

INSPECTION REPORT

SWANLAND PRIMARY SCHOOL

North Ferriby

LEA area: East Riding of Yorkshire

Unique reference number: 117884

Headteacher: Mr R V Woodward

Reporting inspector: Mrs L Murphy
16173

Dates of inspection: 19 – 20 May 2003

Inspection number: 247823
Short inspection carried out under section 10 of the School Inspections Act 1996

© Crown copyright 2003

This report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and on condition that the source and date thereof are stated.

Further copies of this report are obtainable from the school. Under the School Inspections Act 1996, the school must provide a copy of this report and/or its summary free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

INFORMATION ABOUT THE SCHOOL

Type of school: Infant and junior

School category: Community

Age range of pupils: 4 - 11

Gender of pupils: Mixed

School address: Tranby Lane
Swanland
North Ferriby

Postcode: HU14 3NE

Telephone number: 01482 631300

Fax number: 01482 633376

Appropriate authority: The governing body

Name of chair of governors: Mrs H Gilmour

Date of previous inspection: March 1998

INFORMATION ABOUT THE INSPECTION TEAM

Team members		
16173	Mrs L Murphy	Registered inspector
19365	Mr G Stockley	Lay inspector
25623	Mr T Cox	Team inspector
20810	Mrs S Pemberton	Team inspector

The inspection contractor was:

Quality in Focus Limited
Thresher House
Lee Hall Park
Demage Lane
Lea-by-Backford
Chester CH1 6LP

Any concerns or complaints about the inspection or the report should be raised with the inspection contractor. Complaints that are not satisfactorily resolved by the contractor should be raised with OFSTED by writing to:

The Complaints Manager
Inspection Quality Division
The Office for Standards in Education
Alexandra House
33 Kingsway
London WC2B 6SE

REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	1
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
PART B: COMMENTARY	
WHAT THE SCHOOL DOES WELL	6
WHAT COULD BE IMPROVED	11
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	12
PART C: SCHOOL DATA AND INDICATORS	13

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Swanland Primary School is situated in the village of Swanland to the west of Kingston-upon-Hull. This primary school is bigger than most and has 377 pupils on roll of which just over one third travel from out of the local area to attend the school. Since the last inspection, the school has increased in size and is over-subscribed in particular year groups. The majority of pupils are of white UK heritage with a small proportion from mixed and Asian heritage. A very small proportion of pupils speak English as an additional language. The number of pupils known to be eligible for free school meals is well below the national average. The proportion of pupils who have special educational needs is below average nationally; their needs include moderate learning difficulties, physical impairment, emotional and behavioural difficulties and communication difficulties. Five of the pupils have statements of special educational need. The attainment of pupils entering the school is broadly average. The school has gained a number of awards and external accreditation including: the Schools Curriculum Award from the Department for Education and Skills for improving standards over a three year period and the Basic Skills Quality Mark. The school is recognised as a Health Promoting School and an Investor in People. The inspection took place during a period of major building works to substantially increase and improve the accommodation.

HOW GOOD THE SCHOOL IS

This is a very effective school. Pupils achieve highly because the quality of teaching is very good and the pupils learn at a rapid pace. As a result, the standards that pupils attain are well above average in English, mathematics and science. The management of the school is very good and the leadership excellent. The school provides very good value for money.

What the school does well

- The quality of teaching and learning is very good and leads to high standards.
- The quality of leadership is outstanding and the management of the school is very good.
- The provision for pupils' spiritual, moral, social and cultural development helps pupils to become very mature and 'well-rounded' individuals who form excellent relationships.
- The curriculum is very good: it is lively and challenging.

What could be improved

Within the context of this very successful school:

- *Refinement of the curriculum for the children in the reception classes.
- * The upward trend in writing for pupils by the end of Year 2 to better match the high standards achieved in reading and mathematics.

