



# Swinford Church of England Primary School

## Inspection Report

**Unique Reference Number** 120204  
**Local Authority** Leicestershire  
**Inspection number** 291668  
**Inspection date** 20 November 2006  
**Reporting inspector** Doris Bell

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

<b>Type of school</b>	Primary	<b>School address</b>	School Lane
<b>School category</b>	Voluntary aided		Swinford
<b>Age range of pupils</b>	4-11		Lutterworth LE17 6BG
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01788 860404
<b>Number on roll (school)</b>	88	<b>Fax number</b>	01788 860404
<b>Appropriate authority</b>	The governing body	<b>Chair</b>	Kenneth Baker
		<b>Headteacher</b>	Judith Branston
<b>Date of previous school inspection</b>	19 March 2001		

<b>Age group</b> 4-11	<b>Inspection date</b> 20 November 2006	<b>Inspection number</b> 291668
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## Introduction

The inspection was carried out by two Additional Inspectors.

## Description of the school

When children start at this popular small school, be it in September or January, their attainment is as expected nationally for their age. The proportion of pupils with learning difficulties or disabilities is broadly average. Only a very small number of pupils, all of whom speak English fluently, come from minority ethnic backgrounds. Pupils are taught in mixed age classes. Overall, pupils' socio-economic circumstances are above average. Significant changes in teaching staff mean that three of the four classes have had new teachers in the past year. At the time of the inspection, the school was in a temporary building while a new school was being built on the old site.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 3

The school provides a satisfactory standard of education. Children make steady progress in Reception and by the time they start Year 1, standards are in line with expectations. This reflects the sound provision made for that age group. Although achievement is satisfactory generally, pupils in Years 1 and 2 make good progress because the teaching is better there than in other parts of the school. Standards are above average in both Years 2 and 6.

The quality of teaching is satisfactory. Teachers plan, assess and track pupils' progress satisfactorily. However, not all teachers, especially in Years 3 to 6, use assessment information carefully enough to set learning targets, and few give pupils enough pointers for improvement when they mark their work. This leaves too many pupils unsure about how to improve their work and limits their overall progress. The school recognises this and is beginning to tackle these issues through focused staff training. Pupils with learning difficulties have suitable targets and they too make satisfactory progress.

Pupils have a good understanding of how to keep safe and healthy and most enjoy school. However, the attitudes and behaviour of a significant minority do not always convey this. In some classes, despite the teachers' best efforts, it occasionally disrupts learning for other pupils. Pupils' personal development and well-being, including their behaviour, are satisfactory, as are the care, guidance and support given to them. The curriculum is also satisfactory and there is a good range of extra-curricular activities. Days such as those focusing on exploring how different children learn or those devoted to specific subjects add to pupils' enjoyment of learning.

A well-constructed school improvement plan hits the right priorities and focuses effectively on improving behaviour and maintaining the above-average standards. However, it does not sufficiently relate the priorities to improving achievement. Overall, leadership and management are satisfactory and the school has successfully addressed the one issue from the last inspection. The significant disruption to staffing has held up other intended improvements, but teamwork and a shared sense of purpose are once again beginning to emerge. The school's own evaluation of most aspects of its work, including its effectiveness, is frank and accurate. Its work in the past year demonstrates that it has satisfactory capacity to improve.

### What the school should do to improve further

- Achieve consistently good teaching in Years 3 to 6, to enable pupils to continue the good progress they make in Years 1 and 2.
- Improve teachers' marking and the use of assessment information to set targets for pupils, and help pupils to understand how to reach them.
- Focus the school improvement priorities more effectively on improving pupils' achievement and ensuring that the procedures to promote good behaviour are equally effective for all pupils.

## Achievement and standards

### Grade: 3

Standards are above average in Year 2 and Year 6 and have remained so since the last inspection. The causes of the decline in standards and progress in 2005 are well documented and include staff changes, a higher than usual proportion of pupils with learning difficulties, and a higher than usual proportion joining the school, especially in Years 5 and 6. Achievement is now satisfactory.

Pupils make good progress in Years 1 and 2. Disruptions to, and variations in, the quality of teaching reduce the good progress to satisfactory in Years 3 to 6. Nevertheless, the school's performance improved in 2006. The challenging targets set for English and science were met and all pupils reached the expected levels in those subjects. The school narrowly missed its target for mathematics. However, the targets it set at the higher level in English and mathematics were missed. The focus on improving mental mathematics and problem-solving paid off in improved standards in mathematics. The data shows that whilst almost all pupils made at least satisfactory overall progress, a small number made really good progress since they were in Year 2.

The school assesses and tracks pupils' progress accurately but it does not use the information well enough when setting targets for individual pupils. This limits pupils' progress because it means that pupils who are at the borderline of different levels are not always sufficiently challenged to reach the higher level.

## Personal development and well-being

### Grade: 3

Children settle well in Reception, successfully learning to co-operate and work together. In other age groups, most pupils concentrate well in lessons and are keen to be involved in other activities. The majority get on well with each other and with adults, and behaviour in and out of class is satisfactory. Almost every class has a small core of pupils who lack self-discipline and occasionally disrupt learning for others. Nevertheless, pupils feel safe and know how to stay safe. They state confidently that the school deals quickly and effectively with any unacceptable behaviour, including bullying.

Pupils' spiritual, moral, social and cultural awareness is satisfactory. The school has plans to set up a school council to give pupils a stronger voice in school improvement. At present, there are too few opportunities for them to do this. Pupils contribute satisfactorily to the wider community through, for example, raising money for various charities. Attendance, which has improved this year, is satisfactory. This, the pupils' good basic skills, and their satisfactory behaviour and progress ensure that they are satisfactorily prepared for their future.

