

Swinemoor Primary School

Inspection report

Unique Reference Number	132209
Local Authority	East Riding of Yorkshire
Inspection number	328667
Inspection dates	23–24 April 2009
Reporting inspector	Eric Jackson

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number on roll	
School (total)	265
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
Appropriate authority	The governing body
Chair	Mrs Ann Beaton
Headteacher	Mr Murray Wiles
Date of previous school inspection	Not previously inspected
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	Burden Road Beverley HU17 9LP
Telephone number	01482 869 247
Fax number	01482 874783

Age group	4–11
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Introduction

The inspection was carried out by three additional inspectors.

Description of the school

This slightly larger than average primary school was formed in 2007 from the amalgamation of an infant and junior school on the same site. Almost all the pupils are White British. The school serves a mixed area of some socio-economic deprivation and the proportion of pupils eligible for free school meals is above average. The proportion of pupils identified with learning difficulties and/or disabilities is well above average, including a well above average percentage with a statement of their special educational need. There is a Learning Support Base that provides places for pupils with special educational need from this and other primary schools locally. There is also a separately managed Children's Centre on site that offers some extended services. There are plans to remodel the school in the near future. There has been considerable and unavoidable staff absence in the recent past.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

This is a satisfactory school with some good features. The amalgamation of the two previous schools has gone smoothly. Provision for children in Reception and pupils using the Learning Support Base is good. Pupils' personal development and well-being are promoted well, as is music, especially in choral singing. All required child protection and safeguarding procedures are in place.

Pupils said that they feel safe and really enjoy their learning. They recognise that there are some pupils with challenging behaviour, but show a good understanding of their needs. Most parents speak well of the school, and the partnership with them and other schools and agencies is good, supported well by a home-school liaison worker. One parent summarised many others' views in writing, 'The teachers are very helpful and I know that if I have any problems or concerns I can talk to them about it and it would be sorted.' A number of parents wrote that there had been too many staff changes in one class, but the school explained that this was unavoidable.

As the school has only been open five terms, there is only one year's evidence of achievement from results in national tests. Standards were below average by the end of Year 2 and Year 6 in 2008 but achievement was broadly satisfactory from the pupils' low starting points. Current progress is accelerating across the school because staff are beginning to challenge pupils more effectively to raise standards. Pupils with learning difficulties and/or disabilities make good progress towards the precise targets set for them. Staff have also begun to focus on the progress of potentially high attaining pupils, but also recognise that pupils of average ability must also raise the level of their work in English, mathematics and science. The targets agreed with the local authority are matched to pupils' previous achievement and Year 6 are on track to meet them.

Pupils' personal development and welfare are good, especially for vulnerable pupils. Pupils make a good contribution to the school and wider community, and are satisfactorily prepared for the next stage of their lives. Teaching and learning are satisfactory but inconsistent between classes. Teaching often leads to enjoyment in learning for the pupils. Too often, however, it does not accelerate progress enough for pupils with different levels of ability to raise standards as effectively as it could. Academic guidance and support are satisfactory. Senior leaders have begun to measure the impact of teaching on pupils' progress through the use of assessment data. This process is not yet refined enough to identify precisely what pupils need to do to make the faster progress necessary to raise standards further. The curriculum is satisfactory and there is good enrichment through clubs and visits. There are real strengths in music taught by highly skilled school and local authority staff. Community cohesion is satisfactory. The school recognises the key elements of this aspect, and ensures that provision is good within the school and in its links with the local community. Pupils also learn about different cultures throughout the world, but do not develop enough understanding about the diverse nature of British society.

Leadership and management are satisfactory. The school runs smoothly day to day and the adults work together effectively. The headteacher is retiring this term and the governors have so far been unable to appoint a permanent replacement. An acting headteacher has been appointed until a substantive appointment can be made. This interim solution means that the capacity for improvement is only satisfactory despite other senior leaders fulfilling their roles with increasingly effective impact.

In the Learning Support Base, pupils make good progress both in their work in English and mathematics and in their personal development. The base is well organised in a rather cramped space where pupils benefit from intensive individual support as well as learning to work effectively in larger groups. Relationships are good and the staff work hard to create a happy working atmosphere where pupils learn to be honest and sensitive in supporting each other. The learning support assistants are very well informed about exactly what each child needs to achieve and the particular difficulties they face. They make sure this focus is maintained when pupils join the other pupils in class for different subjects in the curriculum. Pupils are fully included in the life of the school and take pride in their achievements. They are valued and well supported by other pupils who appreciate their specific needs.