** The school has already identified the need for these improvements*

The areas for improvement will form the basis of the governors' action plan.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made very good progress from when it was last inspected in 1998. The three key issues identified at that time have been addressed very well and indeed assessment, professional development and the provision for pupils' cultural development are now very strong aspects of the school's provision. Furthermore, the school has taken big strides in improving the provision and outcomes in all other aspects of school life.

STANDARDS

The table shows the standards achieved by pupils at the end of Year 6 based on average point scores in National Curriculum tests.

Performance in:	compared with				Key
	all schools			similar schools	
	2001	2002	2002	2002	
English	A	A	A	A	Very high [in the top 5 per cent of the country] A*
mathematics	A	A	A	B	well above average A above average B average C
science	A*	A	A	A	below average D well below average E

Pupils achieve very well and make very good strides in their learning during their time at Swanland Primary School. This includes pupils who have special educational needs and also pupils learning English as an additional language. The school has maintained high standards over a number of years as illustrated in the table above. The inspection judgement reflects the well above average standards in English, mathematics and science by the end of Year 6.

The school's targets are always very challenging. In 2002 the targets set were for 85 per cent of the pupils in Year 6 to attain the nationally expected level or above. In mathematics, the school fell short by two per cent, but in English the target was exceeded by almost ten per cent.

Standards at the end of Year 2 are well above average overall. In writing, the majority of pupils attain the expected level or above, though pupils' attainment is not quite so strong as in reading, mathematics and science. This is because not as many pupils reach the higher levels.

Children in the reception year make good progress and are on course to exceed the early learning goals for their age group in personal and social development, language, mathematics, and knowledge and understanding of the world. In creative and physical development they achieve soundly and are on course to attain the goals set nationally for children of their age.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good: pupils are extremely enthusiastic and very positive about school. They are highly motivated to work hard.
Behaviour, in and out of classrooms	Very good: pupils have high levels of self-discipline. They are exceedingly courteous and considerate of others.
Personal development and relationships	Very good: relationships are excellent. Pupils use their initiative and take on responsibility remarkably well.
Attendance	Very good: the high rate of attendance and pupils' keenness for school contribute very well to their achievement. There are no exclusions.

TEACHING AND LEARNING

Teaching of pupils in:	Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Good	Good	Very good

The quality of teaching in English, including literacy, and in mathematics, including numeracy, is very good for pupils in Year 3 to Year 6 and good for pupils in the reception class to Year 2. The teaching of handwriting is very good and often excellent between Year 1 and Year 6.

The good teaching is underpinned by the teachers' very good knowledge of the subjects taught, the wide ranging methods used and effective preparation. This includes the use of stimulating and exciting resources that capture well pupils' imagination and thirst for learning. The deployment of teaching assistants plays a big part in the successful teaching.

A mark of the very good teaching is the particularly high expectations leading to very challenging tasks which really make the pupils think very hard and produce work of high quality. Humour is a natural part of the teaching to which the pupils eagerly respond.

A relative weakness in the teaching is that on occasion teachers talk too much in the opening part of lessons so that pupils have too little opportunity to take part in discussion. The planning and choice of tasks for children in the reception classes at times limit their imaginative responses in creative work and outside play.