## Quality of provision

### Teaching and learning

#### Grade: 3

Teaching is satisfactory in Reception. It is good overall in Years 1 and 2, and satisfactory overall in Years 3 to 6, with some stronger teaching in Years 3 and 4. Most teachers' planning takes good account of pupils' different levels of ability and activities are suitably organised to meet these. Teachers always share learning objectives with pupils and therefore pupils know exactly what they are expected to learn. In lessons, teachers build well on what pupils already know, drawing all pupils into whole-class discussions and extending their learning well. Most also use this information satisfactorily when deciding what pupils should learn next. However, teachers in Years 3 to 6 do not consistently use assessment information to set targets for individual pupils and there is some confusion between learning objectives for lessons and targets for what pupils might achieve over a period of time. This means that it is more difficult to help pupils to understand how much progress they are making over time and what they need to do to achieve their targets. Teachers use support staff effectively to help pupils with learning difficulties.

In two of the five sessions observed during the inspection, some pupils had to mark time while the teacher spent too long talking to one group or to the whole class. This caused some of the fidgeting and inattention which, although managed well, hinders the learning and progress of other pupils.

### Curriculum and other activities

#### Grade: 3

A two-year rolling programme ensures that all pupils in mixed age classes cover everything they are expected to learn by the time they leave the school. Despite restrictions imposed by the temporary accommodation, the school ensures that children in Reception have sufficient access to outdoor learning activities, and computers are used well to promote learning in different subjects. Topic work and specialist subject days add to pupils' enjoyment of learning. However, links between subjects are still at a relatively early stage and opportunities are sometimes missed to promote writing or numeracy skills in other subjects. The curriculum successfully promotes healthy living and provides a satisfactory range of opportunities for pupils to contribute to the wider community. A good range of visits, visitors and extra-curricular activities, some of which are undertaken with other schools, successfully enhance pupils' learning and personal development.

### Care, guidance and support

#### Grade: 3

Good procedures, including those for child protection, support pupils' health and safety well. However, around a quarter of pupils and their parents expressed some concerns about behaviour. The school has appropriate procedures to encourage good

behaviour but, despite the teachers' best efforts, some pupils do not adhere to them. Pupils with learning difficulties or disabilities are integrated well and the school's good links with outside agencies ensure their needs are met. The procedures for guiding pupils' academic progress are satisfactory. Limited use is made of the information gained from assessments to set learning targets for pupils. In Years 1 and 2, pupils' targets are effective because pupils understand them and teachers' marking shows them what to do to reach them. This good practice is not evident in the rest of the school.

## **Leadership and management**

### **Grade: 3**

The move into temporary accommodation was managed well and an attractive learning environment has been created for the pupils. Work is well under way to mould the new team of teachers and improve leadership and management at all levels. All staff are committed to raising standards further but they do not all understand how to use assessment information and target setting effectively to do this. The headteacher has an accurate view of the strengths and weaknesses of teaching, gained from regular checks on the quality of lessons. However, weaknesses are not always followed up with sufficient rigour to achieve consistency in all aspects of the school's work, for example, in marking and the use of targets to support pupils' learning. This limits the impact of that work on pupils' progress. Senior managers analyse the school's performance well and governors are suitably involved in this and in planning for improvement. However, the school improvement plan does not focus sufficiently on how the stated priorities will improve pupils' progress in order to raise standards further in Year 6.

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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>	3
How well does the school work in partnership with others to promote learners' well-being?	3
The quality and standards in the Foundation Stage	3
The effectiveness of the school's self-evaluation	3
The capacity to make any necessary improvements	3
Effective steps have been taken to promote improvement since the last inspection	Yes

### Achievement and standards

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

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	3
The extent of learners' spiritual, moral, social and cultural development	3
The behaviour of learners	3
The attendance of learners	3
How well learners enjoy their education	2
The extent to which learners adopt safe practices	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners make a positive contribution to the community	3
How well learners develop workplace and other skills that will contribute to their future economic well-being	3

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	3
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	3
<b>How well are learners cared for, guided and supported?</b>	3

<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>	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3
How effectively performance is monitored, evaluated and improved to meet challenging targets	3
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
The extent to which governors and other supervisory boards discharge their responsibilities	3
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**

Thank you for welcoming us to your school. We enjoyed talking to you, visiting your classrooms and seeing how well you are settled into your temporary accommodation as you wait for your new school to be built. We also read carefully what your parents had to say and this was very helpful to us. Your school provides you with a satisfactory standard of education. This letter is a summary of what we found:

- most of you make satisfactory progress and you reach above average standards in English, mathematics and science by the time you leave the school
- most of you behave well but a small number of you need to behave better than you do now so that you stop disrupting learning for other pupils
- you are cared for and supported by your teachers and the school is safe and orderly, allowing you to enjoy learning and develop appropriate personal skills
- you are given the right things to learn and a good range of clubs and activities is provided for you.

These are the things we have asked your school to do even better:

- make sure that you make good progress in all year groups
- give you more guidance on how you can improve your work by making sure that your teachers always use what they know about how well you are doing to set targets that will help you to learn even faster
- make sure that what the school plans to do in the future will help you to do even better than you do now, and that what it does to encourage you to behave well really does work for all of you.

We hope you have found this summary interesting and that you continue to enjoy learning in the future. We wish you all well.