



# Swanmore Church of England Aided Primary School

## Inspection Report

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**Unique Reference Number** 116371  
**Local Authority** Hampshire  
**Inspection number** 290517  
**Inspection date** 9 March 2007  
**Reporting inspector** Michael Pye

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

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<b>Type of school</b>	Primary	<b>School address</b>	Church Road
<b>School category</b>	Voluntary aided		Swanmore
<b>Age range of pupils</b>	4-11		Southampton SO32 2PA
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01489 894555
<b>Number on roll (school)</b>	400	<b>Fax number</b>	01489 896199
<b>Appropriate authority</b>	The governing body	<b>Chair</b>	Mr Gabor Kovacs
		<b>Headteacher</b>	Mr Andrew Yeoman
<b>Date of previous school inspection</b>	24 June 2002		

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## Introduction

The inspection was carried out by an Additional Inspector.

## Description of the school

This school is larger than most. It is popular and has increased significantly in size over recent years. The school draws most of its pupils from the local village, although the numbers coming from further afield is increasing. There are few pupils from ethnic minority groups and only two speak English as an additional language. The school has a number of pupils with a traveller background. The proportion of pupils entitled to free school meals is well below the national average. The proportion of pupils with learning difficulties or disabilities is below average. The school has the Investors in People Award.

## Key for inspection grades

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

## **Overall effectiveness of the school**

### **Grade: 1**

This school provides an outstanding education for its pupils. High quality leadership has contributed to pupils achieving extremely well and attaining significantly above average standards. The outstanding personal development, and care, support and guidance of pupils helps explain the outstanding progress they make.

Pupils thrive in an environment that constantly challenges them. The outstanding curriculum has a significant impact. Pupils talk avidly about their experiences, their investigations and how solving problems is central to all subjects. This helps to explain pupils' good academic progress. Their personal and social skills are also very well developed and some exciting trips and outings contribute to this. The pupils know they are listened to and that their views are respected. Pupils say that they enjoy their education; however attendance rates are currently only satisfactory, and some pupils' progress is inevitably slowed by their absence.

Much building development has taken place. The school has a bright and stimulating learning environment, with very good interactive displays. This includes the Reception classes where strong leadership and teaching of this outstanding area are contributing effectively to the many improvements in the curriculum and the quality of learning.

Teaching and learning are outstanding and reflects the positive impact of monitoring by senior managers and the instructive feedback provided to teachers. Furthermore, the very good assessment procedures enable pupils' progress to be closely tracked. Regular progress review meetings between teachers and senior management helps to ensure that the progress of all pupils is discussed and appropriate support strategies are identified.

Leadership and management of the school are outstanding. All aspects of school-life are monitored and the cycle of monitoring, evaluation, trialling and review is very well established. Whilst a number of new managers are in place, the cycle has continued to be carried out very effectively. The school makes unique use of the local environment, and has formed some excellent external links that benefit pupils, particularly those with a traveller background.

Governors monitoring the school extremely well. They are experienced, visit regularly and ensure that they are well informed about school developments. They have also played a major role in the successful new building programme. The capacity to improve the school is outstanding.

### **What the school should do to improve further**

- Improve attendance rates in order to ensure that pupils achieve as well as they can.

## **Achievement and standards**

### **Grade: 1**

Children enter Reception with average levels of skills and knowledge. Previously children's progress has been satisfactory, with most achieving the expected learning goals. In the current Reception classes changes in curriculum and teaching styles are resulting in much improved levels of progress. In the 2006 tests for seven year olds, standards were average. That cohort was identified as weaker than normal. Some more able pupils, particularly boys, did not achieve the higher levels in writing. Consequently, actions have been taken to motivate boys to write, such as the purchase of high interest books and new topics. This successful focus on the achievement of higher attainers has resulted in more pupils working at the higher levels. Tests at the end of Year 6 show pupils progressed extremely well. They reach standards which are well above average, and higher attainers did particularly well in science and English. This reflected positive pupil attitudes but also high quality teaching that challenges the higher attainers.

Tracking documents show that pupils with learning difficulties and disabilities make similar progress towards their personal targets.

## **Personal development and well-being**

### **Grade: 1**

The many and varied academic and pastoral challenges presented to pupils contributes effectively to their outstanding personal development and well-being. They talk confidently about healthy living and keeping safe because of the way such messages are reinforced in all subjects. For example, pupils talk of safe lifting of equipment in physical education, and handling tools carefully in design technology. Parents overwhelmingly agree that their children enjoy school. The school works closely with external agencies to improve attendance. However a small number of absentees results in attendance being satisfactory. The participation of pupils in the community is outstanding. Within school, the school council and the 'Green Team' are involved in meaningful decision-making, and older pupils enthusiastically help younger pupils in many different ways. The spiritual, moral, social and cultural education of pupils is similarly outstanding. The Church plays an important part in the life of the school, and pupils regularly help to conduct the services. Not only do pupils have many good opportunities to reflect and socialise within school, but the school makes innovative use of the local woods. Pupils walk in the woods, reflect on nature, and, for example, carry out artwork. Team work is reinforced when they have to design and build a bivouac. Problem solving activities in other subjects and during residential trips, such as dam and bridge-building, all contributes to an excellent preparation for later life. This is also the consequence of the very good progress pupils make in the basic skills, including information and communication technology (ICT).

## Quality of provision

### Teaching and learning

#### Grade: 1

There is a strong commitment by senior leaders to constantly monitor so as to improve the quality of teaching and learning. The very high levels of achievement reflect the success of this strategy. Teaching is outstanding. The pupils benefit from a very consistent approach by teachers to planning, behaviour management and assessment procedures. For example, every pupil has a small whiteboard and teachers consistently challenge pupils to write down the results of their thinking. Detailed planning helps lessons run smoothly and at pace. Pupils are well motivated by the teachers' confident use of the interactive technology. Very strong relationships exist and consequently behaviour is excellent. In this environment teachers are able to plan varied and interesting activities that stimulate and challenge pupils. 'Lessons are fun but we learn a lot', said one boy. 'I like it when we make things', said another. On occasions teachers could further question pupils to test their deeper understanding.