Overall, the school meets the needs of all pupils very well.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Very good: a notable aspect of the very broad and very well balanced curriculum is the way in which subjects are linked. The curriculum is practically based with very good use made of visits and visitors. The expressive arts are a strong element. These attributes make the learning very meaningful for the pupils. The curriculum for the children in the reception class, though satisfactory, is not yet as refined.
Provision for pupils with special educational needs	Very good: pupils make very good headway because their needs are carefully assessed and met. Teaching assistants work with individuals and small groups very effectively. Individual educational plans provide a very good level of clarity to inform the teaching.
Provision for pupils with English as an additional language	Very good: the school makes sure that the needs of individuals are met very well and the teaching takes very good care that pupils' understanding and use of spoken and written English are broadened and very quickly built upon.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good: pupils receive a high level of comprehensive support for each aspect of their development. This includes daily assemblies, which are often of excellent quality and draw into the school's ethos a strong sense of spirituality linked to the pupils' everyday life. The provision fulfils the school's commitment to valuing, nurturing and enabling all to fulfil their potential in a harmonious atmosphere.
How well the school cares for its pupils	Very well: the school provides an exceedingly caring environment in which pupils flourish. The school works very closely with parents, carers and outside agencies. Assessment is used very well to match work to the pupils' levels of attainment.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good overall. The excellent leadership is far-sighted and provides outstanding educational direction for the school. Key staff fulfil their roles very well and team work is a great strength. The school's philosophy, based on the uniqueness of individuals and the importance of their being happy, enjoying learning and realising their potential, is very evident in practice.
How well the governors fulfil their responsibilities	Very well: the governing body is prudently led and makes a very good contribution to maintaining high standards and a very broad curriculum. Statutory requirements are met.
The school's evaluation	Very good: a wide range of data is used very effectively to steer

Aspect	Comment
of its performance	the school.
The strategic use of resources	Very good: the budget is controlled very carefully and funds are used to the maximum benefit of the pupils. The school applies the principles of best value very well.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • children like school • children's behaviour is good • the teaching is good • the school expects children to work hard and achieve their best • the school is well led and managed • the school is helping children to become mature and responsible 	<ul style="list-style-type: none"> • the amount of homework • the range of activities outside lessons

The inspection judgements fully support parents' positive views and the inspectors judge that the aspects that please parents most are very good. A minority think that too much homework is set but the inspection judgement is that homework is used very sensibly to support pupils' learning. The range of activities outside lessons adds much to the well-rounded education the children receive.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

The quality of teaching and learning is very good and leads to high standards

1. The teaching has many strengths, which together amount to teaching of good quality in the reception year through to Year 2 and very good teaching in subsequent years. In Year 1 to Year 2, the teaching ranges from excellent to satisfactory, though overall the quality is not as consistently high as for pupils in Year 3 to Year 6. In these year groups, almost two thirds of the teaching was very good or better and a fifth was excellent.
2. In the lessons where the teaching is good other adults are well deployed to work with individuals and small groups of pupils. This means that pupils with special educational needs in particular keep pace with other pupils. The methods used often incorporate a three-part lesson. The introduction is clear because learning objectives are shared with pupils and explained in simple terms. Staff speak clearly and set a good example for pupils' patterns of speech, at the same time ensuring that terminology related to particular subjects is used in the correct context. Questioning is challenging and to the point and demands clear explanations from pupils. This helps to promote the high standards in pupils' speaking and listening. Resources of very good quality are used well to help pupils to come to a better understanding of what is being taught. The middle part of lessons includes interesting tasks that engage pupils' curiosity and often call upon their ability to work collaboratively. Concluding whole-class sessions make sure that pupils' understanding has developed and set the scene for the next lesson. In a daily lesson in mathematics pupils in Year 2 benefited considerably from this three-part approach. They worked fast and hard, initially 'warming up their brains' as they extended their skills in mental calculation. They soon moved on to independent work well matched to their levels of attainment as they calculated the cost of a range of items. Pupils made good gains in showing how they worked out their sums using various methods, which were revised at the end of the lesson.
3. Each pupil makes very good use of individual 'learning mats'. These are large sheets laid flat on the table which contain basic facts, for example, multiplication tables and the spelling of key words, and are used as reference for literacy and numeracy. These not only act as a good prompt for pupils but their use is multi-purpose as they can also be used for direct teaching, as when pupils in Year 4 used a grid of numbers for speedy calculation. The learning mats provide ease of reference and are always at hand so no time is lost in the teaching or time wasted finding basic resources. Because the system is used consistently throughout Year 1 to Year 6, the mats form an excellent resource to aid both teaching and learning.
4. The very good teaching often uses humour to help pupils to understand new concepts, to enable them to transfer skills from one subject to another or simply to capture their interest. For example, in a literacy lesson in Year 6, a play on words was used to encourage the pupils' thirst for reading and writing. The teacher pointed out the 'The Hitchhikers' Guide to the Galaxy' is a trilogy in four parts! Pupils very quickly realised that this lesson was going to be fun and could not wait to read excerpts from the book and invent their own guides. Teaching of this quality has especially high expectations and sets very challenging tasks. As a result, pupils make substantial headway, drawing well upon their speaking and listening skills.

