

# Swinefleet Primary School

## Inspection report

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<b>Unique Reference Number</b>	117942
<b>Local Authority</b>	East Riding of Yorkshire
<b>Inspection number</b>	339105
<b>Inspection dates</b>	2–3 February 2010
<b>Reporting inspector</b>	Rajinder Harrison

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>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	67
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Ms Louise Shires
<b>Headteacher</b>	Mrs Jill Marshall
<b>Date of previous school inspection</b>	6 November 2006
<b>School address</b>	Low Street Swinefleet Goole DN14 8BX
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<b>Email address</b>	swinefleet.primary@eastriding.gov.uk

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## Introduction

This inspection was carried out by two additional inspectors. The inspectors visited ten lessons, observed four teachers and spent nine hours evaluating the quality of teaching, learning and the curriculum. They held meetings with the Chair of the Governing Body, staff and groups of pupils. They also spoke to a number of parents. They observed the school's work, and looked at a range of documents, including school policies, the development plan, monitoring records, analyses of pupils' attainment and progress and reports from visits by the local authority. Inspectors analysed 35 questionnaires returned by parents.

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

- the progress of pupils in all year groups, particularly in mathematics
- the quality of provision, particularly the quality of teaching and the curriculum
- the effectiveness of leadership and management in monitoring pupils' progress, raising standards, driving school improvement and engaging parents
- how effectively the school promotes community cohesion.

## Information about the school

This is a smaller than average-sized primary school. The numbers in each year group vary considerably from year to year. Almost all the pupils are of White British heritage. The school has an above average proportion of children who have special educational needs and/or disabilities. The proportion of pupils eligible for free school meals is below average. Nursery and Reception children are taught in one Early Years Foundation Stage class. Children start part time in the Nursery in the term following their third birthday. Some have up to five terms part time in the Nursery before they are full time in Reception.

The school holds the National Healthy Schools Status and the Activemark.

There have been a number of staff changes since the last inspection, including the appointment of the current headteacher 18 months ago.

**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**

**3**

## Main findings

The school is a happy, friendly place where pupils feel safe and well cared for. They attend regularly, enjoy school, and work hard. The overall quality of education is satisfactory and pupils secure broadly average levels of attainment by the end of Year 6. Provision in the Early Years Foundation Stage is good. Children's attainment on entry is generally below the levels expected at this age. Through the interesting and fun activities they undertake, they achieve well and attain average levels at the end of the Reception Year. In Years 1 to 6, sound teaching ensures that pupils make satisfactory progress. Pupils in Year 6 are working at broadly average levels in English and science but slightly below in mathematics as pupils' basic skills in this subject are less secure. Pupils with special educational needs and/or disabilities progress satisfactorily and achieve as well as their classmates.

While some lessons are interesting and lively, with an appropriate match of work to pupils' needs, many are too teacher led and do not always build successfully on what pupils can already do, particularly in mathematics. Consequently, all pupils, but particularly the more able, do not always apply what they already know and have too few opportunities to work things out for themselves. A satisfactory curriculum, with appropriate emphasis on both literacy and numeracy, now enables pupils to develop their skills satisfactorily. Good links with the local community help pupils feel secure within the area in which they live, but they have too few opportunities to explore the diverse cultures and faiths represented in this country and globally. Arrangements for care and guidance are good. Pupils understand their targets and, through marking, they generally receive good feedback to help them improve their work.

Leaders and managers aim to provide the best education possible, but are not entirely successful because the monitoring of teaching and learning lacks rigour. Some teaching is not good enough and teachers are not held to account sufficiently to ensure that pupils progress well in all classes and subjects. As a consequence, the school's effectiveness is no better than satisfactory. Governors, while supportive, accept they are not doing enough to promote community cohesion and that self-evaluation is a little optimistic. Not enough attention is given to promoting pupils' awareness of other cultures and communities different to their own both at national and international levels. The school does provide a calm, caring environment where all pupils, but especially those and their families who face personal difficulties, feel well-supported. The school has set itself challenging targets, with effective procedures to identify early those pupils who need additional support. Provision is improving, for example, children now achieve well in the Early Years Foundation Stage. In light of these positive aspects, leaders demonstrate a satisfactory capacity to make the improvements necessary to raise

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attainment and achievement.

