5JW

Inspection dates:

14–15 January 2020

Outcome

Swarcliffe Primary School continues to be a good school.

What is it like to attend this school?

The words of the school's motto 'enrich, enhance, excite' are well chosen. They describe the school's priorities perfectly. Pupils are happy and enjoy coming to the school. One pupil explained: 'It's an amazing school because you get to grow up with teachers and friends who are kind and caring.' Pupils develop strong relationships and respect one another.

Behaviour is good, and bullying is rare. Pupils say that, if it did occur, teachers would deal with it immediately. Pupils were keen to tell me about a 'Place to Be' and how, if they have any worries, there is always someone they can speak to. Staff do much to ensure that pupils are safe and raise their self-esteem. Pupils elect a school council who, along with 'ambassadors', work hard to support their peers. 'Superhero' awards celebrate qualities such as concentration, perseverance and attitude.

The curriculum provides pupils with many opportunities. Visits to the theatre and cinema enhance pupils' cultural experiences. Older pupils were eager to tell me about their residential trip and the chance to canoe and rock climb. A wide range of after-school clubs provide opportunities for pupils to develop skills.

Staff want all pupils to do as well as they can. Pupils achieve well. Pupils who have special educational needs and/or disabilities (SEND) are well supported.

What does the school do well and what does it need to do better?

Leaders for English and phonics have made sure that reading is a priority. Funding has been acquired to purchase new texts and training has been provided for staff. This has created a culture where pupils love reading. Pupils build on their phonics knowledge step by step. However, in 2019, a number of Year 1 pupils did not remember the basics. Leaders noted this and altered their curriculum plans. Phonics in early years and key stage 1 is now strong. In Reception, pupils are taught phonics in small groups. They practise the sounds that they have learned in each lesson before moving on to new

content. Staff continue to reinforce children's phonics skills throughout the day. In key stage 1, teachers frequently recap pupils' previous learning to build on what pupils already know. Teachers and assistants act as strong role models for pupils. They demonstrate letter sounds precisely. Pupils who are at risk of falling behind are quickly identified and provided with extra support. As a result, all pupils sound out words well to read accurately. The curriculum, however, is not as ambitious for stronger readers in Year 2. In key stage 2, pupils read fluently and with expression.

Overall, the curriculum plans for mathematics are logical. Teachers make sure that pupils build on their knowledge. Pupils know more and remember more in mathematics over time. In upper key stage 2, pupils demonstrate strong basic skills. They use these confidently when carrying out mathematical enquiries. The curriculum, however, is not as ambitious for the most able pupils in key stage 1. The mathematics leader is aware of this and is providing support.

Leaders have prioritised personal, social and health education (PSHE). Pupils enjoy their PSHE work. During my visit, pupils in Years 5 and 6 were learning about the United Nations children's rights charter and the journey of Ruth, an Eritrean child refugee, and her escape to England. In Years 3 and 4, pupils were learning about different communities and the benefits of living in a community. This led to some interesting discussion about helping others, working together and the differences between different cultures. The PSHE curriculum is well constructed, with some great opportunities for extended writing.

A considerable proportion of pupils have additional communication needs. The special educational needs coordinator (SENCo) ensures that extra support is given to these pupils. Teachers meet with parents and carers regularly to discuss what these pupils know and what they need to learn next. This ensures that the pupils' needs are met and that they participate in all aspects of school life.

Early years is a strength of the school. Nearly all children start school with poor communication and social skills. The lively curriculum ensures that they develop their skills well. Staff prioritise developing children's communication and language. They have created stimulating spaces for pupils to explore, play and learn, both inside and outside. The early years leader has worked hard to develop links with parents. 'Stay and play' sessions are increasingly well attended. Teachers share pupils' achievements online with parents.

Most staff feel well supported and are proud to work at the school. Leaders have provided training for new subject leaders. They encourage staff wishing to gain additional qualifications. Governors have a range of skills. They know the school well and support leaders effectively.