5. Marks of the excellent teaching are the inspirational and creative approaches which draw together in abundance many of the above qualities, including exceedingly strong relationships which encourage great respect. In an excellent handwriting lesson in Year 2, the headteacher took a clear lead not only in teaching pupils but also in making sure that other staff observed and learnt from the process. This included a lively and charismatic approach, which set a fast pace. Well-deserved praise was linked to the learning that took place. Excellent knowledge of the subject and clarity in the teaching meant that pupils came to a much greater understanding of how to form and link letters of the alphabet and how to make sure that the high standards achieved were transferred to their everyday writing. Excellent relationships were also very evident in a mathematics lesson in Year 4, in which the pace really kept pupils 'on their toes' as they built on their understanding of probability. In this case simple resources were used to great effect.
6. The qualities in the teaching lead to pupils' very good achievement between the time they start to the time they leave the school. This brings about the high standards across a range of subjects. In English, mathematics and science trends over the last five years show that pupils' attainment has kept abreast of the national trend by the end of Year 6. It has, however, been maintained at a level well above that found nationally. Similarly the standards attained by pupils at the end of Year 2 have also been well above the national average in most years over time.
7. Standards are also high in music and art. In part this is because of the subject knowledge of the school's staff and the use of visiting teachers and in part because the curriculum is so well balanced. This means that time is available not just to learn new skills and concepts, but also to practise and really understand how they can be applied in a range of situations.

The quality of leadership is outstanding and the management of the school is very good

8. The school has not 'rested on its laurels' but has improved from the good levels identified at the last inspection. The excellent leadership is resourceful, self-assured and self-motivated and as a result long-term goals have been achieved most successfully, none more so than meeting the school's vision of enabling all to fulfil their potential. The headteacher has an exceptionally positive attitude towards pupils, staff, parents and governors and brings out the best in people. This encourages great commitment and drive on the part of those connected with the school. It engenders a strong team spirit among teaching staff and support staff alike. Caretaking, administrative, kitchen and dinner staff as well as other support staff make very valuable contributions to the day-to-day life of the school. This is because the school invests in its people to improve the provision it makes for the pupils. The result is that pupils attain high academic standards and have a very good attitude to life.
9. The leadership is far sighted and the ground is well prepared for new initiatives which are pursued with a vibrancy that adds much to the strong ethos of the school. For example, the undertaking of an extensive building and refurbishment programme has been planned so very well that it appears seamless. Despite the demands on its time of ensuring that health and safety requirements are met, the school has, nevertheless, succeeded in maintaining notably high standards among its pupils and continues to improve even though the building works are major ones. Communication is a great strength of the leadership and management of the school and this also has come to the forefront regarding the day-to-day changes required in the school's routine as the

building programme got underway. For example, the parents say how very well the school has kept them informed of the process.

