

# Swaffham Prior Church of England Primary School

## Inspection report

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<b>Unique Reference Number</b>	110794
<b>Local Authority</b>	Cambridgeshire
<b>Inspection number</b>	337575
<b>Inspection dates</b>	24–25 November 2009
<b>Reporting inspector</b>	Kenneth Thomas

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 of pupils on the school roll</b>	114
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs Roz Chalmers
<b>Headteacher</b>	Mrs Diane Hawkes
<b>Date of previous school inspection</b>	4 May 2007
<b>School address</b>	Station Road Swaffham Prior Cambridge
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<b>Email address</b>	office@Swaffhamprior.cambs.sch.uk

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## Introduction

This inspection was carried out by two additional inspectors. The inspectors visited seven lessons, including one joint observation with the headteacher, and held meetings with governors, staff, pupils and parents and carers. They observed the school's work, and looked at data on pupils' attainment and records of progress, policies, documents linked to the procedures for safeguarding pupils, teachers' planning and pupils' work. Questionnaires submitted by 39 parents were analysed, as well as those from pupils and staff.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- pupils' attainment and progress, particularly to assess the effectiveness of action to tackle weaknesses in writing
- the strengths in pupils' personal development and the effectiveness of the school's safeguarding procedures
- the consistency of the quality of teaching and the impact on pupils' learning and progress
- the effectiveness of leadership and management in securing improvement in all areas of the school's work.

## Information about the school

This smaller than average school draws about half its pupils from the immediate locality. The remainder come from further afield through parental choice. Almost all pupils are of White British heritage and come from mixed backgrounds. Very few pupils come from minority ethnic backgrounds and none speaks English as an additional language. The proportion of pupils eligible for free school meals is below average. The proportion with special educational needs and/or disabilities is above average, as is the proportion with a statement of special educational needs. Provision for the Early Years Foundation Stage is in a mixed Reception and Year 1 class. Other pupils are taught in three mixed-age classes. The school has gained recognition for its work in several areas and holds a number of awards including the Sportsmark, Healthy Schools and Green Flag awards. The headteacher took up her post in September 2009.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**3**

**The school's capacity for sustained improvement**

**2**

## Main findings

Swaffham Prior's overall effectiveness is satisfactory. Pupils really enjoy being part of a small school where they know everyone so well. One summed up the views of the vast majority by saying, 'I like everything about the school and don't want anything to change.' Links with parents are exceptionally strong and they are equally pleased with what the school provides for their children. Swaffham Prior has a very positive ethos and a deserved reputation for welcoming and including pupils with special educational needs and/or disabilities. The good curriculum and the outstanding care, guidance and support that pupils receive from adults have a strong impact on their personal development. This is supported by the school's effective partnerships with various external agencies. Support for the most vulnerable pupils is particularly effective, as is the support for pupils' outstanding spiritual and moral development and good social development. Pupils' cultural development is more limited because they have too few opportunities to develop an appreciation of the range of cultures that make up British society. Behaviour is good and attendance is above average. Pupils have an excellent understanding of the importance of diet and fitness to their health and take full advantage of the various health-promoting activities, sports and clubs provided. Because procedures to ensure pupils' safety are highly rigorous, they say that they feel very safe in school, and are fully aware of the need to keep themselves safe when out and about in the local community.

Children get a good start to their education in the Early Years Foundation because provision is good, children's welfare has a high priority and staff work very closely with parents and carers. Both boys and girls make satisfactory progress through Years 1 to 6, and their overall attainment by the end of Year 6 is broadly average. While pupils' attainment in English and mathematics shows a rising trend over the last three years, weaknesses in writing skills are evident in all year groups. This is, in part, because there are not enough opportunities for pupils to write at length and to practise their writing skills in a range of subjects. Although there are examples of good or better teaching, teaching is satisfactory overall and this is linked to pupils' satisfactory achievement. Staff have a good understanding of pupils' attainment levels and most lesson plans show how teachers intend to use this information to meet the needs of pupils of all abilities. This, together with effective support from skilled teaching assistants, underpins the good progress made by pupils with special educational needs and/or disabilities. However, learning tasks do not always offer enough challenge to middle and higher ability pupils, and this slows their progress. Feedback to pupils through the marking of their work is sometimes too focused on effort and does not give enough guidance on how to improve the quality. Preparation for pupils' future economic well-being is secure because, in

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addition to the satisfactory development of basic skills, they acquire good team-working skills and demonstrate an increasing capacity to work independently.

