



Swannington Church of England Primary School

Inspection Report

Unique Reference Number 120162
LEA Leicestershire
Inspection number 280749
Inspection dates 6 December 2005 to 6 December 2005
Reporting inspector John Eadie RISP

This inspection was carried out under section 5 of the Education Act 2005.

Type of school	Primary	School address	Main Street
School category	Voluntary controlled		Swannington
Age range of pupils	4 to 11		Coalville, Leicestershire LE67 8QJ
Gender of pupils	Mixed	Telephone number	01530 832 655
Number on roll	104	Fax number	01530 832 655
Appropriate authority	The governing body	Chair of governors	Ms Helen Foster
Date of previous inspection	6 November 2000	Headteacher	Mrs Mal Knapton

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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

This is a small school in the village of Swannington. Most pupils come from the village and some surrounding villages and about a third of the pupils are from traveller families. Nearly all the others are White British, with a few from a variety of other heritages. A higher than average proportion of pupils join or leave the school at times other than normal.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 2

Inspection evidence agrees with the school's evaluation that it is a good school which provides good value for money. A particular strength is the way that the differing needs of the variety of groups in the school are met outstandingly well. This is because of the hard work of the headteacher and all staff to get to know the families and their circumstances so that they can best support their children. Good leadership and management and good teaching are indications of the success in meeting these needs. The school is a very caring place, where each individual is valued highly. This results in good behaviour and pupils working hard and enjoying school.

Many of the children have low levels of skills and knowledge when they start at the school, many having had no previous educational experience. Provision for the youngest children has improved significantly since the last inspection and is now good, so these children are making good progress. However, standards when they start in Year 1 are still below average.

Standards by the time pupils leave are average. This represents good progress from their starting points. However, the school is not satisfied with these standards and there is a continuous drive to raise them. One of the most significant ways that this drive is shown is the excellent use made of the Traveller Education Service and other outside agencies. Good improvements have been made in the curriculum since the last inspection, although the school is continuing to work to develop the creative subjects.

Bearing in mind the good progress made since the last inspection and the continual drive to improve, the school is very well placed to move forward.

What the school should do to improve further

- Develop the creative aspects of the curriculum further.
- Raise levels of attendance.

Achievement and standards

Grade: 2

Pupils are achieving well. They start school with low levels of skills and knowledge. By the time they leave, they have reached average standards in English, mathematics and science. Targets set for pupils' achievement are suitably challenging and are modified regularly to suit each child's particular circumstances. These targets were exceeded in the national tests this year.

Children make good progress in the reception class, particularly in their mathematical development. However, standards at the start of Year 1 are still below average overall. Good progress continues through Years 1 and 2 and pupils reach broadly average standards by the end of Year 2. Although a significant number of pupils have extended absences in Years 3 to 6, they make good progress when they are in school. The school keeps very careful records to show this progress and to analyse when pupils need help and support, particularly after absences. Some of the children from traveller families

make especially good progress during their time in school. Those with special talents are provided for well, some working with older pupils and others having work at a higher level to suit their needs.

Personal development and well-being

Grade: 2

Pupils' personal development is good. In the Reception and Year 1 class, children learn how to consider the needs of others and make good progress in working independently. This good progress continues through to Year 6. Most pupils are self-confident and proud of their school. They enjoy coming to school because they find their lessons interesting and say that they are well supported when work is difficult. Pupils feel safe and enjoy the good facilities provided in the small playground area. Many opportunities are provided for exercise in physical education and after-school activities. The school is committed to meeting the social needs of all pupils and this is reflected in the good attitudes the pupils display towards one another. Pupils make a positive contribution to the community through the work of the school council, and through initiatives such as the Years 5 and 6 Junior Road Safety Officers. Pupils make good progress in literacy, numeracy and information and communication technology (ICT) and have frequent opportunities to work cooperatively in teams and so acquire the skills needed for their economic well-being. Pupils behave well. They are involved in reviewing the Behaviour Code, and make good progress in their social and moral development. Pupils' spiritual and cultural development has improved since the last inspection and is now good. Attendance rates are low and this is mainly due to the transient nature of some traveller families.

Quality of provision

Teaching and learning

Grade: 2

The quality of teaching is good and enables pupils to learn well. Teachers know their pupils very well and ensure that they meet the widely differing needs of the pupils in their class. This success is based on careful assessment of what pupils can and cannot do. Teachers are then able to set work at a suitably challenging level for pupils of all abilities. Teachers make good use of paired discussions and question-and-answer sessions to encourage pupils to develop their speaking and listening skills well. This is leading to good progress in pupils' reading and writing.