10. The very strong partnership with parents is a mark of the school's openness and willingness to share its work with parents and the community. The school has also developed exceedingly worthwhile links with other local schools and this has brought about not only much staff development and an improved curriculum but also a means of ensuring that value for money is achievable through shared contracts, for example.
11. Key staff make a very effective contribution taking a lead in putting policy into practice and monitoring the outcomes. The structure of the senior management team suits the school's purposes and the main subject responsibilities are placed in the hands of a group of very able coordinators.
12. A key issue raised at the last inspection was to improve the professional development of staff. This was taken very seriously and planned innovatively. The outcome is that staff are up to date with professional developments and have an often very good level of understanding of the subjects they teach. Moreover, the process the school has set up led very well into the national system for managing the performance of staff. The school's recent recognition as an Investor in People shows that the training and development that are taking place benefit both the individual and the organisation.
13. The governing body is exceptionally supportive and works very well as a critical friend to the school. It is not afraid to offer challenge and to question, thus making sure that the school is working to its best. Its committee structure serves the governing body very well and makes the most of individuals' strengths. Financial matters are carefully monitored and the governing body has a very good understanding of the budget. Nonetheless, for the first time ever the school with the formal agreement of the local education authority has had to set a deficit budget.
14. The monitoring and evaluation of the school's work are well focused and are very helpful in informing priorities in the school improvement plan. However, the responsibilities for monitoring and evaluating the implementation of the plan are unclear and in practice rely too much on the headteacher. Professional development has enabled senior managers to thoroughly check the school's work and take appropriate action. For example the quality of teaching and learning is rigorously and systematically monitored so that the school has a clear understanding of what it needs to prioritise.
15. Ninety six per cent of the respondents to the parent questionnaire felt that the school is well led and managed. Parents at the meeting were very satisfied that the school is receptive to their suggestions and concerns. They liked the fact that the headteacher is readily available and very approachable. Parents say that the school seeks parents' views and responds well to suggestions. This reflects the way in which the school consults and very effectively applies the principles of best value to its work.

The provision for pupils' spiritual, moral, social and cultural development helps pupils to become very mature and 'well-rounded' individuals who form excellent relationships.

16. A large proportion of the parents say that the school is helping their children to become mature and responsible and that it expects their children to work hard and achieve their

best. The outcome of the high quality of the provision is that pupils' behaviour and attitudes are remarkable for their ages; pupils are exceedingly mature and responsible people. A school charter agreed in 1994 illustrates the vision that the school holds in this respect. The charter stands strong today, making clear the rights of those in the school. It encourages equality, respect, care and loyalty, all of which are evident in plenty. Parents at the meeting prior to the inspection were very pleased with the attitudes and values promoted by the school. Importance is given to the provision for pupils' spiritual, moral, social and cultural development by staff and governors; indeed the shared philosophy is very evident in the daily life of the school.

17. Spirituality is promoted very well throughout the school day. In lessons, time is given to reflection and the appreciation of nature, art and poetry. The joy in learning extends outside of lesson time. For example, during extra-curricular clubs when pupils and staff make music together it engenders success and creates a joyful experience. Displays of very good quality of artefacts and pupils' work are conducive to appreciating nature, science and history. Times when the whole school assembles set the tone of the day. This was the case, for example, in an excellent assembly led by the headteacher. The atmosphere was set through well chosen music by Libre Sifre 'Something inside so strong', and the headteacher wished everyone good morning by beginning 'What a beautiful morning!' before telling the story of David and Goliath through personal poetry and illustration. Acts of worship, led by a range of people, some of whom are visitors to the school, provide time for reflection and self-evaluation.
18. Pupils are able to discuss a range of moral issues, drawing not only on their general knowledge and speaking skills but also on their very well developed sense of right and wrong. Adults in school set a very good example for pupils to follow. They deal with others very fairly and with respect. By the end of Year 6, many pupils have the capacity to understand the points of view of others and the confidence to listen and respond with their own views being able to justify their ideas very well. A very good system of praise and award culminates in weekly celebratory assemblies which publicly acknowledge pupils' good work and deeds. Pupils take on responsibility around the school in a very mature, trustworthy and loyal fashion.
19. A wealth of opportunities is provided for pupils' social development ranging from residential visits to daily lessons when they regularly learn how to work together and cooperate with each other. The very clear and comprehensive programme for pupils' personal, health and social education ensures that pupils know about such important aspects as citizenship. The quality of care and guidance provided by the school is very good. Pupils have plenty of time for informed discussion; for example, a school council draws on contributions from elected 'councillors' and creates a forum for innovation and improvement. The adults in school listen very well to what pupils have to say and take positive action to help the pupils to see their ideas through to completion.
20. A very good range of visits and visitors broadens pupils' understanding of local and international culture. A key issue from the last inspection was to give greater emphasis to the multi-cultural and multi-faith dimensions of pupils' learning in subjects and in the daily act of worship. This the school has addressed thoughtfully and thoroughly and has made improvements to the syllabus for religious education. Various cultures and festivals are celebrated and pupils have a much improved understanding of the cultural diversity of society.

