

Swallownest Primary School

Rotherham Road, Swallownest, Sheffield, South Yorkshire S26 4UR

Inspection dates

2–3 April 2019

Overall effectiveness	Requires improvement
Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Requires improvement
Personal development, behaviour and welfare	Good
Outcomes for pupils	Requires improvement
Early years provision	Good
Overall effectiveness at previous inspection	Requires improvement

Summary of key findings for parents and pupils

This is a school that requires improvement

- In Years 1 to 4, pupils make uneven progress in reading, writing and mathematics because leaders have not been able to ensure that teaching is consistently good.
- In reading, pupils do not have sufficient opportunities to read aloud or discuss their texts. Less-confident readers lack fluency and accuracy in understanding their texts and interpreting unfamiliar vocabulary.
- Teachers, particularly in key stage 2, do not provide pupils with enough opportunities to write at length in a range of subjects. Pupils make frequent errors in spelling, grammar and punctuation. This limits the proportion that attains the higher standard.
- Leaders are acting swiftly to improve teaching and pupils' outcomes generally, but it is too early to see the intended full effect of their improvements, particularly in reading.
- Disadvantaged pupils do not always make the same rates of progress as other pupils.
- Teachers' expectations are not always high enough for the most able pupils and those with typical starting points, to enable them to confidently work at the higher standards.
- Over time, various staffing issues have resulted in some pupils not making the progress they should have, particularly in key stage 2. Teachers now have reliable assessment information to plan for the needs of all pupils, although it is not always used effectively.
- The deployment of teaching assistants is not always as effective as it might be to help all pupils make the progress they could with more timely and diligent support.

The school has the following strengths

- The headteacher has established a strong leadership team that has the capacity to improve. Many current pupils are working at the higher standards across subjects this year.
- The new early years leader has made a good start to improving teaching and learning for children in the early years further. Children make strong progress and are well prepared for Year 1.
- Pupils with special educational needs and/or disabilities (SEND) achieve well throughout the school, because they are supported effectively.
- Governors understand their roles and are well informed. They support leaders well and have the skills to hold them to account effectively.
- Pupils' behaviour is good. They are kind and courteous to others and feel safe in school.

Full report

What does the school need to do to improve further?

- Improve the quality of teaching and learning so that it is consistently good or better, to help all pupils make strong progress from their various starting points by:
 - raising teachers' expectations of what pupils can and should achieve, especially the most able and those with typical starting points
 - ensuring that teaching staff use assessment information more effectively to plan learning activities that are challenging enough to match pupils' various needs
 - making sure that teaching staff ask probing questions to deepen pupils' knowledge, and to check that pupils understand their learning and know how to improve their work
 - supporting less-confident learners and disadvantaged pupils at risk of falling behind in their learning, more effectively in their reading, writing and mathematics
 - increasing opportunities for pupils to write more fluently and at greater length in English and in other subjects
 - ensuring that pupils, particularly at key stage 2, check for careless punctuation, spelling and grammar errors
 - all teaching assistants are deployed to have maximum effect on pupils' learning.
- Improve the teaching of reading by:
 - providing pupils with more opportunities to read aloud, particularly at key stage 2
 - developing pupils' fluency and accuracy as they read, so that they make better sense of their reading and correct their errors more confidently
 - making sure that older pupils, including those in key stage 2, apply their phonics skills confidently and accurately when they encounter unfamiliar vocabulary
 - making sure that pupils can read the worksheets or other texts given to them during lessons and interpret them accurately.
- Continue to develop the effectiveness of leadership and management by ensuring that:
 - all groups of pupils are challenged effectively and make the progress they should
 - disadvantaged pupils make the same rates of progress as their classmates
 - all teaching staff are held to account for the progress that pupils make in their class.

Inspection judgements

Effectiveness of leadership and management

Good

- On his appointment in September 2017, the headteacher undertook a detailed review of the areas for improvement to set precise targets in all aspects of the school's work. He knows the school and its pupils well. He has made astute leadership appointments to support improvements that benefit all pupils quickly.
- While the school's overall effectiveness still requires improvement, leadership and management are good because many aspects of the school's work have improved significantly in the last two years. Leaders understand well what is expected of them to improve teaching and learning in the subjects and key stages for which they are responsible. Outcomes in the early years are improving rapidly because teaching here is consistently good or better. An increasing proportion of current pupils are working at the higher standards in reading, writing and mathematics this year. The teaching of mathematics has improved significantly over the last year and pupils are now making stronger progress in mathematics in most classes.
- The headteacher's high aspiration for all pupils is fundamental in the school's ethos to serve its pupils and their families well. To this end, the headteacher sets ambitious, but perfectly feasible, targets. The headteacher has high expectations of all staff and ensures that they have the support and training they need to help pupils achieve well.
- The school is a happy, friendly place where pupils say that they feel safe and well cared for. Pupils trust staff to support them both in their academic and personal development. Those pupils who may be particularly vulnerable or are facing challenges in their lives are nurtured sensitively.
- Pupils' above-average attendance shows that pupils enjoy school and want to learn. Most parents and carers speak very well of the school and all that it does for their children. They are particularly positive about the recent changes to foster pupils' good behaviour.
- The additional funding to support pupils with SEND is used well to provide targeted support, often on an individual level. Most pupils with SEND make good progress from their starting points.
- The funding to support disadvantaged pupils has had variable impact depending on the quality of teaching. Where teaching is strong and support is timely, these pupils make good progress. However, over time, where support has been less than effective, gaps in learning limit pupils' progress. This is especially evident at the higher standards. Leaders are initiating individual support plans to ensure that disadvantaged pupils make the same rates of progress as their classmates.
- Leaders use the physical education and sport premium funding well to enrich the curriculum and to increase pupils' participation in outdoor pursuits, including sporting competitions. The funding also provides additional activities to foster pupils' health and well-being.
- School leaders have a clear understanding of the school's strengths and weaknesses. Leaders ensure that all staff have the professional development and individual support they need to improve their skills and practice. Leaders seek high-quality guidance from

the local authority and partner schools to challenge and inform improvement plans. This helps to ensure that improvement actions are the right ones and are sustainable.