Safeguarding

The arrangements for safeguarding are effective.

Leaders ensure that safeguarding is a high priority. Checks on new staff are carried out thoroughly. Regular safeguarding training is provided for all staff and governors. Through the school's information-sharing system, staff are kept aware of the needs of any vulnerable pupils. The headteacher, attendance officer and SENCo all work closely with external agencies to target support where it is most needed.

The attendance and safeguarding leader has worked hard to improve attendance. She works with families who may need extra support. Parents appreciate this support. Her work has made a difference to pupils' punctuality and well-being.

Through PSHE, leaders have ensured that pupils have a strong awareness of how to stay safe. Pupils were able to tell me about drug and alcohol addiction, staying safe while using the internet and the danger of talking to strangers.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Although the school has taken swift and effective action to improve attendance, there is still work to be done. Too many pupils are absent too often. Leaders need to continue to be robust in their approach to reducing absence.
- The curriculum for reading, writing and mathematics needs to be reviewed and adapted so that it serves the needs of the most able pupils in key stage 1. Presently, few pupils reach the higher standard in reading, writing and mathematics at the end of key stage 1. Leaders need to ensure that the curriculum provides increased challenge for the most able pupils in this key stage, with the result that a greater proportion achieves the higher standard in these areas.
- Pupils have the opportunity to develop their writing skills across the curriculum, for example in history, geography and PSHE. However, these are not always grasped by teachers or pupils. Leaders should ensure that there are good opportunities for pupils to develop writing skills for different purpose in all areas of the curriculum.

Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called a section 8 inspection of a good school or non-exempt outstanding school. We do not give graded judgements on a section 8 inspection. However, if we find some evidence that the school could now be better than good or that standards may be declining, then the next inspection will be a section 5 inspection. Usually this is within one to two years of the date of the section 8 inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will convert the section 8 inspection to a section 5 inspection immediately.

This is the first section 8 inspection since we judged Swarcliffe Primary School to be good on 24–25 May 2016.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use Ofsted Parent View information when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

You can search for [published performance information](#) about the school.

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.

School details

Unique reference number	107944
Local authority	Leeds
Inspection number	10121824
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	337
Appropriate authority	The governing body
Chair of governing body	Mrs Alison Froud
Headteacher	Mrs Debra Hill
Website	www.swarcliffeprimary.co.uk/
Date of previous inspection	24–25 May 2016

Information about this school

- The school is slightly larger than the average-sized primary school.
- The school offers a breakfast club and a range of after-school activities.

Information about this inspection

- I held meetings with the headteacher, deputy headteacher and leaders for English, phonics and mathematics. I discussed provision for pupils with SEND with the SENCo and met with the early years leader. I met with the attendance officer and school business manager. I met with the chair of governors and the local authority governor. I spoke with a representative of the local authority.
- I considered reading, mathematics and PSHE in depth as part of this inspection. I talked to curriculum leaders and class teachers about these subjects. I visited classes. I undertook a detailed scrutiny of pupils' work in these subjects and talked with pupils about their learning. I talked to pupils from Year 2 and Year 5 about reading and I listened to them all read.

- I checked the school's safeguarding policies and procedures and the school's single central record. I met with leaders, staff, pupils and governors to check how effective safeguarding is in the school.
- I examined a range of documents, including: school improvement plans, self-evaluation information, curriculum planning information, staff training records and governors' minutes. Formal meetings were held with groups of pupils from Years 5 and 6, when we discussed aspects of behaviour, personal development and the curriculum.
- I spoke with parents before school and I considered 15 responses to Ofsted Parent View, including the free-text comments. In addition, I considered 26 responses from Ofsted's online questionnaire for staff. There were no responses to Ofsted's online pupil questionnaire. I also met with five staff to talk about their workload and well-being.

Inspection team

Richard Knowles, lead inspector

Ofsted Inspector

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at <http://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates:
<http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2020