

Inspection of a good school: Swillington Primary School

Church Lane, Swillington, Leeds, West Yorkshire LS26 8DX

Inspection dates: 10 and 11 July 2024

Outcome

Swillington Primary School continues to be a good school.

What is it like to attend this school?

Swillington Primary School continues to improve at a rapid pace. The school delivers a broad and balanced curriculum that is designed to meet the needs of its pupils. This is skilfully taught by well trained staff. There are a small number of subjects that are still being developed by the school. However, pupils achieve well in most subjects. In line with the school's motto, the staff aim to 'find the talent in everyone.' As such, pupils' achievements are celebrated by the whole school community.

Pupils' behaviour is exemplary. Staff have high expectations of pupils' behaviour and conduct. Pupils meet these expectations. Bullying is incredibly rare, and pupils play well together during social times.

Pupils' wider personal development is a sharp focus for the school. The school ensures that pupils are expertly prepared for life in modern Britain. Pupils have a strong understanding of different faiths and cultures. The school day is organised to ensure that all pupils benefit from a wide range of enrichment opportunities. This includes learning sign language, first aid, music and cooking. The careful consideration that leaders give to pupils' personal development is noteworthy.

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

The school has developed an ambitious and challenging curriculum for pupils. Leaders have identified the important knowledge that they want pupils to know and remember in each subject. Teachers receive high-quality professional development. In some subjects, such as mathematics and religious education, teachers design lessons that build on what pupils already know. However, in a small number of subjects the curriculum needs to be refined. In these subjects, teachers do not always choose the most effective activities to deliver the curriculum. Pupils do not build knowledge as well as in other subjects.

The school has an absolute focus on developing a love of reading, right from when children join the school. Well trained staff ensure a consistent approach to teaching early

reading. Those pupils who need additional help benefit from effective support. As a result, pupils quickly learn to read. The school has ensured that this early love of reading is nurtured and developed throughout the school. Older pupils talk confidently about the books that they read in class or independently.

The school ensures that pupils with special educational needs and/or disabilities (SEND) are identified and supported quickly. Pupils with SEND learn the same ambitious curriculum as their classmates. Where necessary, pupils benefit from well-considered intervention programmes. The impact of additional support is monitored closely by the school. This ensures that pupils with SEND make progress from their different starting points.

The school has a clear and consistent approach to promoting positive behaviour. Expectations are understood by staff and pupils. This means that learning is very rarely disrupted and the atmosphere around school is calm and nurturing. Teachers push pupils to try their best in every lesson. Even when pupils find work difficult, they show resilience and determination to overcome the challenges they face. Pupils attend school regularly. Leaders have clear systems in place to monitor pupils' attendance across the school. If pupils need support to improve their attendance, the school strives to remove the barriers to good attendance.

Staff in the early years have designed a curriculum that supports the children's needs well. During adult-led sessions, pupils learn important knowledge that prepares them for the next stage of their education. The relationships between adults and children are strong. Children show positive attitudes towards their learning. They are helped to develop the behaviours that they will need to move seamlessly into key stage 1.

There is an extensive range of opportunities which cater exceptionally well for pupils' wider development. These opportunities help pupils to develop their sense of responsibility. For example, they can become library and office leaders. They also organise events to raise money for charities and good causes. Pupils' spiritual, moral and cultural development is enhanced through a cohesive programme of assemblies that complement the taught curriculum. Leaders commit to ensuring that pupils access a wide set of experiences during their time at school through trips and educational visits. Leaders also provide well for pupils' mental health. Pupils enjoy support to help them manage their emotions and the opportunity to talk to adults if they are worried.

Leaders across the multi-academy trust are united in their commitment to high-quality education. This means that staff and pupils benefit from a wide network of support. Pupils in Year 6 value 'The Festival of Transition,' where they get to meet new friends and receive support to take their next steps to secondary school. Governors and trustees bring skills and expertise from a wide range of backgrounds. They support and challenge leaders effectively. Staff say that leaders are mindful of their workload. Staff feel valued and part of a team. Staff morale is high.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In a small number of subjects, the curriculum is still being developed. This means that pupils do not consistently build a deep body of knowledge in these subjects. The school should continue to develop the curriculum and support teachers to choose the most appropriate and effective methods to help pupils learn in these subjects.

Background

When we have judged good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the second ungraded inspection since we judged the school to be good in May 2019.

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' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	143239
Local authority	Leeds
Inspection number	10346620
Type of school	Primary
School category	Academy converter
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	208
Appropriate authority	Board of trustees
Chair of trust	Emma Jackson
Headteacher	Mark Cahill
Website	www.swillingtonprimary.com
Date(s) of previous inspection	14 May 2019

Information about this school

- The school is one of seven schools in the Brigshaw Learning Trust.
- The school do not use any alternative providers of education.

Information about this inspection

- The inspector carried out this graded inspection under section 8 of the Education Act 2005.
- Inspections are a point-in-time judgement about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- To evaluate the effectiveness of safeguarding, the inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.

- The inspector met with the headteacher and senior leaders responsible for safeguarding, behaviour, attendance and personal development.
- The inspector carried out deep dives in these subjects: mathematics, early reading and religious education. For each deep dive, inspectors visited lessons, reviewed curriculum plans and spoke with curriculum leaders and teachers. They also talked to pupils about their learning and looked at the work they have completed.
- The inspector reviewed curriculum plans and looked at the work pupils have completed in art and design and history.
- The inspector met with the special educational needs and disabilities coordinator. They reviewed pupils' education, health and care plans. Inspectors visited lessons to see how pupils with SEND are supported to learn.
- The inspector met with the leader responsible for reading to discuss the support for pupils at the early stages of reading.
- The inspector scrutinised the school's records of bullying and spoke to several groups of pupils to understand their experience of school.
- The inspector met with representatives from the local governing body and the board of trustees.
- The inspector scrutinised records relating to attendance and records of pupils who have joined or left the school roll.
- The inspector considered responses to Ofsted's pupil and staff surveys. They considered responses to Ofsted Parent View, including free-text comments.

Inspection team

Stuart Voyce, lead inspector

His Majesty's Inspector

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