

Inspection of Swanwick Primary School

South Street, Swanwick, Alfreton, Derbyshire DE55 1BZ

Inspection dates: 15 and 16 December 2022

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Good

Early years provision

Good

Previous inspection grade

Good

What is it like to attend this school?

Pupils enjoy coming to Swanwick Primary School. There are positive relationships between staff and pupils. Every morning teachers greet pupils with a smile as pupils arrive to class. Leaders have high expectations of pupils' behaviour. Pupils are polite and courteous. The school is calm and orderly. Low-level disruption in lessons is rare. Most pupils have positive attitudes to learning.

Pupils say that teachers are supportive, and the school is like a 'team'. They value the support they get in lessons. Pupils know to treat everyone the same. They say that 'everyone is friendly'. At playtimes pupils play well together and enjoy using the playground equipment. Pupils say that bullying rarely happens. If it does occur, leaders deal with incidents effectively.

Pupils have opportunities to take part in sports clubs and leadership activities. They can be 'well-being warriors', 'playground pals' and 'foundation friends'. They can take part in the student council. The student council recently did an assembly about anti-bullying. The school supports the well-being of pupils and their families through the 'P-pod'. Pupils recently enjoyed a trip to see a pantomime and visited the local church for a carol service.

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

Leaders are ambitious for what pupils can achieve. They are working well to improve the school. Some areas of the curriculum are more developed than others.

In English, leaders have not thought well enough about the knowledge and skills pupils need to be successful in writing. Pupils do not have enough opportunities to practise writing. This means pupils do not achieve as well as they should.

Leaders have prioritised reading. They have ensured that the delivery of the phonics programme is consistent. All staff are well trained in delivering the programme. Leaders have ensured that reading books match the sounds pupils know. Pupils who are struggling to read get extra sessions to help them catch up. As a result, most pupils become fluent readers. Leaders have ensured that all pupils have access to high-quality reading books. Pupils in all years enjoy reading every day.

In the foundation subjects, leaders have identified the curriculum goals that they want pupils to achieve. However, in some subjects, leaders have not detailed how knowledge builds to achieve these goals. This means that pupils do not always know as much as they should. Teachers do not always check that pupils' learning is secure. They do not always identify and address gaps in pupils' knowledge. As a result, pupils do not achieve as well as they should.

Curriculum plans in other subjects, such as mathematics and physical education (PE), are well sequenced. This helps teachers deliver the curriculum effectively. This means that pupils can build on what they have learned and achieve well.

Leaders identify the needs of pupils with special educational needs and/or disabilities (SEND) well. Teachers are knowledgeable about the needs of the pupils in their class. This ensures that pupils with SEND get the support they need. As a result, they can access the curriculum and achieve well.

In Reception, the early years curriculum is well planned and sequenced. Staff are well trained to deliver the curriculum. They model the good manners that they expect from children. Children follow clear routines and engage well with activities. They develop their confidence and enjoy learning. Children enjoy developing their understanding of early mathematics through appropriate activities. Staff use assessment well to identify children who may need extra support. As a result, all children, including those with SEND, can access the curriculum. Most children in Reception achieve well.

Leaders have recently introduced a new behaviour policy. Teachers use the behaviour policy consistently. Staff and pupils say that behaviour has improved. Pupils understand how they should behave in lessons and around the school. There is very little disruption to learning. Leaders track the attendance of pupils well. They support pupils to attend school regularly.

There is a well-planned personal, social and health education curriculum in place. Assemblies and other activities support this programme. For example, pupils learned about how to be a good friend during friendship week. Pupils learn about different religions. They understand democracy and equality. Pupils show respect for each other's differences.

The school is well led. Leaders understand the school's strengths and what needs to improve. Staff are proud to work at the school and feel well supported by leaders. Leaders are considerate of staff's workload and well-being. Governors know the school. They challenge and support leaders well.

Safeguarding

The arrangements for safeguarding are effective.

Leaders have ensured that there is a strong culture of safeguarding in the school. Staff receive regular training. They know about the risks to pupils. They know how to report any concerns they may have. Pupils get the help they need. Leaders keep detailed records.

Pupils feel safe in school. They know who they can speak to in school if they have any concerns. Pupils learn about road safety and how to keep themselves safe online.

Governors review safeguarding procedures used in school. Safer recruitment procedures are robust.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Some aspects of the English curriculum are not well sequenced. Leaders have not precisely identified the key knowledge and skills that pupils need to be successful in writing. Pupils do not always get enough opportunities to practise writing. Pupils do not write as well as they should. Leaders should ensure that the curriculum plans for English identify the key knowledge and skills pupils need to achieve well in writing.
- In some foundation subjects, curriculum plans are not detailed enough. Teachers do not have enough information about what to teach. Curriculum plans are not well sequenced and do not indicate the key knowledge that pupils should know. This means that the curriculum is not always delivered effectively. As a result, pupils do not have a secure understanding of key knowledge. Leaders should ensure that they have identified the knowledge and skills that they want pupils to know in all subjects to help teachers deliver the curriculum effectively.
- In some subjects, leaders have not considered precisely enough how teachers should assess pupils' knowledge. This means that misconceptions are not always addressed, and pupils' knowledge is not secure. Leaders should ensure that there are clear assessment procedures in place to check pupils' understanding and to inform teaching.

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	112500
Local authority	Derbyshire
Inspection number	10254817
Type of school	Primary
School category	Community
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	399
Appropriate authority	The governing body
Chair of governing body	Gareth Hughes
Headteacher	Joanne Jilavu (acting headteacher)
Website	www.swanwick.derbyshire.sch.uk
Date of previous inspection	11 October 2017, under section 8 of the Education Act 2005

Information about this school

- The school uses one registered alternative provider.
- The acting headteacher was appointed in July 2022.
- Two acting deputy headteachers were appointed in September 2022.

Information about this inspection

The inspectors carried out this graded 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 leaders and have taken that into account in their evaluation of the school.
- Inspectors met with the headteacher, other senior leaders, subject leaders and a range of staff.
- The lead inspector met with governors and a representative of the local authority.
- Inspectors carried out deep dives in English, mathematics, reading, PE and geography. For each deep dive, inspectors discussed the curriculum with subject

leaders, visited a sample of lessons, spoke with teachers, spoke to some pupils about their learning and looked at a sample of pupils' work.

- Inspectors met with groups of pupils from a range of year groups, including pupils with SEND.
- Inspectors observed and spoke to pupils at playtime and lunchtime.
- Inspectors reviewed a range of documentation relating to safeguarding, self-evaluation, behaviour, attendance and governance.
- Inspectors considered the responses of parents, pupils and staff through discussions during the inspection and the Ofsted surveys. Inspectors spoke to parents at the school gate.
- The lead inspector evaluated the effectiveness of safeguarding by meeting with the designated safeguarding lead and reviewing a range of documents, including the school's single central record.

Inspection team

Paul Halcro, lead inspector	His Majesty's Inspector
John Spragg	His Majesty's Inspector
Chris Stevens	His Majesty's Inspector

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