The recently appointed headteacher has very quickly identified where improvement is needed in order to raise attainment more quickly. She is strongly supported by the staff and the experienced governing body. Governors have an accurate understanding of the school's strengths and where improvement is needed. However, because of a number of staffing changes, the school's leadership and management are in a stage of transition as roles and responsibilities are being redefined and reallocated. Nevertheless, the improvement seen since the last inspection, together with the enthusiasm of all staff to tackle weaknesses, gives the school good capacity for continued improvement.

### **What does the school need to do to improve further?**

- Raise attainment in writing by ensuring that there is a consistent strategy for the development of pupils' writing skills in all areas of the curriculum, and that it is carefully monitored to ensure the strategy is having a positive impact.
  - Improve teaching and learning by ensuring that:
  - learning activities are appropriately challenging for pupils of all abilities
  - when marking pupils' work, errors are corrected and pupils are given clear guidance on their next steps in learning.
  - Enhance pupils' cultural development by providing more planned opportunities for them to appreciate the nature of cultural diversity and the customs and beliefs of others.
- About 40% of the schools whose overall effectiveness is judged satisfactory may
  - receive a monitoring visit by an Ofsted inspector before their next section 5
  - inspection.

### **Outcomes for individuals and groups of pupils**

**3**

In lessons, pupils show an enthusiasm for learning and most take pride in their work. Many develop a love of books and this is reflected in their attainment in reading, which is above that in writing. The standards seen in lessons and in pupils' books were broadly average, reflecting pupils' satisfactory overall progress as they move through the school. There is no significant difference in the attainment of boys and girls. Pupils with special educational needs and/or disabilities were seen to be responding well to close support in lessons and tasks that were carefully tailored to their individual needs, although in some lessons, the learning of more able pupils was not so well promoted.

Pupils are very proud of their small school and the really good friends they make. They feel safe, and are adamant that no-one gets bullied. Pupils know how to stay safe and are proud to explain how they now eat nutritious food, both at school and at home. They speak enthusiastically of their responsibilities, including being school council members or Eco-warriors. By the time they leave school at the end of Year 6, pupils are

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well-rounded and sensible young people, satisfactorily prepared for the next stage of their education.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>3</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
<b>The extent to which pupils feel safe</b>	<b>1</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>1</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>3</b>
Taking into account:	
Pupils' attendance <sup>1</sup>	2
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

## How effective is the provision?

Common features of all lessons are the very good relationships between adults and pupils, pupils' consistently good behaviour, and the very effective support provided for lower attaining pupils and those with special educational needs and/or learning difficulties by well-trained learning support assistants. In the best lessons, pupils are expected to work independently and to think for themselves as they work through tasks well matched to their learning needs. When teaching is less effective, the progress of middle and higher ability pupils slows because they are not stretched by the learning tasks. The marking of pupils' work is regular but in many instances does not give pupils clear enough guidance on the standard of their work and what they need to do to improve.

The school provides a good range of activities to help pupils learn within the classroom and beyond. Pupils' experiences are enhanced through creative arts and the school's

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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ecological activities. Information and communication technology (ICT) is used well to support learning and pupils are competent in the use of computers. Attention is given to the development of mathematical skills across the curriculum, and the school is aware that it does not yet give full attention to the development of pupils' literacy skills. Pupils' personal development is supported by good provision for personal, social and health education. The strong focus given to pupils' spiritual and moral development was seen, for example, in a Year 5/6 lessons where pupils engaged in a very thoughtful discussion of the Christian response to suffering in the world. However, pupils' experience of the diversity of cultures beyond the immediate locality is limited. The many extra-curricular clubs are popular with pupils and enhance their skills in areas like sport, gardening and the arts. Parents and pupils share the view that all pupils are exceptionally well cared for and that at times of transition between schools, for example, staff provide outstanding support and guidance.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>3</b>
Taking into account: The use of assessment to support learning	3
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>1</b>

## How effective are leadership and management?

The headteacher has a clear idea of what needs to be done to accelerate pupils' progress. Her evaluation of the school is accurate and the full support of staff, parents and governors has quickly been secured. Because the roles of subject leaders are being changed they are not yet fully involved in the regular monitoring of teaching and learning and driving improvement. Governors are highly supportive and fulfil their roles as critical friends. They visit the school to evaluate its work at first hand and are well aware of the school's strengths and weaknesses. They ensure that all statutory requirements are met, and arrangements for safeguarding pupils are outstanding. These include robust procedures for appointing staff, who are well trained in child protection matters. Governors fully understand their responsibilities with regard to community cohesion. Strengths lie within the school and its immediate community with notable success in reaching out to specific groups, for example the Traveller community. Success in promoting community cohesion further afield is developing. Pupils' awareness of the national and global dimensions of community cohesion is enhanced through the school's ecological activities and there are firm plans to strengthen this through links with other schools in this country and abroad. Practices for promoting equality of opportunity and tackling discrimination are good and exemplified in the inclusive nature of the school.