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

- Raise attainment and achievement in all subjects, especially in mathematics, by:
  - ensuring that teachers plan activities to challenge and engage all pupils
  - raising expectations of all pupils but particularly the more able
  - giving pupils more opportunities to learn and to discover for themselves
  - ensuring teachers use assessment information to match work to pupils'
- needs more accurately.
- Ensure that leaders and managers take swift and effective action to improve outcomes for pupils, by:
  - monitoring teaching and learning rigorously to ensure it is consistently good
  - monitoring lessons to ensure that pupils of all abilities achieve well.
- Ensure that the governing body:
  - monitors the school's work more rigorously, particularly pupils' progress
  - holds teachers to account for the progress of all pupils in their classes
  - promotes community cohesion to improve pupils' understanding of the cultures and traditions of communities which are different to their own.
- 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**

Pupils enjoy learning and try hard in their work. They behave well, listen attentively, settle to tasks promptly and work well with each other. Most contribute well in class discussions and ask and answer questions confidently. A few are, occasionally, a little passive but respond well when given sensitive support. In the more lively lessons, teachers generate enthusiasm by allowing pupils time to develop their ideas. For example, pupils designed investigations to explore the impact of temperature on yeast in bread making effectively. Lively discussions generated genuine curiosity as pupils argued as to what they thought might happen under various conditions. Likewise, in a challenging mathematics lesson, pupils enjoyed working against the clock during their mental calculations session. However, pupils' overall achievement is no better than satisfactory as not all lessons are as engaging. Pupils progress well in English because reading and writing skills are taught well. In mathematics, pupils are insecure in their calculation and problem-solving skills. Pupils who need help with their learning receive satisfactory support to participate fully in all activities.

Pupils are confident they can go to staff if problems arise and say they feel safe. 'We don't even think about that because it's safe to say how we feel to teachers', is a typical

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comment from pupils. They are kind to others as they see the school as, 'one big family where we look after each other'. They talk about occasional bad behaviour from a few but say teachers sort it out quickly. They understand well how to stay healthy, with many participating in keep-fit activities, such as squash and football, and selecting healthy school lunches. A few prefer options they know to be less nutritious. Monitors and council members take their responsibilities seriously as they help around the school and decide what play equipment they should order or how to raise funds. Pupils grow vegetables and understand the importance of caring for the environment and recycling, 'so we don't waste stuff or run out of energy'. They talk enthusiastically about, for example, singing in public, inviting parents and others in for lunches, and filling shoe boxes to help children in need. Pupils relate very well with others and know that differences should be respected. They have a very good awareness of right and wrong and the consequence of their actions on others. Pupils' understanding of how life may be different for communities elsewhere in Britain or abroad is limited.

*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	3
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</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>	3
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

## How effective is the provision?

<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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In the good lessons, teachers plan activities that hold pupils' interests and encourage them to think about their learning. These lessons are challenging and well structured so that learning develops step-by-step. Teachers encourage pupils to share their ideas, so they are more confident in their answers. Teaching assistants work closely with individuals and groups of pupils to ensure they all participate confidently and achieve successfully. Where teaching is good, brisk question-answer sessions keep pupils on their toes and competitive elements, such as timed targets, make learning fun. Where teaching is satisfactory, teachers use some of these strategies but tend to direct learning too much. Lengthy presentations or too little time for discussion and questioning result in pupils making slower progress. In weaker lessons, little account is taken of pupils' prior attainment. Consequently, all pupils complete the same task rather than working on tasks that challenge them appropriately. Pupils have individual targets and most understand what they have to do to achieve them. Some marking is good in showing pupils how to improve their work but the practice is inconsistent.

The curriculum ensures that pupils develop their skills satisfactorily. The school is taking effective action to increase the focus on calculation and problem-solving skills, although the impact is not yet evident in every class. Themes linking work across subjects are developing satisfactorily but pupils have too few opportunities to work independently. Teachers plan additional activities and resources to enable pupils who need specific support with their learning to achieve as well as their classmates. Pupils enjoy physical education, including swimming, and lessons in French support their cultural awareness. A good programme of personal, social and health education ensures pupils understand how to stay safe and the dangers of drug abuse. Many extra-curricular activities, school clubs, visits and visitors add interest and extend pupils' skills well. Pupils particularly enjoy the residential visits.

Parents are generally happy with the school and say that staff respond effectively when individuals need help. Good partnerships with parents and external agencies ensure, for example, that pupils with emotional needs receive the appropriate support quickly. Parents praise the school for helping their children settle so quickly in the nursery and for preparing Year 6 pupils well for their secondary school.

*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>3</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

**How effective are leadership and management?**

The headteacher, staff and governors work hard to promote good relations with

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parents, the local community, other schools and agencies to ensure the school is well placed to move forward. Despite some staff changes, pupils are making satisfactory progress in their learning and good progress in their personal and social skills. The school improvement plan identifies the right priorities. The relative weaknesses in mathematics are being addressed effectively. While the headteacher monitors teaching and learning regularly, subject leaders are not involved enough to drive improvements in their subjects and monitoring does not focus sufficiently on the learning. The new assessment systems are designed to address this.

Staff have clear assessment information regarding the progress expected of each pupil in their class. The headteacher is checking that these expectations are met. The school identifies early any pupils who fall behind or who need specific help, this ensures all are able to achieve satisfactorily. As a result, the school addresses equality of opportunity well. The headteacher is aware that the teaching is of an inconsistent quality, resulting in pupils' inconsistent progress in some classes and subjects. Leaders have not done enough to hold teachers to account for the pupils' progress in their classes. Current requirements for child protection are fully met. Safeguarding procedures are good, ensuring the safety and well-being of pupils. The school is not doing enough to promote community cohesion beyond the local community. Consequently, pupils have few opportunities to learn about and understand the diverse cultures represented in Britain and other countries.

