

Swanland Primary School

Inspection report

Unique Reference Number	117884
Local Authority	East Riding of Yorkshire
Inspection number	354372
Inspection dates	13–14 May 2010
Reporting inspector	Lesley Clark

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	5–11
Gender of pupils	Mixed
Number of pupils on the school roll	432
Appropriate authority	The governing body
Chair	Cllr Helen Gilmore
Headteacher	Mr Ray Woodward
Date of previous school inspection	20 June 2007
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Introduction

This inspection was carried out by four additional inspectors. The inspectors visited 21 lessons and observed 16 teachers teach. The inspectors held meetings with governors, staff and three groups of pupils from Years 1 to 6, including school council members. They observed the school's work and looked at a range of documentation, including paperwork and policies relating to safeguarding and pupils' work in English and mathematics. Inspectors examined younger children's learning journals (detailed records of children's progress and development) and the school improvement. Inspectors also analysed the 231 responses to the parents and carers questionnaires, as well as completed questionnaires from pupils and staff.

The inspectors reviewed many aspects of the school's work. They looked in detail at the following:

- the reasons for pupils' sustained high achievement and how the school ensures all pupils, including those with special educational needs and/or disabilities, are challenged
- how well pupils are prepared for their future lives and which factors have the most significant impact - how extensively children in the Early Years Foundation Stage lead their own learning and whether the activities both indoors and outdoors offer sufficient choice and challenge
- whether there is more the school might do to promote community cohesion.

Information about the school

This large primary school draws pupils from a wide catchment area to the west of Hull. It is an oversubscribed school and even though pupil mobility is above average, it is always full because it has a waiting list. Most pupils are White British. The proportion of pupils with special educational needs and/or disabilities is below average but they have a range of significant physical and emotional needs. The proportion holding a statement of special educational need is average. The proportion of pupils known to be eligible for free school meals is below average.

The school has achieved Artsmark Gold and the Activemark. It has also gained the Healthy Schools award, the Quality Mark 3 and the Inclusion award.

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?

1

The school's capacity for sustained improvement

1

Main findings

This is an outstanding school with a track record of sustaining outstanding achievement for all groups of pupils. Attainment is high in English, mathematics and science at the end of Year 6. The quality of pupils' writing is exceptional across the school. Children get off to an excellent start in the Early Years Foundation Stage because outstanding provision both indoors and outside awakens children's delight in learning and their curiosity to know more. This continues as they move up the school. Pupils want to do their best. They are ambitious and have high expectations of themselves and their teachers. Similarly, teachers expect a great deal from their pupils. Teaching quality is outstanding. Lessons are interesting, challenging and fun. They make pupils think and require them to work things out for themselves. The outstanding curriculum provides an exceptional balance between promoting pupils' basic skills and enriching their education through exciting and stimulating learning opportunities. Outstanding care, support and guidance ensure that pupils with special educational needs and/or disabilities or those who have barriers to their learning have equal opportunities to learn. As a result, they, too, make excellent progress. Pupils develop extremely good personal skills to prepare them for the world of work. Their behaviour is first-rate and attendance is high.

The school knows itself very well indeed. Leaders and managers at all levels communicate energy, drive and enjoyment. Governors are fully involved and give outstanding support and challenge. Self-evaluation is spot on. The school knows there is more to be done to strengthen its good contribution to community cohesion. The pursuit of excellence in all of the school's activities over a considerable period of time has led to exceptional improvement, especially in its use of data to track pupils' academic and personal progress. The school has made significant progress since the last inspection, building on previous areas of excellence. This illustrates the school's outstanding capacity to improve further.

What does the school need to do to improve further?

- Extend pupils' engagement with a broader range of community groups in Great Britain so they have a richer understanding of religious and cultural diversity.

Outcomes for individuals and groups of pupils

1

Pupils make outstanding progress because they are keen to learn and the work challenges and interests them. In lessons, pupils discuss issues, ask questions, work out/solve? problems together and learn through practical experiences. Different groups

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of pupils, from the most able to those with special educational needs and/or disabilities, have individual learning tasks which ensure that they learn at the right rate for each of them. Pupils' achievement and enjoyment are outstanding as a result. From broadly average starting points their attainment is high by the end of Year 6, as confirmed in national tests in English, mathematics and science over a five-year period. Standards in writing are especially good. Pupils explain that 'six legs make a writer, us and the chair we sit on.' Handwriting is linked to spelling right from the start and so pupils learn to write rapidly, fluently and accurately. Older pupils' writing is distinguished by sophisticated sentence construction and vocabulary.