### Curriculum and other activities

#### Grade: 1

The very good progress that pupils make, both academically and pastorally, is a direct result of the varied opportunities provided by the outstanding curriculum. Pupils are challenged to puzzle over, to discuss with talking partners, and to think about what they are learning through some excellent investigations and problem-solving approaches. New topics, such as the 'Iron Man' stimulate pupils, and appeal to boys as well as girls. Links between subjects, with a focus on aspects such as staying healthy, help make learning more relevant to pupils. There is also excellent enhancement through visits, visitors, trips and wood walks, all of which contribute significantly to pupils' motivation, social development and enjoyment. Some very powerful links are made with the local community. A local police officer accompanies pupils on their residential trip to Wales, and pupils will visit the local sign-making factory to learn about design and manufacturing. The emotional education of pupils is very well catered for, and pupils tell of valuable discussions during regular circle time. The Reception curriculum is outstanding, with regular opportunities for children to make decisions, and effective arrangements are in place to help ensure a smooth transition to Year 1.

### Care, guidance and support

#### Grade: 1

These are outstanding and result from the very good knowledge the school has of its pupils. In Reception, effective measures are taken to forge links with new parents. The teachers have recognised the need to establish a more common format for pre-school information which will aid the assessment of all children. The pupils know that the adults care for them; they feel safe, say there is no bullying, and praise their school as being really friendly. New pupils feel welcomed. Parents support the school's

view that there is an active partnership between them, in the interests of the pupils. Parents feel well informed, and more able to help their children with their work. The school is trialling various methods regarding target setting. Pupils in all years know their targets and use them regularly to help them improve their work. Pupils with learning difficulties and disabilities are very well monitored.

## **Leadership and management**

### **Grade: 1**

The headteacher provides inspirational leadership which has resulted in a consistent improvement in pupils' progress rates in recent years. The present high performance of the school is the result of detailed, rigorous and thorough self-evaluation and monitoring systems. For example, the progress review meetings are a very effective tool for discussing individual pupil progress. Also, the opportunity is maximised to further the professional development of teachers.

All staff share the very clear vision for the future which has an appropriate emphasis upon maintaining the high academic standards and achievement, but also includes the development of the school environment so as to fully promote outdoor education. Some new senior managers are in the process of embedding themselves into their new roles and are developing a whole-school vision for the future. This is an outward-looking school, constantly looking for partnerships that benefit the pupils. In particular local community links have been very well developed to support learners. The local activity centre now runs the after school day care. Links with local businesses are being well developed, but the school is looking to develop further links to support pupils' learning.

Parents are overwhelmingly supportive. This is partly the consequence of such ideas as 'The Happy Book' where the activities of Reception children are recorded and sent home for parents to discuss with their child. As one parent said, 'this book is an absolutely fantastic way of getting a great insight into what they get up to during their school life. So many times I ask what they are doing, 'nothing, can't remember', is often the reply!'

The experienced governing body are particularly effective in holding the school to account. This results from their very comprehensive understanding and knowledge of the school's context and performance.

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## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	<b>School Overall</b>
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### Overall effectiveness

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

### Achievement and standards

<b>How well do learners achieve?</b>	1
The standards <sup>1</sup> reached by learners	1
How well learners make progress, taking account of any significant variations between groups of learners	1
How well learners with learning difficulties and disabilities make progress	1

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	1
The extent of learners' spiritual, moral, social and cultural development	1
The behaviour of learners	1
The attendance of learners	3
How well learners enjoy their education	1
The extent to which learners adopt safe practices	1
The extent to which learners adopt healthy lifestyles	1
The extent to which learners make a positive contribution to the community	1
How well learners develop workplace and other skills that will contribute to their future economic well-being	1

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	1
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	1
<b>How well are learners cared for, guided and supported?</b>	1

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

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	1
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively performance is monitored, evaluated and improved to meet challenging targets	1
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1
How effectively and efficiently resources, including staff, are deployed to achieve value for money	1
The extent to which governors and other supervisory boards discharge their responsibilities	1
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

## **Text from letter to pupils explaining the findings of the inspection**

You will remember my visit to your school. You were eager to talk to me about your experiences. I listened carefully to you, and was very pleased that you enjoy your schooling so much. You said that you feel safe and that the adults care extremely well for you. I agree. Your school is outstanding.

There are so many things that your school does which are extremely good; the teaching for example. Also you behave so very well and want to learn, and consequently you do very well in your work. You learn faster than many other pupils. You told me that your school provides you with exciting and challenging things to do. You act like detectives when investigating and you do really well when asked to solve problems. The way that you use the local woods to help you in your work is very good. I particularly liked the way you are asked to think deeply when you come to the 'silent field'.

You also understand very well how to stay healthy and keep safe. You think about others, and are good when working in teams or with your talk partners. Well done! I also liked the enthusiastic way that you accept responsibility and take decisions about life in school. Thanks to the school council for giving me their views over dinner. I'm sure many of you will also agree with one school councillor who said, 'I just love this school, all of it!'

I very much like the way that your school has so many very good links with the outside world. Your links with the church are strong and your parents also feel well involved. However some of your attendance could be better and I have asked the school to look at this, so that all of you are in school and learning. You can all help with this.

The school is extremely well run by the adults and you benefit from so many good things that prepare you so well for your later life.

I wish you well.

Yours sincerely

Michael Pye

Lead inspector