*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>3</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</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>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>4</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>3</b>

**Early Years Foundation Stage**



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

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Provision, leadership and management are good. Children are safe and cared for well. They enjoy school and achieve well. Parents and carers make regular visits before their children start school and this helps them settle quickly. They form good relationships and staff support any children who need specific help. Staff work hard to establish routines and guide children well. They organise interesting activities to make them appealing. For example, children love the attractive, colourful and busy outdoor area, the role-play and home corner, the various climbing and other play equipment. They are less sure about gluing and sticking because they are unfamiliar with these materials. However, they enjoyed making handcuffs and arresting people, following their discussion about the police. They behave well, play sensibly and enjoy working with adults on more structured activities. For example, they enjoy routines such as sounding out words and singing number rhymes. As nursery-age children work alongside those of reception age, they learn from them and progress well. Children play out in all weathers, explore excitedly and learn quickly. 'My child loves it here', is typical of parents' and carers' comments.

Staff plan a good balance of activities. They allow children time to play freely until they feel confident to join others. Staff know the children well and support them appropriately in more formal sessions. Children persevere even when tasks, such as writing and numeracy present more challenge. Staff recognise that more able children could be challenged more. Staff make detailed notes of each child's progress and record information in various ways, including in children's 'Learning Journeys'. Children do not always have regular opportunities to add their contributions. While assessment information is good and closely monitored for individual children, it is not always summarised to indicate which areas of learning are a priority for the group as a whole.

*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**

Most parents and carers who responded to the inspection questionnaire are very supportive of the school. While few made written comments, those that did were generally happy with provision. They said their children were happy in school and the school took good care of them. Parents of pupils with special educational needs and/or disabilities were particularly appreciative of the effective support provided, a typical comment being, 'the school has really helped my child with his reading - he is really coming on well since he joined the school'. The inspectors agree with these positive

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views. A few parents raised concerns about their children's progress and that they did not have enough information about how well their child was doing. The school holds regular parent consultation evenings and staff are happy to discuss pupils' progress with parents at any convenient time.

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

Ofsted invited all the registered parents and carers of pupils registered at Swinefleet 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 35 completed questionnaires by the end of the on-site inspection. In total, there are 67 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	21	60	11	31	1	3	1	3
The school keeps my child safe	24	69	10	29	0	0	0	0
The school informs me about my child's progress	22	63	8	23	3	9	1	3
My child is making enough progress at this school	18	51	10	29	4	11	1	3
The teaching is good at this school	22	63	10	29	2	6	0	0
The school helps me to support my child's learning	19	54	13	37	1	3	1	3
The school helps my child to have a healthy lifestyle	20	57	14	40	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)	18	51	8	23	3	9	0	0
The school meets my child's particular needs	19	54	11	31	3	9	0	0
The school deals effectively with unacceptable behaviour	17	49	14	40	1	3	1	3
The school takes account of my suggestions and concerns	19	54	9	26	3	9	0	0
The school is led and managed effectively	17	49	13	37	2	6	1	3
Overall, I am happy with my child's experience at this school	20	57	12	34	1	3	1	3

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

Type of school	Overall effectiveness judgement (percentage of schools)			
	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.**



4 February 2010

Dear Pupils

Inspection of Swinefleet Primary School, Goole, DN14 8BX

Thank you for making us welcome when we visited your school and for being so friendly and polite. I am writing to tell you what we found out. You said that you enjoy school and have many good friends there. You said that you like all the staff that work there and that they help you if you have problems. You also said you like all the trips you go on, especially the residential visits where you do interesting outdoor activities. We were particularly impressed with your good behaviour and the way many of you help around the school.

Overall, your school is satisfactory. The progress you make is satisfactory, and the results of tests you take are broadly average when compared with other schools. You work hard and enjoy your learning. You learn important things like how to stay safe, fit and healthy. You come to school regularly because you say that school is important because teachers help you learn. Staff take good care of you. Your headteacher and the staff are working hard to improve the school because they know that some things could be better. While some aspects of your school are good, the inspectors think that a few things could be better so we have asked them to:

- help you do even better by giving you more challenging work especially in mathematics
  - make sure you do well in every class and that all your lessons are good
  - make sure that the adults who manage your school do so really well and keep a close check on how well you all learn in every class
  - help you understand about the different communities in Britain and other countries.
- These improvements need to happen as quickly as possible so that you do even better in your work. There are things you could do to help too. For example, you could make sure you ask for harder work if it is too easy.

Thank you once again for helping the inspectors.

Yours sincerely

Mrs Rajinder Harrison

Lead inspector

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