

# Inspection of Swineshead St Mary's Church of England Primary School

Swineshead St Mary's Primary School, Abbey Road, Swineshead, Boston,  
Lincolnshire PE20 3EN

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Inspection dates: 12 and 13 October 2021

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Early years provision	<b>Requires improvement</b>
Previous inspection grade	Requires improvement

## **What is it like to attend this school?**

Pupils are happy at Swineshead St Mary's School. One pupil summed up many when he said, 'I go home and I can't wait to come to school the next day.' Teachers make lessons exciting. They help pupils learn in a variety of ways. For example, some teachers have used virtual reality technology to bring learning to life. This included a visit to a castle in history and a trip to Jerusalem in religious education.

Pupils behave well. Learning is not disrupted. Pupils know that any poor behaviour will be addressed quickly. Pupils like the rewards that are available, such as 'do-jo' points and house points. They enjoy the competitive element of reading regularly to earn rewards. They say that bullying is extremely rare.

The curriculum helps pupils to stay safe. Pupils know how to stay safe online. They know about road safety and understand the risks that strangers can pose. They understand how to stay fit both physically and mentally. One pupil said: 'Teachers help us with our mental health. We know never to suffer in silence.'

The curriculum for key stages 1 and 2 is well planned and sequenced. The early years curriculum is not yet planned as well.

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

The curriculum for key stages 1 and 2 is ambitious. Curriculum content has been prioritised and sequenced in a logical way across all subjects. Teachers systematically revisit what pupils have learned so that it is remembered in the long term.

Teachers make lessons interesting and engaging. Pupils listen carefully and enjoy learning new things. Teachers regularly check on how well pupils are learning and adapt lessons to help pupils to keep up.

The teaching of reading has improved significantly since the last inspection. There is a new approach to teaching phonics. This sets out which sounds pupils will learn and when. All teachers have been trained. Phonics is taught consistently well. Pupils learn and remember more sounds over time. Reading books are closely matched to the sounds that pupils have learned. Regular reading sessions help pupils to read more fluently. There is an improved understanding of how pupils learn to read across the school's community.

Pupils develop a love of reading. Curriculum plans make sure that pupils read a wide range of texts, genres and authors. Teachers regularly read to pupils and help to foster a love of reading. Pupils have worked with a well-known author, which inspired them to read more widely. Pupils enjoy the reading challenges that teachers set. The rewards on offer motivate them to read for pleasure.

Parents, staff and pupils say that behaviour is good. Inspectors agree. Pupils are polite, courteous and respectful towards each other. They understand that, on occasion, some pupils need help to follow the school rules. Pupils support each other with this. Leaders regularly check on behaviour records to see where more help is needed. Where pupils are finding it difficult, plans are drawn up so that everyone knows how to help to improve behaviour.

Pupils with special educational needs and/or disabilities (SEND) get help in the classroom to keep up with the curriculum. However, the plans that are in place for these pupils lack clarity. Written targets are too broad and do not make clear enough what pupils need to do to improve. This means that the well-intended help they get in class is not as effective as it should be.

Pupils' personal development is well catered for. The curriculum for relationships, health and social education is ambitious. This works alongside the religious education curriculum to give pupils a broad range of experiences that prepare them well for life in modern Britain. Pupils are helped to understand and accept differences. They extend a warm welcome to new pupils, regardless of their background.

The early years curriculum introduces children to the full range of subjects that they will go on to study in key stage 1 and beyond. However, the curriculum is not sequenced carefully enough across all areas of learning. Plans do not make clear what children are expected to know, do and remember at each stage. Leaders are addressing this.

Senior leaders are ambitious for the school. They have created a cohesive staff team. Senior leaders know what is working well and what needs to improve in the school. They have welcomed and responded well to the challenge and support from the governing body, the local authority and the diocese.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders make sure that pupils are kept safe. Staff have regular and comprehensive training. They know what signs to look out for and pass on any concerns promptly. Safeguarding leaders respond quickly and make sure that the right sort of help is put in place. Leaders work effectively with other agencies.

Pupils, staff and parents are unanimously positive about safeguarding at the school.

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

### (Information for the school and appropriate authority)

- The early years curriculum is not well sequenced. It does not set out what children should know and do at each point of their time in the early years. This means that children do not do as well as they should. Leaders should ensure that curriculum plans for the early years are well sequenced and set out what children should know, do and by when, across each of the seven areas of learning.
- The targets that are set for pupils with SEND are too broad and do not make clear what pupils need to do to improve. This means that the help they get is not as effective as it could be. Leaders should ensure that targets for pupils with SEND are precise and make clear what these pupils need to do to improve.

## 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 information from Ofsted Parent View 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

<b>Unique reference number</b>	120558
<b>Local authority</b>	Lincolnshire
<b>Inspection number</b>	10200150
<b>Type of school</b>	Primary
<b>School category</b>	Maintained
<b>Age range of pupils</b>	4 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	254
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Jean Powell
<b>Executive Headteacher</b>	Claire Collett
<b>Website</b>	<a href="http://www.suttertonswinesheadfederation.co.uk">www.suttertonswinesheadfederation.co.uk</a>
<b>Date of previous inspection</b>	8 June 2021, under section 8 of the Education Act 2005

## Information about this school

- There have been no significant changes since the last inspection.

## Information about this inspection

The inspectors carried out this inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with school leaders and have taken that into account in their evaluation.
- Inspectors held meetings with the headteacher, deputy headteacher, curriculum leaders, the special educational needs coordinator and the early years leader.
- Inspectors did deep dives in four subjects: reading, mathematics, science and physical education. They met with curriculum leaders, visited lessons, looked at pupils' work, listened to pupils read and met with teachers and pupils.
- Inspectors met with five governors, including the chair of the governing body, and held a telephone discussion with representatives from the Lincolnshire local authority and the Diocese of Lincoln.

- Inspectors took account of the 59 responses to the Ofsted Parent View survey and 32 written comments from parents. They also considered the 42 responses to Ofsted’s pupil survey and the 26 responses to Ofsted’s staff survey. An inspector spoke informally to parents outside the school.
- Inspectors met with safeguarding leaders and reviewed school documents relating to safeguarding and attendance.

### **Inspection team**

Vic Wilkinson, lead inspector

Her Majesty’s Inspector

Rebecca Jackson

Ofsted Inspector

Kelly Lee

Ofsted Inspector

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