Pupils say they feel safe at all times explaining, 'There are teachers around every corner!' Pupils are consistently thoughtful and very supportive of each other. They strongly advocate healthy living and relish the weekly three hours of physical education. In a French lesson, they elected to categorise foods into healthy and unhealthy options, skimming through the dictionary to help them translate some of the words. Pupils are very proud of their school and explain how they try to, 'persuade others to come'. The school council takes a strong lead on improving the school environment and raising money for different charities. Pupils have limited opportunities to engage directly with pupils whose faiths and cultures are under-represented in the local community. They counteract this by forging strong international links and the use of email successfully broadens their friendship groups. A wealth of cultural experiences through the creative arts underpins pupils' ability to reflect, behave responsibly and use their initiative. This is why their spiritual, moral, social and cultural development is outstanding.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	1
Taking into account:	
Pupils' attainment ¹	1
The quality of pupils' learning and their progress	1
The quality of learning for pupils with special educational needs and/or disabilities and their progress	1
The extent to which pupils feel safe	1
Pupils' behaviour	1
The extent to which pupils adopt healthy lifestyles	1
The extent to which pupils contribute to the school and wider community	1

¹ 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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The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	1
Taking into account: Pupils' attendance ¹	1
The extent of pupils' spiritual, moral, social and cultural development	1

How effective is the provision?

Provision is highly effective because teachers and teaching assistants work together extremely well to deliver lessons that involve a high level of contribution by the pupils. Pupils are told explicitly what they are expected to learn and at the end of the lesson they have a say in how successful they have been. Teachers' questioning is a major strength, varying from searching questions to factual enquiries, so that pupils' understanding and knowledge are constantly extended. Pupils ask lots of questions and listen intently. Teachers use first-rate resources including up-to-date technology to clarify teaching points or to set an exciting context for learning. This includes for example calculating variable amounts of bread dough needed to make car doors of different sizes! Marking is a strength because it gives pupils a clear indication of what they need to do to make their work better. Teachers use assessment extremely effectively to target support where it is most needed or to set additional challenges. This also takes into account pupils' views.

The curriculum has a clear focus on numeracy and literacy so that pupils learn skills such as rapid mental calculation extremely systematically. Pupils also have a say in what they learn. Enrichment activities include learning to play a stringed instrument, tennis, ice skating and memorable educational visits and visitors to school, such as visiting the Houses of Parliament. These foster pupils' enjoyment in learning extremely well.

The school supports individuals, including those with special educational needs and/or disabilities, extremely well. Staff closely monitor patterns of behaviour so they can identify the cause behind any? changes in behaviour and give the right sort of help. The school has highly effective links with other agencies including social services to ensure that vulnerable pupils are fully supported. The care the school gives pupils with medical needs is exemplary. Attendance improves each year because of this finely-tuned care.

These are the grades for the quality of provision

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

How effective are leadership and management?

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The school places equality of opportunity at the heart of its work. Purposeful drive and ambition are self-evident in the strong teamwork and effective delegation of leadership responsibilities. All staff develop their individual areas of expertise and are fully accountable for securing pupils' high achievement. Senior leaders monitor teaching quality closely and take strategic decisions so as to ensure a high degree of consistency. They consult pupils regularly to check that they are happy with what they are receiving and take notice of their views. The end result is highly effective teaching and a lively, vibrant curriculum that changes and develops and takes full account of pupils' needs and interests. Governors make an exceptional contribution to the school. They challenge and support in equal measures and ensure that safeguarding procedures meet the best practice. The school gives pupils clear guidance on keeping safe which they act on. For example, Year 6 pupils are part of the 'meet and greet team' at the start of the school day to ensure a happy and safe arrival for everyone. Staff are vigilant and readily communicate any areas of concern. Productive partnerships with parents and carers and with different providers such as the Children's University result in strong levels of engagement with the school' work. The school actively promotes community cohesion locally and overseas and also through the creative arts. Pupils from different backgrounds get on extremely well with each other as a result. The school has identified that the next step is to enrich pupils' understanding of racial, social and cultural diversity within Britain through first-hand experiences.