The curriculum is very good: it is lively and challenging

21. The school provides a very relevant curriculum for its pupils in Year 1 to Year 6, which is an improvement on the sound provision found at the time of the last inspection. Very good attention is given to English and mathematics so that pupils have a high level of basic skills at their fingertips which greatly aids their learning in other subjects. The school has taken what it needs from the national strategies for literacy and numeracy as it continues to build on its successful curriculum in English and mathematics.
22. The curriculum is more often than not very practically based and teachers make sure of its relevance to the age group they teach. The practical tasks also make the curriculum of particular significance to those pupils who have special educational needs and to those who are learning English as an additional language. Because links are made between subjects, pupils are becoming adept at applying their skills and knowledge from one subject to another. For example, in a lesson on design and technology, when pupils in Year 6 designed an electronic game, the introductory part of the lesson, essentially a science lesson, led effortlessly into the planning part of the design process. It drew very well on the pupils' scientific knowledge of electric circuits, improved their knowledge of light emitting diodes (LEDs) and used their skills in measuring to produce very accurate and precise work of a very good quality.
23. Visits to theatres and museums add breadth and depth to the curriculum and visitors to the school make the curriculum especially meaningful to the pupils. For example, in a science lesson in Year 1, in which pupils were finding out about what animals need to keep healthy, a visitor had brought in a pet rabbit and was able to provide first-hand information about the care of the pet in a meaningful context. This helped pupils to record their findings in their own words not only using references from books and the Internet but also drawing on the practical example before them.
24. The curriculum for the visual and performing arts is of high quality. Throughout the year all the pupils have opportunities to take part in theatrical and musical productions. This was the case, for example, when pupils in Year 2 staged a musical version of Hansel and Gretel in rhyme. The production gave pupils the opportunity to sing, recite and act in front of a large audience of parents and friends. 'Not a dry eye in the house' commented the headteacher at its conclusion as he thanked parents for attending the concert.
25. Pupils in Year 5 and Year 6 are taught French each week. Parents are pleased with this and it helps to ease the transition to secondary school for the pupils. The pupils say they very much enjoy learning another language and are not afraid to make mistakes and learn from them. Pupils in Year 5 and Year 6 also take part in a residential visit which provides many opportunities for their social as well as academic development.
26. There are many extra-curricular opportunities, especially for the Year 3 to Year 6 group of pupils. Choirs, orchestras and ensembles across the age range provide opportunities for pupils to perform in front of an audience and generally gain much enjoyment and self-assurance through the music. Staff work together well in this. For example, a lunch-time club for older pupils provides tuition of high quality in the guitar and recorder and includes reading music. Expectations are very high and the pupils respond with enthusiasm taking much fun from playing together. Pupils also have opportunities to compete at festivals, which they do successfully. A good range of sports activities is on offer to pupils including, for example, hockey, netball, football, rugby, ice-skating, cricket and athletics. Teams from the school compete successfully within the local area.

27. The parents at the parents' meeting agreed that the school has got the balance right between the academic and the other important aspects of educating children.