Support staff and teachers from the Traveller Education Service are used very effectively to help particular pupils or groups of pupils to make good progress. Good provision is made for those pupils with learning difficulties, who are supported well. They are given clear targets for improvement and classroom support staff play a full role in ensuring that they make good progress relative to their abilities. There is a very calm and purposeful atmosphere in classes, which is leading to pupils working keenly; they clearly enjoy their school and their work.

Curriculum and other activities

Grade: 2

Provision for literacy, numeracy and ICT is good. Pupils speak with enthusiasm about the experiments they carry out in science. The other subjects of the curriculum are covered well and attractive displays confirm the existence of a wide-ranging, interesting curriculum that captures the imagination of pupils from all backgrounds. Older children have opportunities to take responsibility, helping to organise events and acting as 'buddies' to younger children in the playground and in reading activities. School council representatives are elected termly so that many pupils have the opportunity to participate. The creative curriculum has improved since the last inspection. Pupils make good progress in art and music, and enjoy taking part in concerts and performances. The provision of after-school clubs is very good and they are well attended. The culture of traveller pupils is highly valued.

Care, guidance and support

Grade: 2

All adults provide good care and support for pupils. The small playground area has been imaginatively developed and supervision is good. A governor and the headteacher together monitor well the school's health and safety policy and risk assessments. The school provides a safe and secure environment in which pupils grow in confidence and develop the ability to evaluate their own learning. Pupils are taught effectively about healthy lifestyles and are encouraged to raise concerns and suggest improvements. The school is committed to meeting the needs of all individuals and groups. It works with a range of outside agencies to ensure that pupils with particular needs, especially those from traveller families, are supported extremely well. The school works very hard, with the valuable assistance of the Education Welfare Office and Traveller Education Service, to attempt to raise levels of attendance. Parents speak very highly of the care provided by the school. Most parents support the school well, attending school functions and sometimes helping in school activities.

Leadership and management

Grade: 2

The quality of leadership and management is good. The headteacher provides very clear direction for the school and is supported very well by the whole staff team. All staff who have responsibilities for subjects make a good contribution to school development as they have a clear idea of what are the most important areas for improvement. The headteacher and staff are particularly aware of the range of needs of the variety of different groups within the school. They have worked very hard to ensure that all pupils are fully included in all school activities and all are able to make equally good progress.

The success of leadership and management is based on good evaluation of what the school is doing well and what needs improving. Very clear plans are made to deal with

weaknesses recognised. For example, the school is already working hard to improve all the areas identified by this inspection. Parents and pupils are consulted regularly and their views are valued highly and taken into account in development planning. The school makes excellent use of other partnerships, such as with the Traveller Education Service, other local small schools and the secondary school. All of these links benefit the pupils and their achievement very well. Governance is good. All statutory requirements are met and governors play a full role in support of the school. They keep a careful eye on the finances of the school. Although the carry-forward for last year was higher than recommended, this money was set aside for a building project. This year the carry-forward is well within recommended limits. Taking into account the effectiveness of self-evaluation and the contributions of governors, parents and outside agencies, the school is well placed to continue to improve.

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Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall	16-19
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2	NA
How well does the school work in partnership with others to promote learners' well-being?	1	NA
The quality and standards in foundation stage	2	NA
The effectiveness of the school's self-evaluation	2	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

Achievement and standards

How well do learners achieve?	2	NA
The standards ¹ reached by learners	3	NA
How well learners make progress, taking account of any significant variations between groups of learners	2	NA
How well learners with learning difficulties and disabilities make progress	2	NA

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	2	NA
The attendance of learners	4	NA
How well learners enjoy their education	2	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	2	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	2	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	2	NA
How well are learners cared for, guided and supported?	2	NA

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	2	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1	NA
How effectively and efficiently resources are deployed to achieve value for money	2	NA
The extent to which governors and other supervisory boards discharge their responsibilities	2	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

The extent to which schools enable learners to be healthy	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
The extent to which providers ensure that learners stay safe	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
The extent to which learners make a positive contribution	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
The extent to which schools enable learners to achieve economic well-being	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

Text from letter to pupils explaining the findings of the inspection

The School Council Swannington Church of England Primary School Main Street Swannington
Coalville Leicestershire LE67 8QJ

14 December 2005

Dear Pupils

Thank you so much for welcoming us to your school. We really enjoyed meeting you and looking at your work. We think you are fortunate to be attending such a good school.

There are a number of things that we think your school does well. The following are the best

- The school works exceptionally hard to treat you all as equally important. Your ideas and cultures are important to them.
- You make good progress through the school.
- Your teachers make your lessons interesting and fun and you are working hard and learning well.
- You behave well and get on very well with each other.
- Your headteacher and all staff know very clearly how they can improve the school.

There are a few things that we think the school could improve. They are already working at all of these

- The school is trying to make the curriculum even more interesting.
- Some of you don't attend school regularly enough.

Yours sincerely

John D. Eadie (Lead Inspector)