These are the grades for leadership and management

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

Early Years Foundation Stage

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

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The children, including those with special educational needs and/or disabilities, make outstanding gains in their learning during the course of the Reception Year. They quickly become self-reliant, purposeful learners. Best of all, they like exploring and finding things out for themselves. For example, children donned important hats and set off looking for tiny pictures of creatures, solemnly ticking them off their lengthy picture list. Elsewhere children made gigantic symmetrical butterflies, drawing round each other for the body shape and improvising wings with skipping ropes, plastic bricks and other resources, trying to match colour, shape and type exactly. Teaching quality is exceptionally good. Right from the start teachers instil in children a love of language so that learning to sound out words becomes a pleasurable experience as children relish getting their tongues round different words. They learn to listen intently because teachers tell stories so dramatically that children are riveted. They also make sure that their teachers hold their pencils in the proper way! Staff make sure that everyone is included and so, as a matter of course, children learn sign language so they can communicate fully with those who have barriers to communication. In these ways, children build up confidence and learn to think and act independently. The assessments of children's learning are first-rate. Parents, carers and children contribute to the 'learning journeys' so they are complete records of children's progress. Special weekly home/school jobs such as mastering 'a tricky zip' mean that parents are closely involved in their children's learning and development. The provision is extremely well led and managed. By the end of the Reception Year most children are comfortably above expected levels in all areas of learning.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	1
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	1
The quality of provision in the Early Years Foundation Stage	1
The effectiveness of leadership and management of the Early Years Foundation Stage	1

Views of parents and carers

The very large majority of parents and carers have extremely positive views about the school and like its 'safe, happy environment' and its 'emphasis on art and music.' In particular, parents and carers of pupils with special educational needs and/or disabilities wrote to say how much they appreciate the care, support and attention their children receive and how their children thrive as a result. Most of those who express reservations do so within a positive framework. Their concerns include whether the most able children are challenged sufficiently, unacceptable behaviour and the extent to which the school involves parents and carers in their children's learning and takes account of their views. The inspection team judges that pupils of all abilities are challenged exceptionally

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well. Behaviour is exemplary. The school canvasses parents' and carers' views regularly both formally and informally. It involves parents and carers in their children's learning in a wide variety of ways, including through homework, curriculum evenings and family events.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Swanland 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 231 completed questionnaires by the end of the on-site inspection. In total, there are 432 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	171	74	58	25	1	0	0	0
The school keeps my child safe	184	80	41	18	3	1	0	0
The school informs me about my child's progress	125	54	97	42	7	3	0	0
My child is making enough progress at this school	142	61	77	33	11	5	0	0
The teaching is good at this school	164	71	58	25	5	2	0	0
The school helps me to support my child's learning	141	61	73	32	11	5	2	1
The school helps my child to have a healthy lifestyle	162	70	65	28	2	1	1	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)	137	59	75	32	7	3	0	0
The school meets my child's particular needs	138	60	79	34	8	3	0	0
The school deals effectively with unacceptable behaviour	122	53	91	39	10	4	2	1
The school takes account of my suggestions and concerns	96	42	103	45	12	5	2	1
The school is led and managed effectively	176	76	52	23	2	1	0	0
Overall, I am happy with my child's experience at this school	177	77	48	21	3	1	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

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

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 is for the period 1 September to 31 December 2009 and is the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

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">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.■ The effectiveness of care, guidance and support.
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.



17 May 2010

Dear Pupils

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

Thank you for your warm and friendly welcome. A special 'thank you' goes to the three groups of pupils who spent time showing their work to us and talking to us about your school and to the Reception children who made a wonderful card for us. You go to an outstanding school. The excellent teaching and lively, interesting curriculum help you to reach high standards in your work. I was especially impressed with your writing because you write accurately, neatly and use words vividly to express what you want to say. What a lot of different things you do! I love the greenhouse you are building out of plastic bottles! Above all, you really want to learn and clearly find learning fun. This is why you make outstanding progress. Your behaviour and attendance are excellent. All the adults in your school take extremely good care of you and do everything they can to help you conquer difficulties.

Your headteacher and teachers all agree that they could do more to extend your understanding of different community groups. Although you have some really good links with pupils in countries such as Nairobi and the United States, you have limited contact with pupils from a wide range of different religious and cultural backgrounds in this country. This is what I have asked your school to do next to help you all make further progress:

- extend your engagement with a broader range of community groups in Great Britain so you have a richer understanding of religious and cultural diversity.

I hope you will enjoy this extension to your learning and that wherever you go you take a little bit of 'the Swanland way' with you. You can do your bit by continuing to work hard, asking lots of questions and saying when you find the work too easy or too hard.

Yours sincerely

Mrs Lesley Clark

Lead inspector

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