

Swanland Primary School

Inspection report

Unique Reference Number	117884
Local Authority	East Riding of Yorkshire
Inspection number	301951
Inspection dates	20–21 June 2007
Reporting inspector	Angela M Headon HMI

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

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number on roll	
School	403
Appropriate authority	The governing body
Chair	Cllr Mrs Helen Gilmour
Headteacher	Mr Ray Woodward
Date of previous school inspection	1 May 2003
School address	Tranby Lane Swanland North Ferriby HU14 3NE
Telephone number	01482 631300
Fax number	01482 633376

Age group	4–11
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Introduction

The inspection was carried out by one of Her Majesty's Inspectors and two Additional Inspectors.

Description of the school

Swanland Primary School is a larger than average primary school, situated to the west of Hull. The proportion of pupils eligible for free school meals is below average, as is the number of students with learning difficulties and/or disabilities (LDD). The majority of students are White British. The school has achieved a number of awards including ArtsMark Gold, Inclusion Mark Gold, the Basic Skills Quality Mark and Healthy Schools standard.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 1

Swanland Primary School is an outstanding school where pupils are able to flourish, both socially and academically, and where all their achievements are celebrated with pride. The school is a vibrant place. Pupils achieve high standards, enjoy an exciting and varied curriculum and develop into confident and 'well rounded' young people.

Children start school with skills and capabilities that are broadly average. They make rapid progress in their first year and reach or exceed the expected standards, giving them a flying start to Year 1. Pupils continue to make excellent progress resulting in exceptionally high standards in both Key Stages 1 and 2. Pupils with learning difficulties and/or disabilities (LDD) are well supported from an early age and achieve as well as their peers. However, whilst pupils, at present, make impressive progress, the school recognises that more frequent and secure tracking of their attainment would ensure that pupils continue to achieve really well across the school.

Teaching and learning are good overall with some examples of outstanding practice. Pupils generally enjoy lessons, particularly art and physical education, and their personal development is excellent, as demonstrated by their exemplary attitude to learning and their respect and care for each other. Extremely positive relationships between staff and pupils also contribute substantially to success in lessons. Pupils are confident to question and discuss to secure their levels of understanding. The school is aware, however, that the monitoring of lessons is not focused sharply enough on pupils' learning.

The school has a firm commitment to teaching basic skills but also to learning in languages and the arts. A significant number of pupils play musical instruments to a good standard and French is taught throughout Key Stage 2. There is a wide range of expertise and talent among staff that is shared and contributes to the high quality learning experiences that the pupils enjoy. Pupils are provided with an outstanding range of extended opportunities, which are both rich and diverse, ranging from theatre and sporting activities to residential visits to France.

Not surprisingly, the school enjoys the overwhelming support of its parents, many of whom volunteer to help on a regular basis. This support is typified in the comment by one that: 'I am deeply appreciative of the excellent staff and delighted by the school's approach to education, enriching children's minds and lives.' Concern was expressed, however, on the limited opportunities for parents and carers to express their views to the school, which as one parent commented: 'would be warmly welcomed'.

The headteacher effectively demonstrates clear leadership, commitment and determination to improve the school. Senior staff and middle leaders work energetically to support new initiatives focused on securing better outcomes for pupils. Together, they make a considerable contribution to driving the school forward. Governors are committed and well informed and provide an effective balance of support and challenge. Areas for improvement in the previous report have been successfully addressed and the school provides excellent value for money.

What the school should do to improve further

- Refine the systems for monitoring and tracking pupils' progress so that all pupils are suitably challenged.
- Ensure that the monitoring of teaching and learning is focused specifically on pupils' progress and the effectiveness of their learning.

Achievement and standards

Grade: 1

Standards are consistently high in both Key Stages 1 and 2 and have remained so in recent years despite high levels of pupil mobility. The school continues to give priority to the improvement of writing skills and consequently pupils' performance in national tests at age seven is particularly strong. National test results for Year 6 in 2006 were well above average in mathematics; for English and science they were amongst the very best nationally. The progress pupils make between key stages is excellent. Pupils enter the school with broadly average levels of attainment and leave with exceptionally high results. Progress in science is outstanding. Boys and girls achieve equally well and pupils with learning difficulties and/or disabilities achieve as well as their peers.

Personal development and well-being

Grade: 1

Excellent relationships in the school contribute strongly to pupils' outstanding personal development and well being. Pupils participate vigorously in school activities from the school orchestra to Indian dance. Their good enjoyment of school is highlighted by their comment that, 'You're never bored here as there is always so much to do.' They also relish the school's traditions, such as the award of 'Winnie the Wizz' for compassion and caring amongst pupils. Pupils' attendance is good. Pupils have an excellent understanding of how to live a healthy lifestyle. The school council has recently championed the addition of fruit juice as a healthy snack, and pupils even enjoy the addition of fresh herbs, grown in the school garden, in their lunchtime meals.

Spiritual, moral, social and cultural development is outstanding. Assemblies make very strong contributions by providing regular opportunities for pupils to develop a strong social conscience. Pupils support national and international charities and work productively with a link school in Kenya. Pupils feel safe in school and are taught to take some responsibility for their own safety and well being. Year 6 pupils' initiative to create a bicycle licence has been seen as an exemplar for other schools in the area. Pupils are well prepared for the next stage in their education because they have achieved so well, especially in reading and handwriting.