WHAT COULD BE IMPROVED

Within the context of this very successful school:

build on the good start made to further refine the curriculum for the children in the reception classes

28. There have been recent changes in the staffing of the reception class and this has brought along with it a renewed focus on the curriculum and the provision for the very youngest children. In the mornings, the children are taught English and mathematics in their class groups. The teaching is effective and children make good gains. For example, children get off to a good start in reading. In the afternoons, children have opportunities to use a range of resources and space and take advantage of the wide variety of activities planned for them. On the whole, these are of good quality and encourage children to exercise limited choice and to complete one task before moving on to another. Adults are deployed well to particular tasks. The planning is thoughtful and provides clear learning objectives for particular areas of children's development.
29. Shortcomings lie in the development of the children's imaginative responses in creative work and outside play. This is because the newly introduced system has yet to really concentrate on these aspects. As a result, the planning and choice of tasks for the children in the reception classes are at times limiting. This was the case, for example, in an art activity where children were painting a wheel of colour and had to use particular colours and paint within set lines. Most had the skills to be able to mix paint independently and complete the task but it was over-directed by adults and children had little or no opportunity to use their imaginations to paint and make artefacts linked to their play or just to experiment with colour and texture, exploring materials and developing their expression of their own feelings.
30. There are excellent facilities for children's outside play and the children are very sensible and can work without direct supervision for a reasonable length of time. The planning for outside play does not, however, make sure that the play is well enough structured to develop particular skills or to provide enough wide-ranging opportunities for children to practise new skills and draw on new concepts, in short, to make sure the play is meaningful. In part, because the way the work is organised is relatively new, the role of the adult in the outside environment has yet to be fully exploited. Adults do not as readily promote outside play as they do other aspects of children's learning.

Promote the upward trend in writing for pupils by the end of Year 2 to match the high standards in reading and mathematics

31. Though handwriting is taught very well across the school and pupils mostly develop a sure and accurate hand, the content of the writing in Year 2 is at a relatively lower level than pupils' reading and mathematics. This follows the national trend and the school has worked hard and successfully to improve writing across the age ranges. Nonetheless, pupils by the end of Year 2 are not yet quite achieving the very high standards they do in other aspects of their work. Though the majority are on course to meet the expected level for their age, they are not attaining such higher levels as they do in reading, for example. However, the work the school has already undertaken means that more pupils are on track to attain a high level than was the case last year

when overall standards were above average nationally and average compared with those of schools similar to Swanland Primary School.

32. About one third of pupils are at the lower end of the expected scale or below. These pupils do not often enough move beyond making simple statements. While they can develop detail in short bursts they cannot sustain it in a written piece. Their vocabulary is often mundane and does not always reflect their higher levels of oral communication. They are using basic punctuation but do not always use connectives to extend their work. They apply their knowledge of letter sounds to spell out key words, though they make some simple mistakes along the way. A start has been made on joining letters but those at the lower end of the scale are not yet fully using a cursive script.
33. The pupils in Year 2 enjoy writing once they have settled to their task but on occasion this takes some time as they have too much to say and are slower to settle to writing than to other work. This means that the teacher cannot always work with a group as quickly as would otherwise be the case because the class generally needs help to get settled. The quality of teaching for this age group is inconsistent, though never less than satisfactory and mostly good. An aspect where the inconsistency shows is in the quality of the exemplar handwriting by adults and in the quality of marking. Teachers' marking does not always make clear what the pupils need to do next in order to improve. The use of writing in other subjects is also variable in quality.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

34. **Within the context of this very successful school staff and governors should work together to:**
 - (1) further refine the curriculum for the children in the reception classes to provide wider opportunities for children to develop their physical skills and their creative and imaginative responses; and
 - (2) promote the upward trend in writing for pupils by the end of Year 2 to better match the high standards achieved in reading and mathematics.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	24
Number of discussions with staff, governors, other adults and pupils	18

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	4	8	9	3	0	0	0
Percentage	17	33	38	12	0	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents more than four percentage points.

