

## Swinderby All Saints CofE Primary School

### Inspection report

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<b>Unique Reference Number</b>	120539
<b>Local Authority</b>	LINCOLNSHIRE LA
<b>Inspection number</b>	313659
<b>Inspection date</b>	20 September 2007
<b>Reporting inspector</b>	David Speakman

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 category</b>	Voluntary controlled
<b>Age range of pupils</b>	4-11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	82
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs Melanie Laycock-Ivory
<b>Headteacher</b>	Mr Jeffrey Day
<b>Date of previous school inspection</b>	30 June 2003
<b>School address</b>	High Street Swinderby Lincoln LN6 9LU
<b>Telephone number</b>	01522 868287
<b>Fax number</b>	01522 869158

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## Introduction

The inspection was carried out by an Additional Inspector.

## Description of the school

This is a small school serving the local area. Almost all pupils come from White British backgrounds and none speaks English as a second language. The percentage of pupils identified as having learning difficulties and/or disabilities, or with a statement of special educational need is about average. Attainment on entry to the school is below that which is typical for children at this age, particularly in their speech and language development and in their knowledge of the world. The school has the Artsmark in recognition of quality of its arts provision. It has a number of international links with other schools, mainly in Europe.

The inspector evaluated the overall effectiveness of the school and investigated the following issues: why standards in mathematics are not as high as they are in English and science, if the curriculum organisation meets the learning needs of all pupils in the mixed-age classes and how effective assessment is in promoting good achievement. Evidence was gathered from discussions with the headteacher, senior staff and a governor representative. In addition, parts of lessons were observed in all classes, school information including its own self-evaluation was scrutinised, any issues from samples of pupils' work, parents' questionnaire and discussions with pupils were followed up. Other aspects of the school's work were not investigated in detail, but inspectors found no evidence to suggest that the school's own assessments, as given in its self-evaluation, were not justified in a very few instances, and these have been included where appropriate in the report.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 2

Inspection outcomes agree with the school's own assessment that this is a good school, which enables pupils to achieve well. When they transfer from the Foundation Stage, attainment is generally in line with that nationally expected for children of their age. Standards at the end of Year 2 are broadly average and by the end of Year 6 are above average in English and science. Standards in mathematics are broadly average, causing the school to review the way in which it promotes learning in mathematics. In English, pupils have good opportunities to practise and consolidate their reading and writing skills through challenging activities such as writing stories in the style of different children's authors. In mathematics, opportunities to use and apply their skills, knowledge and understanding through solving problems for example is not as strong. Standards in music, art, physical education and in drama and performance are good.

The school judges pupils' personal development to be excellent but inspection evidence indicates it is good. Behaviour in lessons and on the playground is good because adults manage it well and have high expectations of pupils' behaviour. Pupils enjoy school. There is a strong family feel about the school and an ethos of care and support for all. Parents appreciate this: 'Its great going to a school that is so friendly and caring,' a view shared by many parents who responded to the inspection questionnaire. Pupils feel comfortable and safe in school. The grounds are developed extremely well and provide a setting in which pupils can take part in vigorous play, sit quietly in peaceful areas or explore the wide range of play apparatus, such as the large-scale model ship or adventure trail. This provides excellent opportunities for pupils' physical fitness and they actively engage in using the outdoor facilities which have been developed as a result of a lot of hard work by the staff and governors, and sponsorship by local firms or banks.

Pupils find lessons interesting and appreciate the wide range of learning opportunities provided. The school has given careful thought to planning an interesting range of themes that have purpose and significance through linking subjects in a meaningful way. Teachers match work well to pupils' learning needs so that pupils across the whole ability range achieve well. However, the school recognises that more needs to be done to promote better achievement in mathematics. Enrichment of the range of learning opportunities is good and includes visitors to the school, interesting and adventurous visits, productions in the nearby theatre and a good range of extra-curricular activities, in which most pupils partake.