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*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>3</b>
Taking into account: The leadership and management of teaching and learning	3
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>2</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>1</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>1</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>3</b>

## Early Years Foundation Stage

Children enjoy themselves in the Reception class because they have lots of fun while they learn. They behave well and the integration of these children with pupils in Year 1 is managed successfully. The older pupils provide good role models for their younger classmates and show care and sensitivity in helping them to settle in. Children make good progress across all six areas of learning. The indoor accommodation is used well to ensure that younger children can work separately when they need to. Good use is made of the outdoor area to enhance children's learning. Staff plan an interesting range of activities that provide a good balance between those that children choose and those that are more closely directed by adults. Adults show good skills when intervening in children's play to extend their thinking and to expand and develop their vocabulary, although the school recognises that it sometimes misses opportunities to develop children's skills in sounding letters to support their reading and writing. Despite a relatively short time in the class, the current group are happy and well settled. They understand and follow routines happily and are enjoying learning. Leadership is good. Children's achievements are regularly assessed and there is good photographic evidence of each child's progress. The good, clear procedures for safeguarding ensure that children are kept safe.



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*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

## Views of parents and carers

Parents' views are very positive, and virtually all feel that the school gives their children a very good start to their education. There was no particular pattern to the small number of concerns raised. Parents are particularly appreciative of the care and support that staff give their children and the way all adults respond to individuals' needs. Parents feel welcome at school and well informed about their children's progress. They feel that the new headteacher is doing a good job. Parents' views reflect the inspection findings.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Swaffham Prior Church of England Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school. The inspection team received 39 completed questionnaires by the end of the on-site inspection. In total, there are 114 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	30	77	8	21	1	3	0	0
The school keeps my child safe	28	72	11	28	0	0	0	0
The school informs me about my child's progress	17	44	22	56	0	0	0	0
My child is making enough progress at this school	18	46	18	46	2	5	0	0
The teaching is good at this school	21	54	17	44	0	0	0	0
The school helps me to support my child's learning	19	49	19	49	0	0	0	0
The school helps my child to have a healthy lifestyle	21	54	18	46	0	0	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	20	51	17	44	1	3	0	0
The school meets my child's particular needs	21	54	15	38	1	3	0	0
The school deals effectively with unacceptable behaviour	22	56	14	36	1	3	0	0
The school takes account of my suggestions and concerns	16	41	18	46	1	3	0	0
The school is led and managed effectively	16	41	18	46	2	5	0	0
Overall, I am happy with my child's experience at this school	25	48	25	48	1	2	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools inspected between September 2007 and July 2008

	Overall effectiveness judgement (percentage of schools)			
Type of school	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> <li>■ The school's capacity for sustained improvement.</li> <li>■ Outcomes for individuals and groups of pupils.</li> <li>■ The quality of teaching.</li> <li>■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.</li> <li>■ The effectiveness of care, guidance and support.</li> </ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



26 November 2009

Dear Pupils

Inspection of Swaffham Prior Church of England Primary School, Cambridge, CB25 0LG  
Following our visit to inspect your school, I am writing to tell you what we found. First I would like to say thank you for making us feel so welcome and making our visit one that we will remember for a long time. We have told your teachers how you were all really helpful and polite, and it was good to hear how much you enjoy school.

We found that your school gives you a satisfactory education and agree with you and your parents that the school has many good features. The Reception-age children have a good start to their school lives and make good progress. Your good behaviour in lessons is a considerable help to your teachers because it enables them to concentrate on making your work interesting and helping you to learn. This, together with good support from teaching assistants, is one of the reasons why those of you who have particular learning needs are making good progress. We have asked your teachers to help you all to do even better by helping you to improve your writing and by making sure that the work you are given in lessons really stretches you. Your teachers spend a lot of time marking your work. We have asked that when they do this they give you more guidance on what you have to do to make your work even better.

You have an excellent understanding of how to stay healthy, eat sensibly and take part in physical activities regularly. Adults at school look after you exceptionally well, so that you are safe and happy and your parents are very pleased. We have asked the school to provide you with more opportunities to learn about the customs and beliefs of a wider range of people.

You are key players in the school's success and, having met you, we know you will all want to continue to play your part in helping it to be even better.

Yours sincerely

Kenneth Thomas

Lead inspector

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