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)		377
Number of full-time pupils known to be eligible for free school meals		3

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs		5
Number of pupils on the school's special educational needs register		20

English as an additional language	No of pupils
Number of pupils with English as an additional language	8

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	37
Pupils who left the school other than at the usual time of leaving	12

Attendance

Authorised absence	%	Unauthorised absence	%
School data	3.7	School data	0.0

National comparative data	5.4
---------------------------	-----

National comparative data	0.5
---------------------------	-----

Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

Attainment at the end of Key Stage 1 (Year 2)

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2002	31	28	59

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	31	30	30
	Girls	26	27	26
	Total	57	57	56
Percentage of pupils at NC level 2 or above	School	97 (100)	97 (100)	95 (100)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	30	30	31
	Girls	26	26	26
	Total	56	56	57
Percentage of pupils at NC level 2 or above	School	95 (100)	95 (100)	97 (100)
	National	85 (85)	89 (89)	89 (89)

Percentages in brackets refer to the year before the latest reporting year.

Attainment at the end of Key Stage 2 (Year 6)

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2002	30	23	53

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	29	23	30
	Girls	21	21	22
	Total	50	44	52
Percentage of pupils at NC level 4 or above	School	94 (92)	83 (84)	98 (97)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	28	28	30
	Girls	21	21	21
	Total	49	49	51
Percentage of pupils at NC level 4 or above	School	92 (87)	92 (84)	96 (92)
	National	73 (72)	74 (74)	82 (82)

Percentages in brackets refer to the year before the latest reporting year.

Ethnic background of pupils

Categories used in the Annual School Census
White – British
White – Irish
White – any other White background
Mixed – White and Black Caribbean
Mixed – White and Black African
Mixed – White and Asian
Mixed – any other mixed background
Asian or Asian British - Indian
Asian or Asian British - Pakistani
Asian or Asian British – Bangladeshi
Asian or Asian British – any other Asian background
Black or Black British – Caribbean
Black or Black British – African
Black or Black British – any other Black background
Chinese
Any other ethnic group
No ethnic group recorded

Exclusions in the last school year

No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
354	0	0
0	0	0
10	0	0
0	0	0
0	0	0
0	0	0
3	0	0
0	0	0
1	0	0
0	0	0
3	0	0
0	0	0
3	0	0
0	0	0
3	0	0
0	0	0
0	0	0

The table refers to pupils of compulsory school age only. It gives the number of exclusions, which may be different from the number of pupils excluded.

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	15
Number of pupils per qualified teacher	25.1
Average class size	26.9

Education support staff: YR – Y6

Total number of education support staff	8
Total aggregate hours worked per week	179

--	--

FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	2.5
Number of teachers appointed to the school during the last two years	2.5

Total number of vacant teaching posts (FTE)	0
---	---

Financial information

Financial year	2001 - 2002
	£
Total income	704850
Total expenditure	680530
Expenditure per pupil	1875
Balance brought forward from previous year	0
Balance carried forward to next year	24320

Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	1
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	370
Number of questionnaires returned	242

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	68	27	5	0	0
My child is making good progress in school.	61	33	5	0	2
Behaviour in the school is good.	51	45	2	0	1
My child gets the right amount of work to do at home.	37	47	13	2	1
The teaching is good.	58	39	2	0	1
I am kept well informed about how my child is getting on.	40	52	8	0	0
I would feel comfortable about approaching the school with questions or a problem.	64	30	5	0	0
The school expects my child to work hard and achieve his or her best.	68	31	0	0	1
The school works closely with parents.	41	47	10	0	1
The school is well led and managed.	63	33	0	1	2
The school is helping my child become mature and responsible.	55	41	2	0	2
The school provides an interesting range of activities outside lessons.	42	28	15	3	12

Percentages are rounded to the nearest integer and may not total 100.

27 (11%) parents made additional comments

Strongest points in order:

- The school provides a good all-round education.
- Children are sometimes pushed too hard and are given too much to do.

- There is a good social atmosphere in the school.
- Good attention is paid to individual children.
- There is insufficient information about children who have particular difficulties.