Good care and pastoral support is central to the school's aims and ethos. The headteacher and governors ensure that the school and its environment is a safe place for pupils to learn and play. All staff are appropriately checked and regular health and safety checks are made on the buildings, grounds and apparatus. There are good assessment systems in place to regularly monitor levels that pupils reach in their work. However, these do not yet look carefully enough at the progress that pupils make as they move through the school. Guidance for pupils' academic progress is therefore an area for development in order to raise achievement further, particularly in mathematics.

Pupils are prepared well for the next stages in their education. As well as gaining good skills in English, mathematics and information and communication technology, they have many opportunities to develop collaborative work and entrepreneurial skills, through taking full responsibility for organising and managing stalls at charity fundraising events.

There is a great sense of teamwork amongst adults working in the school and governors, which supports good leadership and management and confirms the school's good capacity to improve

further. There has been improvement since the previous inspection in respect of key issues. Standards in English have improved and high standards in science maintained. However, the school is still looking at ways to improve achievement in mathematics so the capacity to improve is good rather than outstanding, as judged by the school. School self-evaluation is good and involves the headteacher, staff with responsibility, governors and views of parents and pupils. The headteacher monitors teaching and learning carefully and is aware of strengths and weaknesses. He works closely with the deputy headteacher and governors to prioritise areas for improvement to ensure that the school continues to move forward. Local circumstances mean that the number of pupils attending the school has fallen and this has had staffing implications, which have been handled sensitively for the good of the pupils.

## **Effectiveness of the Foundation Stage**

### **Grade: 1**

The Foundation Stage is led and managed extremely well and gives children an excellent start to their education. They enter Reception with standards below those typical for children of this age, particularly in communication and in their personal, social and emotional development. They make excellent progress and by the time they move into Year 1, most have reached the goals nationally expected for five-year-old children. This is due to a number of factors, particularly the quality of teaching and learning, which is outstanding. The teacher and teaching assistants know at any time how well the children are doing in different areas of learning because they constantly monitor and assess performance. As adults know the children's needs so well, they plan challenging activities to move children on at a rapid pace.

The curriculum provides a very good balance between teacher led and pupil initiated activity, including excellent opportunities to learn in and out of doors. As children in Reception are taught alongside Year 1, they are moved from working on the Foundation Stage curriculum into Key Stage 1 of the National Curriculum at a time appropriate to their progress. This provides a seamless transition between these two stages. The curriculum shows a significant improvement since the previous inspection, when it was identified as an area for improvement.

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

- Ensure that pupils have more opportunities in mathematics lessons to practise and consolidate their learning, to use and apply what they know and find their own solutions to solving problems in order to improve achievement in mathematics to match that in English and science.
- Develop assessment systems to include more frequent target setting and tracking of pupils' attainment so that monitoring focuses more on pupils' progress and achievement.

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## Annex A

## Inspection judgements

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

### Achievement and standards

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

### Personal development and well-being

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

### 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?	2
How well are learners cared for, guided and supported?	2

<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.

## Annex A

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2
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 leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
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**

21 September 2007

Dear Pupils

Inspection of Swinderby All Saints CofE Primary School, High Street, Swinderby, Lincoln, LN6 9LU

Thank you very much for making my visit to your school as interesting and enjoyable as it was. I felt very welcome and this reflects the warm atmosphere created by the way in which you and the adults in the school relate to each other. You certainly seem to enjoy the school and you are very lucky to have such a beautiful setting in which to learn and play. Behaviour in lessons and around the school is generally good, but this is because the headteacher and other teachers manage it well. Those few pupils who take time to settle down to work, or lose concentration can help by being more settled in class.

You told me that you find school interesting because of interesting lessons, exciting visits and a good range of clubs and out-of-school activities. As a result, you do well in class and standards are above average in English and science by the end of Year 6. They are not quite as high in mathematics so I have asked your teachers to give you more opportunities to practise and apply your skills in mathematics so that standards match those in English and science. Your headteacher and class teachers carefully monitor the standards you reach in English, mathematics and science. I have asked them to look more carefully at the rates of progress that each of you make as you move through the school. The quality of artwork on display and the level of performance and music that I saw watching the DVDs of your school productions also impressed me.

I am sure that your school will continue to do well with your continued cooperation. I wish you well for the future.

Yours truly

David Speakman

Lead inspector