Effectiveness of the Early Years Foundation Stage

Grade: 2

Good leadership and excellent teamwork provide a safe and interesting learning environment where children are taught well. Attainment on entry to Reception is below that typically expected in all areas of learning. Children make good progress so that they leave Reception with knowledge, skills and understanding that are broadly average. They are happy, settled and feel safe because of the good induction and welfare arrangements. Relationships between staff and parents and their children are a real strength and engender confidence and a love of learning. There is an exciting and rich curriculum. Well planned activities and the effective free-flow use of the indoor and outdoor accommodation help children to learn new things easily and confidently. There is a strong and successful emphasis on the development of independence in selecting and carrying out activities. Themes are often rooted in first-hand experiences such as a visit to the local pet shop. Observations and assessments are used effectively to support and extend children's learning and identify areas for improvement. New arrangements for teaching sounds and letters are having a very positive impact on raising achievement in early literacy.

What the school should do to improve further

- Build more consistently across the school on children's successful learning in the Reception class to raise standards in English, mathematics and science by the end of Year 6.
- Monitor teachers' marking and assessment of pupils' progress more closely to check that teaching matches accurately all their different learning needs.
- Extend the curricular coverage of diverse communities to include more about the cultural, faith and ethnic diversity of the United Kingdom.

A small proportion of the schools whose overall effectiveness is judged satisfactory but which have areas of underperformance will receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

Achievement and standards

Grade: 3

Achievement is satisfactory. Results in the 2008 national tests for Year 2 and Year 6 were below average. Girls fared relatively worse than boys, compared with pupils nationally. The school's own evidence indicates that achievement for this group was satisfactory. Current progress is satisfactory in the core subjects of English, mathematics and science for both boys and girls. Measures introduced following a recent check on progress have led to a more urgent approach to raising standards. However, senior leaders have not yet monitored the degree of success of

these measures. Vulnerable pupils and those with learning difficulties and/or disabilities generally make good progress towards the targets set for them.

Personal development and well-being

Grade: 2

Personal development and well-being are good and attendance is satisfactory.

The school provides a safe environment and works well as a community. Pupils speak extremely favourably about all aspects of school life. They particularly enjoy the exciting range of after-school clubs and the range of sports activities. Social, moral, and spiritual development is good but cultural development is satisfactory. The school does not place enough emphasis on pupils learning about the diversity of modern Britain. Behaviour is good, making a positive contribution to pupils' learning. The challenging behaviour of a small minority of pupils is managed well. Other pupils report that incidents of misbehaviour or bullying are dealt with swiftly and effectively. Pupils have a thorough understanding of what constitutes a healthy lifestyle and know how to remain safe in a variety of circumstances. Pupils make a good contribution to the school community. They love taking on extra responsibilities as school councillors and 'play pals' who look after children in the playground. They also make a good contribution to the wider community through the wide range of charities which they support, and through their wonderful singing. The good social skills pupils acquire, the satisfactory academic standards they attain and the willingness with which they take on responsibility ensure that they are satisfactorily prepared for the future.

Quality of provision

Teaching and learning

Grade: 3

Teaching and learning are satisfactory with some good features. Pupils enjoy their lessons and take part willingly so that there is minimal disruption. The staff are skilled in minimising the effects of occasional misbehaviour and in helping those with emotional and/or behavioural difficulties to manage themselves effectively. There is good and sometimes inspirational teaching in music, and for children in Reception and pupils in the Learning Support Base. This leads to full engagement by the learners and good or better progress. In some lessons, the teachers' focus is not sharp enough on what pupils with different levels of ability need to do to accelerate their progress. This shows in inconsistent marking and use of assessment data that do not point the way forward for pupils effectively enough. Learning support assistants offer good support to pupils, particularly those identified as having special educational needs.

