

# Inspection of Swinefleet Primary School

Low Street, Swinefleet, Goole DN14 8BX

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Inspection dates: 12 and 13 July 2023

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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Early years provision	<b>Good</b>
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Previous inspection grade	Good
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## **What is it like to attend this school?**

Pupils thrive in the family atmosphere of this small school. They are polite and respectful and enjoy welcoming visitors to their school. Staff know all pupils as individuals. There are positive relationships between staff and pupils. Pupils are confident and happy. Parents and carers recognise this and value the work of the staff.

Pupils respect others' differences and say that everyone is welcome at their school. They listen to each other's views considerately, even when they disagree. Bullying is rare. If it does happen, adults deal with it swiftly and fairly.

Pupils know that they are expected to behave well and they do. Pupils understand the rules, rewards and consequences. Pupils, including children in early years, move around the building sensibly and safely. Pupils enjoy each other's company at breakfast club. Breaktimes and lunchtimes are well supported by adults. Pupils are safe in school.

Pupils are well prepared for their next steps in education. Leaders have high expectations for pupils' learning. There is a well-planned programme for pupils' personal development. For example, careers education aims to develop pupils' aspirations. Pupils meet lots of visitors who do different jobs. Pupils enjoy the choice of clubs on offer. Older pupils recognise themselves as role models for the younger pupils.

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

Leaders have identified what pupils should learn and when they should learn it. Leaders have developed curriculum progression maps. These identify the knowledge that leaders want pupils to learn from early years to Year 6. This is stronger in some curriculum areas such as early reading and mathematics. For example, in mathematics, learning is broken down into small steps, which leads to precise teaching in lessons. This helps pupils to learn well. In a small number of foundation subjects, including history, these small steps have not been identified as precisely. In these subjects, teachers do not consistently revisit previous learning. Leaders are developing these curriculum areas and how they are taught.

Pupils with special educational needs and/or disabilities (SEND) are supported by well-trained staff. Targets on individual support plans are clear and precise. The support that pupils receive ensures that the work they complete matches these targets. Teaching is carefully adapted so that pupils with SEND access the same curriculum as their peers and achieve well.

Leaders have recently introduced a new phonics programme. There is a consistent approach to teaching phonics that starts in Nursery to develop children's speaking and listening skills. Adults check pupils' phonic knowledge regularly and ensure that extra support is given to any pupil who is at risk of falling behind in reading. Pupils

in key stage 1 who are at the earliest stages of reading and those who need additional support read books that are well matched to their phonics ability. For these pupils, the support that they receive for writing does not match the support that they receive in phonics. Writing tasks do not focus on teaching the basic skills of spelling, punctuation, grammar and handwriting that these pupils need in order to be able to write independently. Leaders develop pupils' enthusiasm for reading through engaging book areas in all classrooms. The weekly reading club invites pupils to share books that they are reading. Pupils are keen to earn rewards for reading at home.

The early years curriculum is well sequenced. There is clear progression from the two-year-olds through to Reception. The curriculum provides children with strong foundations in mathematics and reading. Established routines in early years ensure that even the youngest children learn independently. Children in early years are excited about their phonics lessons. They enjoy the recognition that they receive for doing well in their learning. Children play well together and talk to each other and adults about their learning. Adults ask questions and listen to children's answers to move learning on.

The behaviour policy is clear and understood by all. In lessons, pupils' learning is not disrupted. There are appropriate systems in place to record and track behaviour incidents. Leaders engage well with families to manage pupils' attendance. This has made a difference to some pupils' attendance. These pupils now attend school regularly. Too many pupils still do not attend school often enough. These pupils miss vital learning and fall behind their peers. Leaders are developing plans to improve pupils' attendance further.

Leaders and governors have an accurate understanding of the school's strengths and what needs to be better. Senior leaders have brought about significant improvements after a period of turbulence in the school. Governors have a clear strategy to ensure that the school continues to move forward at pace. Staff are positive about the support that they get from leaders. They value the team spirit and respectful atmosphere in school.

## **Safeguarding**

The arrangements for safeguarding are effective.

Staff speak confidently about safeguarding. They value the support and training that they receive. The designated safeguarding leads are vigilant in their approach to making sure that all pupils in school are safe. They provide challenge to external agencies to ensure that families get the support that they need. Leaders manage record-keeping rigorously. Staff and leaders are aware of local safeguarding risks. Staff recognise the signs that a pupil might be at risk. Staff report their concerns diligently and swiftly. Pupils report any concerns to staff verbally or by using the school's worry box.

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

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

- In a small number of foundation subjects, including history, leaders have not set out the precise knowledge that they want pupils to learn. This means that teachers do not always plan activities that build on pupils' previous learning. Leaders should continue to implement their plans for a well-sequenced curriculum, providing subject leaders and teachers with the training and support that they need to ensure that the curriculum is delivered as they intend.
- The writing curriculum does not provide pupils in key stage 1 who are at the earliest stages of reading with the opportunities to develop their understanding of the basic skills for writing. This means that these pupils are not able to write clearly and independently. Leaders should review the curriculum for writing and ensure that staff are trained to teach pupils the knowledge and skills to write independently.
- Some pupils do not attend school regularly enough. This means that they miss out on important learning. Leaders should ensure that parents understand the importance of regular school attendance and the impact of irregular attendance on their children's learning so that the number of pupils who are persistently absent reduces.

## 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>	117942
<b>Local authority</b>	East Riding of Yorkshire
<b>Inspection number</b>	10255678
<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	2 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	88
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Katherine Cusick
<b>Headteacher</b>	Laura Bishell-Wells
<b>Website</b>	<a href="http://www.swinefleetprimaryschool.co.uk">www.swinefleetprimaryschool.co.uk</a>
<b>Date of previous inspection</b>	7 December 2017, under section 8 of the Education Act 2005

## Information about this school

- The school does not use alternative provision.
- The headteacher was in post at the previous inspection.
- The school has provision for two-year-olds.
- The headteacher and senior teacher have been absent from school for most of this academic year. During this time, there has been an interim headteacher in post.

## 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 and the early years lead, who is also the special educational needs coordinator.
- The lead inspector met with representatives from the governing body and a representative from the local authority.
- Inspectors carried out deep dives in reading, mathematics, science and history. For each deep dive, inspectors met with subject leaders, looked at curriculum planning, conducted joint lesson visits with leaders, had discussions with teachers, spoke to pupils about their work and looked at pupils' books and samples of their work.
- Inspectors observed pupils' behaviour in classrooms, around the school and at playtime and lunchtime. They spoke with pupils about their views of the school and their learning, behaviour and safety.
- During the inspection, a range of safeguarding information was scrutinised, including the school's policies and records. Inspectors spoke to pupils and observed relationships between pupils and pupils, and between pupils and adults. The lead inspector also met with the designated safeguarding leads.
- Inspectors considered responses to Ofsted's online questionnaire for staff and pupils and Ofsted's online survey for parents, Parent View. This included comments received via the free-text facility. They also talked to some parents in the school playground.

## Inspection team

Nicola Beaumont, lead inspector

His Majesty's Inspector

David Roundtree

Ofsted Inspector

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