

Inspection of a good school: Swinderby All Saints Church of England Primary School

High Street, Swinderby, Lincoln, Lincolnshire LN6 9LU

Inspection date:

31 January 2023

Outcome

There has been no change to this school's overall judgement of good as a result of this ungraded (section 8) inspection. However, the evidence gathered suggests that the inspection grade might not be as high if a graded (section 5) inspection were carried out now. The school's next inspection will be a graded inspection.

What is it like to attend this school?

This school is at the heart of the community. Pupils value attending a small school. They are known well by their teachers. Parents and carers value the school's nurturing environment. One parent spoke for many when they commented: 'Staff are caring, they help pupils to strive to be the very best that they can be.'

Teachers have high expectations of pupils' behaviour. Pupils behave well in school most of the time. Some pupils can become distracted in lessons when their learning needs are not met. This can be disruptive to the learning of others.

Pupils say that they feel safe and happy in school. They learn to recognise the signs of bullying. They say that bullying is rare. They trust their teachers to resolve any problems. They appreciate the 'worry box' and 'worry monsters'. There are many valuable ways in which they can express their concerns.

'Truthfulness, compassion, forgiveness and respect' are the school's core values. Pupils learn about the faiths and cultures of others. They are well informed. They work with the local church. Active citizenship is promoted effectively. Pupils have opportunities to work in the local community. For example, older people visit the school. Pupils raise funds for important causes.

What does the school do well and what does it need to do better?

The curriculum is well planned. It meets the demands of the national curriculum. Pupils study a full range of subjects. The implementation of the curriculum is inconsistent. Learning is not adapted well enough. The needs of some pupils are not met. Pupils,

including pupils with special educational needs and/or disabilities (SEND) and the most able, do not acquire the knowledge and skills that they could.

Teachers often use their strong subject knowledge to provide clear explanations to pupils. Sometimes, teachers do not use assessment effectively. They do not check pupils' learning well enough. This can mean that pupils' learning does not always build on what they already know. This slows pupils' learning.

Although improving, the phonics curriculum is not taught consistently well. Some key stage 2 staff have not received the necessary training. Some staff do not accurately deliver the curriculum. Consequently, some pupils do not remember the sounds that letters make. Some pupils do not develop fluency. They are unable to access the curriculum as they should.

Leaders recognise the importance of encouraging pupils' love of reading. The 'reading spine' introduces pupils to books of different genres. Pupils enjoy stories, poetry and non-fiction texts written by a variety of authors. Leaders have rightly identified the library provision as an area of the school that needs to improve.

The provision for pupils with SEND is improving. The needs of pupils with an education, health and care plan are known well. Teaching assistants provide helpful support and care. In some lessons, the curriculum is not modified skilfully enough for some pupils with SEND. This can lead to pupils failing to meet the ambitious targets they have been set. It can also lead to some off-task behaviour.

Pupils receive lots of exciting opportunities to extend their learning. They enjoy clubs and activities. They play sports, cook and explore outdoor learning. Pupils benefit from planned opportunities to keep their mind healthy. They take 'brain breaks', dance and sing. Pupils say that their school is 'really fun'.

Pupils benefit from a well-structured personal, social and health education curriculum. They learn how to keep themselves safe, including when online. Teachers make sure that pupils are well informed of any local risks. Pupils are encouraged to debate, to vote and to discuss. Pupils hold positions of responsibility. They are prepared well for life in modern Britain.

The quality of governance has improved. Governors have the appropriate skills. They have an accurate view of the school. They provide effective support to the headteacher.

Staff feel appreciated. They value the professional support they receive. They know that their workload is considered. They feel extremely proud to work at the school.

Safeguarding

The arrangements for safeguarding are effective.

Staff are vigilant. They make sure that pupils' welfare and safety are safeguarded. Pupils and their families are known well. Communication between home and school is strong.

Record-keeping is appropriate. Leaders make sure that the most vulnerable pupils receive the care and support that they need. They escalate concerns appropriately. They work well with outside agencies.

Pupils' attendance is good. Leaders make rigorous checks to ensure that pupils are in school, are safe and are learning.

The single central record meets statutory requirements.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- The phonics curriculum is inconsistently taught. Some teachers do not have the required expertise or training. Consequently, some pupils do not learn to read as quickly as they should. Leaders must make sure that the well-planned and sequenced reading curriculum is delivered consistently well by all staff. They must ensure that pupils quickly learn to read with accuracy and fluency.
- The planned curriculum is not implemented effectively. Teachers do not adapt learning skilfully enough. The learning needs of some pupils, including the most able and pupils with SEND, are often not met. Pupils' starting points are not successfully built on. Leaders must make sure that the curriculum successfully builds on pupils' prior knowledge and that the learning for all pupils is skilfully adapted.

Background

When we have judged a school to be good we will then normally go into the school about once every four years to confirm that the school remains good. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the second ungraded inspection since we judged the school to be good in December 2017.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	120539
Local authority	Lincolnshire
Inspection number	10254945
Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	83
Appropriate authority	The governing body
Chair of governing body	Lynne Carter
Headteacher	Zoe Longstaff
Website	www.swinderbyallsaints.co.uk
Date of previous inspection	6 December 2017, under section 8 of the Education Act 2005

Information about this school

- The headteacher took up post in March 2019.
- The school does not make use of any alternative provision.
- It was last inspected under section 48 of the Education Act 2005 in September 2016.

Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with school leaders and has taken that into account in her evaluation.
- The lead inspector met with the headteacher to discuss leaders' evaluation of the quality of education. She met with the chair and vice-chair of governors. She spoke with a representative of the local authority by telephone.
- Inspectors carried out deep dives in reading, mathematics and geography. For each deep dive, the inspector met with subject leaders, looked at the curriculum plans, visited lessons, spoke to teachers and spoke to pupils and looked at samples of pupils' work. Inspectors heard pupils read.

- Inspectors observed pupils during lunchtime and playtime. They spoke to groups of pupils.
- The lead inspector met with the designated safeguarding leader to discuss the actions taken to keep children safe. She reviewed a range of documents, including the school's single central record of staff. She looked at information about the actions taken to protect the most vulnerable pupils.
- The views of members of staff, pupils and parents were considered.

Inspection team

Jayne Ashman, lead inspector

His Majesty's Inspector

Jackie Thornalley

Ofsted Inspector

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