Curriculum and other activities

Grade: 3

The curriculum is satisfactory. English and mathematics have been organised with closer links to other subjects and this helps pupils to write more confidently and have a greater range of ideas to draw on in solving mathematical problems. Music has a high profile in the school and is thoroughly enjoyed by pupils. Two classes learn to play stringed instruments and all pupils sing in at least one of the six choirs or play in the orchestra. This gives a significant boost to their confidence and delivers high quality learning and performance. The boys' choir is particularly noteworthy for its enthusiasm, humour and tuneful presentation. There is an interesting range of clubs that many pupils enjoy. Activities planned for Year 6 pupils develop

their leadership and team working skills well. A popular residential visit challenges them to tackle physical activities well beyond their experience. Anti-smoking and anti-drugs programmes are effective in informing pupils about how to keep their bodies healthy. The school is in the early stages of making longer term changes so that what pupils are taught is better suited to their particular needs. The staff work hard to ensure that pupils of all abilities have full access to the activities on offer.

Care, guidance and support

Grade: 3

The care, guidance and support offered to pupils are satisfactory overall, although the way in which staff enable pupils with learning difficulties to make good progress is a strength of the school. Procedures to keep pupils safe meet requirements. All members of the school staff know their pupils well and make a significant contribution to their care. They make considerable efforts to plan individual support and reward them when they do well. Some parents rightly feel this has not been as consistent as it might be where there have been changes of staff. Older pupils know the targets they have been set in English and mathematics. This is because teachers are beginning to focus on the way they assess work and use the information to accelerate pupils' progress. They have begun to use this information in planning lessons which is helping to improve the rate at which some pupils make progress. This is not yet a consistent practice across the school.

Leadership and management

Grade: 3

Leadership and management are satisfactory. The headteacher is a well known and much liked leader who sets the warm tone of inclusion and care that characterises the school. He has given other senior leaders scope to develop their roles with some effect. However, there is not currently sufficient rigour and urgency in checking that staff use assessment and other information effectively to promote pupils' progress. Governors, including the school business manager, are actively trying to recruit a new headteacher and to manage the difficult budget as numbers on roll are falling. They fulfil their role satisfactorily but do not yet hold the school to account strongly enough for pupils' achievement. The school's self-evaluation is accurate and its plans for improvement mostly follow the right priorities.

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?	3
Effective steps have been taken to promote improvement since the last inspection	NA
How well does the school work in partnership with others to promote learners' well being?	2
The capacity to make any necessary improvements	3

Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	2
How well do children in the EYFS achieve?	2
How good are the overall personal development and well-being of the children in the EYFS?	2
How effectively are children in the EYFS helped to learn and develop?	2
How effectively is the welfare of children in the EYFS promoted?	2
How effectively is provision in the EYFS led and managed?	2

Achievement and standards

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

¹Grade 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.

Personal development and well-being

How good are 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
The extent to which learners enjoy their education	2
The attendance of learners	3
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	3

The quality of provision

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

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	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 leaders and managers use challenging targets to raise standards	3
The effectiveness of the school's self-evaluation	3
How well equality of opportunity is promoted and discrimination eliminated	3
How well does the school contribute to community cohesion?	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

Annex B**Text from letter to pupils explaining the findings of the inspection**

Dear Children

Inspection of Swinemoor Primary School, East Riding of Yorkshire,

HU17 9LP

We really enjoyed our time in your school. This was because we felt very welcome, and you were polite, friendly and kind. Thank you for sharing your views of the school with us and also thank your parents for sending back the questionnaires and talking to us about your school.

You will remember that we came to check how well your school helps you to learn and grow. We decided that yours is a satisfactory school with some good features. Some of these are:

- the good atmosphere for learning and your enthusiasm in lessons
- the good links it has with other schools and your parents
- how well the staff look after you and help you to develop as young people
- the lovely Reception class provision
- the good progress made by those of you in the Learning Support Base and
- the great music you make through singing and playing instruments.

We also know that the staff want to make some improvements to what goes on at Swinemoor Primary. We have asked them to:

- ensure that all of you achieve as well as you can in your work and play, especially in reading, writing, mathematics and science
- make sure that each of you gets exactly the right help and challenge to improve in your learning
- provide more opportunities for you to learn more about the wide variety of peoples, customs and beliefs there are in our country.

You can help the staff by continuing to work hard, setting yourself high standards and doing as well as you can.

Yours faithfully

Eric Jackson

Lead inspector