

# Inspection of Swan Lane First School

Rynal Street, Evesham, Worcestershire WR11 4QA

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Inspection dates: 13 and 14 March 2023

**Overall effectiveness** **Good**

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The quality of education **Good**

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 taking part in a broad range of activities at Swan Lane First School. They attend a variety of after-school clubs. Some take up leadership roles as eco-warriors or digital leaders. Pupils are fully involved and take an active part in making decisions about the school.

Leaders expect all pupils to access a broad and balanced curriculum. Pupils study a good range of subjects and learn well. Teachers are skilled at adapting work for pupils, including for those with special educational needs and/or disabilities (SEND). School trips, such as visits to places of worship, enrich pupils' learning. All this means that pupils are well prepared for the next phase of their education by the time they leave the school.

The school is a calm and orderly place. Pupils behave consistently well in lessons. They are keen to succeed and work hard. Pupils treat each other and adults with respect. At social times, they play happily together.

Staff provide a high quality of pastoral care and take effective steps to promote pupils' mental health. Pupils are happy at school and feel safe. They know they can talk to an adult if they have any concerns about incidents such as bullying. Staff promptly resolve any disagreements between pupils.

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

Leaders prioritise reading. Children start learning to read when they join Reception. They follow a programme that teaches them about letters and their sounds in an effective sequence. They practise reading in books that are well-matched to their abilities. Adults check on how well pupils learn and provide effective support for any at risk of falling behind. This helps ensure that all pupils become confident and enthusiastic readers. Pupils enjoy reading many books, but sometimes the range of texts they encounter is narrow.

Leaders have planned a broad and ambitious curriculum for all. Staff understand what to teach and when. Children get off to a good start in the Reception class, where they build their knowledge and vocabulary ready for Year 1. In each subject, curriculum leaders have identified the important information they expect pupils to know and remember. Pupils build this knowledge logically over time. For example, in geography, pupils draw on their prior knowledge about maps when learning how to use six-figure grid references.

Teachers have secure knowledge of the subjects they teach. They identify the important vocabulary they expect pupils to learn in each topic, and encourage pupils to use it. They check on what pupils know and remember, and take steps to fill gaps in pupils' learning. For example, they provide frequent feedback to pupils to address any misconceptions. This helps pupils to learn well most of the time. However, there

is some variation in teachers' expertise. Sometimes, the tasks that teachers set do not help pupils build their knowledge as well as they might.

Leaders accurately identify the additional needs of pupils with SEND, often when children first start at the school. Staff draw on guidance to ensure that these needs are met well. As a result, all pupils are able to study and make progress through the full curriculum.

Leaders set high expectations for pupils' behaviour. Staff apply the school's rules fairly and consistently. This ensures that pupils behave well in lessons. Disruption to learning is rare. Pupils demonstrate consistently positive attitudes to learning, and generally take pride in their work. They show consideration for each other, and show courtesy to adults.

Pupils follow a planned programme of personal development that teaches them about healthy relationships. They also learn about different traditions and cultures, particularly in religious education. Pupils enjoy engaging with a range of opportunities to take responsibility and serve others. Staff and governors routinely listen to pupils' opinions and ideas about the school. This helps pupils to become confident, independent and articulate. A high proportion of pupils, including those who are disadvantaged, take part in clubs at lunchtime or after school.

Governors are insightful and have an accurate view of the school. The board provides effective oversight and has supported senior leaders in steering the school through a period of significant change. Leaders have provided effective training for staff new to their roles. They have made positive changes that have secured the trust of the school community. Staff feel that their work is valued; they are happy and motivated. This has a positive impact on pupils' experiences.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders make sure that staff are well trained in the school's safeguarding procedures. They provide regular updates to ensure that staff understand their roles and responsibilities. Staff are vigilant and know how to manage the risks that pupils face. When staff raise a safeguarding concern, leaders take the right steps to involve other agencies. This means that children and families receive the help that they need.

Pupils learn about how to keep themselves safe, including from any risks they meet online.

Governors support safeguarding arrangements effectively. For instance, they ensure that leaders make the necessary checks on the adults who join the school. Leaders keep and maintain accurate records of these checks.

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

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

- There is some variation in teachers' expertise. Sometimes, the tasks that teachers set do not help pupils build on prior learning as well as leaders expect. Leaders should ensure that the curriculum is taught consistently well.
- The range of texts that the school provides for some pupils is limited. As a result, pupils are not always as inspired and challenged as leaders expect. Leaders should ensure that pupils access a broad range of books and texts, including poetry, plays and non-fiction.

## 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

<b>Unique reference number</b>	116673
<b>Local authority</b>	Worcestershire
<b>Inspection number</b>	10256861
<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4 to 10
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	316
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Kevin Harper
<b>Headteacher</b>	Claire Pearce-King
<b>Website</b>	<a href="http://www.swanlanefirstschool.worcs.sch.uk">www.swanlanefirstschool.worcs.sch.uk</a>
<b>Dates of previous inspection</b>	21 and 22 January 2020, under section 8 of the Education Act 2005

## Information about this school

- Swan Lane First School educates children from Reception to the end of Year 5.
- A high proportion of pupils speak English as an additional language.
- The school runs a breakfast club.

The school does not make use of any alternative provision.

## 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. The lead inspector discussed the impact of the pandemic with leaders and has taken that into account in his evaluation of the school.
- Inspectors met with the headteacher and other senior leaders. Meetings were held with curriculum leaders and the special educational needs coordinator.

- The chair of governors and five other governors met with the lead inspector. He also spoke by telephone to a representative of the local authority.
- The inspectors spoke with pupils at social times, and with groups of pupils more formally.
- When inspecting safeguarding, inspectors looked at the school's procedures for recruiting and checking on staff suitability to work with children. They also considered the effectiveness of staff training and the procedures to keep pupils safe.
- The inspectors reviewed a range of documents, including evaluations and improvement plans. They also reviewed the school's attendance and behaviour records.
- Inspectors took account of responses to Ofsted Parent View, Ofsted's questionnaire for parents. The inspectors also considered responses to Ofsted's surveys for staff and for pupils.
- The inspectors carried out deep dives in these subjects: reading, mathematics, science and geography. For each deep dive, an inspector discussed the curriculum with subject leaders, visited a sample of lessons, spoke to staff, spoke to some pupils about their learning and looked at samples of their work. An inspector also spoke to pupils and scrutinised their work in some other subjects.
- An inspector listened to some pupils reading to a familiar adult.

### **Inspection team**

Martin Spoor, lead inspector	Ofsted Inspector
Paul Whitcombe	Ofsted Inspector
Sara Arkle	Ofsted Inspector

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