

Inspection of Swaffham Prior Church of England Primary School

Station Road, Swaffham Prior, Cambridge CB25 0LG

Inspection dates: 29 and 30 November 2022

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Not previously inspected under section 5 of the Education Act 2005

What is it like to attend this school?

Pupils and staff are proud to be part of this warm and caring school community. Pupils say the Christian values of 'peace, compassion, community, perseverance, wonder and hope' help them to understand how to be kind and considerate. The collective worship assemblies are a highlight. When the candle is lit, pupils say that 'it helps us feel peaceful.'

The school is a happy and safe place. Pupils conduct themselves well and show positive attitudes towards all aspects of school. Pupils are polite, respectful and understand what is expected at all times. They are confident there is no bullying and that, if there was, adults would help sort it out. Parents and carers hold this view too.

Pupils benefit from leaders' high expectations and talk enthusiastically about their learning. Pupils are well supported by adults who help them achieve their best.

Pupils enjoy many opportunities to develop their confidence and resilience. They talk fondly about their relationship with the local vicar and their visits to the church. Pupils understand the importance of being tolerant of others who are different to themselves. They have a well-rounded understanding of the world beyond their own community.

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

Leaders have designed a broad curriculum that is ambitious for all pupils, including those with special educational needs and/or disabilities (SEND). Leaders have identified the most important knowledge that they intend pupils to learn and remember from early years to the end of key stage 2. Leaders have thought carefully about the order that pupils learn this in so they build on what they already know. There are systems in place to check what pupils know and remember. However, these are not consistently embedded across all subjects.

Learning to read is a priority across the school. Leaders have acted to ensure that pupils quickly learn to read fluently and accurately. Well-trained staff deliver the phonics programme effectively, including in the early years. Children in Reception learn phonics as soon as they begin school. The books that pupils read closely match the sounds that they are learning. Pupils who require support, including a small number in key stage 2, benefit from the extra help that they receive. They have a range of strategies they can use when they come across an unfamiliar word. Older pupils are enthusiastic about their reading lessons. Teachers ensure that pupils develop their comprehension skills well. Pupils enjoy listening to their teachers read the class story every day.

The school curriculum is well planned. For example, in maths, staff make sure that children in the early years learn numbers and numerical patterns quickly. There are systems to identify gaps in learning and targeted support is put in place in a timely way when needed. Leaders have introduced a daily 'on the boil' short session across the school. Pupils say these sessions help them remember what they have learned before.

Leaders have created a calm environment where pupils can learn. Pupils are attentive in lessons and focus on their work. They cooperate and support each other. The early years environment encourages children to explore and take appropriate risks. They develop confidence and resilience which sets them up well for their transition into Year 1. Pupils who struggle to manage their emotions are well supported. As a result, there is little disruption to learning.

Leaders are knowledgeable and experienced at assessing the needs of pupils with SEND. They seek support from the local authority or other professional services when necessary. Pupils with SEND receive the help they need to understand the learning. That said, the information leaders give to teachers about how to support some pupils with SEND is not always as precise as it should be. This means these pupils do not always achieve quite as well as they might.

Leaders work to support pupils' personal development is a strength. Pupils recall many trips and visits as well as participation in sporting events such as cross country running. The well-planned personal, social and health education curriculum (PSHE) provides pupils with a wide range of opportunities. Pupils learn about fundamental British values such as democracy, through voting for leadership roles in school.

Governance is effective. Governors and trustees use their knowledge effectively to hold school leaders to account for all aspects of the school's work, including the quality of education. Staff feel valued and very well supported by leaders.

Safeguarding

The arrangements for safeguarding are effective.

All adults, including governors and members of the trust, receive high-quality training. This ensures they know the signs to look for, and the procedures they need to follow, should any concerns about a pupil's welfare arise.

Leaders engage well with agencies which enables them to provide help for families and keep pupils safe. They are tenacious at following up actions to secure the help pupils need.

Pupils learn how to keep themselves safe through the curriculum. They know how to report any worries they may have and trust that adults will help them.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some subjects, teachers are not systematically checking that pupils have understood and remembered what has been taught. This means that teachers sometimes do not know if pupils have acquired secure foundations for future learning. Leaders should ensure that in these subjects, systems are in place to enable staff to check how well pupils are learning.
- The information leaders give to teachers for some pupils with SEND is not always precise enough. Sometimes, these pupils are doing work that is too easy or too hard. Leaders should ensure that information on pupils' individual support plans precisely matches what pupils' need to learn next and that the work set and support given enables them to make progress. This means that pupils will be able to embed key concepts and build on their learning.

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.

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	146357
Local authority	Cambridgeshire
Inspection number	10254984
Type of school	Primary
School category	Academy
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	105
Appropriate authority	The Board of Trustees
Chair of governing body	Mike Younger
Headteacher	Helen Bartley
Website	www.swaffhamprior.cambs.sch.uk
Date of previous inspection	Not previously inspected

Information about this school

- Swaffham Prior Church of England Primary School is a part of the Diocese of Ely Multi-Academy Trust.
- The school is a Church of England school. The school's most recent inspection of its religious character under section 48 of the Education Act was 15 March 2016. The school will receive its next section 48 inspection within eight years of that date.
- Leaders do not use any alternative provision.

Information about this inspection

- This is the first routine inspection since the COVID-19 pandemic began. The inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation.
- The inspectors held meetings with senior leaders, including the head teacher, the trust hub director, the chair of governors and the chief executive officer of the trust. Inspectors also spoke to other leaders, including the trust safeguarding leader, staff, pupils and parents.

- Inspectors carried out deep dives in these subjects: early reading, mathematics, science and geography. For each deep dive, inspectors met with subject leaders, looked at curriculum plans, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work. In early reading, this took the form of listening to pupils read to a familiar adult.
- Inspectors also spoke to pupils in the lunch hall and on the playground.
- As part of the evaluation of the school's safeguarding processes, inspectors reviewed the school's single central record and met with the designated safeguarding leaders.
- The inspectors reviewed a range of school documents, including the school development plan, curriculum plans and school policies.
- Inspectors reviewed the 28 responses that were submitted by parents to Ofsted's online questionnaire, Ofsted Parent View, and also considered the 19 free-text responses from parents. The inspectors also considered 13 responses to the Ofsted staff survey and 28 responses to the pupil survey.

Inspection team

Karen Stanton, lead inspector	Ofsted Inspector
Lesley Stevens	Ofsted Inspector

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