Quality of provision

Teaching and learning

Grade: 2

The quality of teaching and learning is good overall with some examples of outstanding practice. Pupils generally make very good progress. With good subject knowledge and clear planning, teachers ensure lessons are engaging for pupils and as one pupil stated, 'as much fun as they can be'. A good variety of strategies, including paired work and peer assessment, are routinely used to involve all pupils in learning. The use of interactive whiteboards is developing and pupils are keen to participate. There is good team work between teachers and teaching assistants and pupils appreciate the support and encouragement they receive.

Target setting has been implemented in some subjects although not all children are clear about what the targets are. Although good use is made of a range of assessment materials at key points, there is less evidence of consistent on-going tracking of pupils' attainment on a regular basis.

Teaching in the Foundation stage is outstanding. The outdoor provision is excellent and forms a natural extension of the classroom.

Curriculum and other activities

Grade: 1

The curriculum is outstanding. The school provides a broad and enriched curriculum, with a strong focus on the core skills of literacy, numeracy and science. Information and communication technology is widely used to support the curriculum. Music and art are particularly strong features, giving many pupils the opportunity to learn to play a musical instrument and take part in drama and musical productions. French is also taught in Years 3 to 6, and the annual exchange visit with a French school is enthusiastically supported by pupils. Furthermore, a wide range of extra-curricular activities, trips, projects and visiting speakers ensure the curriculum is both interesting and exciting and engages pupils of all ages.

Care, guidance and support

Grade: 2

Care, guidance and support are good and parents are generally appreciative of the way their children are looked after. Staff know pupils very well and react promptly to any concerns. Pupils' personal development is monitored regularly and informally within the class pastoral system. The school provides a supportive environment in which pupils feel safe, secure and confident. Clear safeguarding and child protection policies are in place, as are risk assessments for outside visits and curriculum activities. Induction arrangements are well established and there are good arrangements to underpin the transition of pupils to the next stage of their education. A large number of pupils come into the school part way through their education, and the school is very conscious of settling them into the traditions of the school securely. Pupils' progress is regularly assessed using a variety of information. However, the school recognises that while current systems to record and monitor all accidents and incidents, including bullying, meet requirements, they are not comprehensive.

Leadership and management

Grade: 1

The quality of leadership and management is high. The headteacher is energetic in his pursuit of high standards, dynamic in his style of management and has the ability to 'get things done'. He strives to enable pupils to achieve as well as they can in a secure learning environment and to be taught by adults of high calibre. He has taken the opportunity to bring forward teachers who are now involved in leading initiatives, aimed at further improving achievement. Lines of communication are clear and all senior and middle leaders contribute to the future direction of the school. The senior leadership team and subject leaders support their colleagues well, offering advice and monitoring teaching and learning. However, the school does not always sufficiently take into account the quality of pupils' learning, when reaching overall judgments about the effectiveness of teaching and learning. Nonetheless, leadership and management make an outstanding contribution to pupils' learning and their personal development and wellbeing.

Governors are active partners in the school's general development. They are supportive, well informed and are consequently able to work effectively with the school. The staff and governors

work as a team, with pupils' best interests at heart and the school is very well placed to improve further.

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Annex A

Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall
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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?	1
How well does the school work in partnership with others to promote learners' well-being?	1
The quality and standards in the Foundation Stage	1
The effectiveness of the school's self-evaluation	2
The capacity to make any necessary improvements	1
Effective steps have been taken to promote improvement since the last inspection	Yes

Achievement and standards

How well do learners achieve?	1
The standards ¹ 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

How good is the overall personal development and well-being of the learners?	1
The extent of learners' spiritual, moral, social and cultural development	1
The behaviour of learners	1
The attendance of learners	2
How well learners enjoy their education	2
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

How effective are teaching and learning in meeting the full range of the learners' needs?	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	1
How well are learners cared for, guided and supported?	2

¹ 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.

Annex A

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	1
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1
How effectively performance is monitored, evaluated and improved to meet challenging targets	2
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	2
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

22 June 2006

Dear Pupils

Inspection of Swanland Primary School, North Ferriby, HU14 3NE

Following our visit to your school, we would like to thank you for the warm welcome you gave us. We were very impressed by your good behaviour and how polite and helpful you were and we particularly enjoyed being with you in your assembly and also our lunchtime chats!

Your school is an outstanding school and there are many excellent things to be proud of. We spent a lot of time finding out how well you are learning. In lessons, you listened carefully to your teachers and worked hard and we could see that you have learnt a great deal this year. You get very good results in your tests, better than many boys and girls in other schools, so - well done! Keep trying your best!

You told us that you enjoyed coming to school and that the adults take good care of you. You also said how much you enjoyed receiving 'Praise and Award' certificates and going on all the interesting visits and trips which the school organises. All these different things are very important.

Your school is a friendly place which shows you how to care for each other and helps you gain confidence. We particularly liked 'Winnie the Wizz' and your work with the children in Nairobi. We think your teachers care for you very well indeed and your teaching assistants also do lots to help you in the lessons. You are all very proud to be there

Although, we know you are doing really well, we think that it would be a good idea for you to have some targets to aim for in your work, so that you know what levels you might be able to get and also for your school to keep checking on how much progress you are making in your lessons. Then maybe you could get even better results in your tests!

But, most important of all, we agree with you that your school is an excellent school.

Congratulations on helping to make your school so successful.

Yours sincerely

Angela M Headon HMI

Lead Inspector