- Improving pupils' outcomes is a high priority. Leaders now question the progress of individual pupils regularly to check that they are on track to achieve well. Any pupils at risk of falling behind are identified quickly and receive additional support. This diligence is proving effective in that more pupils are now making the progress they should. An increasing proportion of pupils are attaining at the higher standard.
- The curriculum is broad and well balanced to include all subjects. Topics that link subjects together to make learning more relevant and engaging are proving effective. Recent strategies to improve the teaching of mathematics have already had a considerable effect on pupils' achievements in this subject. The teaching of reading and writing require further refinement. Extra-curricular clubs encourage pupils to develop a range of skills as well as their personal interests, for example in music, art and sports.
- Pupils' spiritual, moral, social and cultural development is fostered well. Pupils learn about mental and physical well-being, healthy lifestyles and being considerate of one another. An ethos of high aspiration permeates across all that the school does. Pupils have a well-developed understanding of British values as they prepare for life in modern Britain. Over time, pupils develop a mature understanding of how to be good citizens.

Governance of the school

- Following the previous inspection in 2016, governors undertook a review of their performance. They have since made considerable improvements to strengthen their skills and to increase leadership capacity. Governors now have the knowledge and skills needed to hold leaders to account for the school's continued improvement. They know that to raise standards further, teaching needs to be consistently good in all subjects and phases.
- Governors know the school's strengths and areas for improvement well. They routinely check that leaders' improvement actions are having the effect they should. The headteacher provides clear reports regarding the school's performance. Governors review and challenge pupil performance information effectively. They use this information and their direct knowledge of the school to ask appropriate, and often challenging, questions of the headteacher and other leaders.
- Leaders, including governors, consider any external reports about the school's work carefully. They seek advice from the local authority and partner schools to evaluate their own school's performance and consider options to raise pupils' outcomes further.
- Governors are involved in development planning and evaluate finances closely. They check the effect of additional funding, including the pupil premium and sport premium allocations. They are now working more strategically to ensure that all pupils receive the support they need to make strong progress in their academic and personal development.

Safeguarding

- The arrangements for safeguarding are effective.
- Keeping pupils safe in school and beyond is a high priority in the school's ethos and culture. Safeguarding arrangements meet current statutory requirements. All staff and governors understand well their duty of care and exercise their responsibilities diligently.

Pupils know that rules are there to protect them and minimise any potential risks. They learn about how to stay safe and the dangers posed by the internet and social media sites, if used without due care.

- Staff and governors are up to date with their safeguarding training and understand the procedures to follow if they have any concerns about a child. Record-keeping is thorough. Staff know pupils and their families well. There is always a sharp focus on child protection. The school works closely with other agencies to safeguard pupils' well-being. Staff are particularly diligent in cases where vulnerable pupils and their families face challenging circumstances in their lives. Staff handle such situations well.

Quality of teaching, learning and assessment

Requires improvement

- Teaching requires improvement because it is not consistently good across year groups and subjects. Numerous staffing changes since the previous inspection have adversely affected the progress of some pupils at key stage 2, particularly in reading and writing.
- Teachers introduce basic literacy skills systematically from the early years but pupils do not always have enough opportunities to practise their skills in reading and writing, to achieve well. Teachers' expectations, particularly in Years 1 to 4, are not always high enough to ensure that all pupils make the progress they should. Often pupils do not complete sufficient work to securely embed skills and achieve well.
- Leaders have introduced appropriate strategies to improve the teaching of reading. There is now a strong focus on teaching vocabulary and developing pupils' comprehension skills. While pupils know that reading is important, some do not read as often as they should to develop their skills further. Also, some key stage 2 pupils have not benefited from the systematic development of phonics and early reading skills. Some, particularly less confident readers, often lack fluency and accuracy when reading aloud. Some hesitate in sounding out unfamiliar vocabulary and make errors. This is because pupils do not have enough opportunities to read aloud to help staff identify pupils' errors in understanding unfamiliar figures of speech or using punctuation accurately to make better sense of their texts. Some read with little or no expression and so fail to appreciate fully the author's underlying messages.
- The teaching of writing requires improvement. Basic writing skills are taught effectively from the early years but in some classes, especially at key stage 2, pupils do not have enough opportunities to practise and apply the skills they learn for sustained periods. While the most able pupils can and do write well in English, they do not apply their basic spelling, grammar and punctuation skills as accurately in work in other subjects. Persistent errors that sometimes go unchecked detract from the overall quality of their writing. Too few pupils confidently apply what they learn from their reading to improve their writing further.
- The teaching and learning of mathematics are strong and improving rapidly. This is because strategies to teach reasoning and problem-solving skills are effective. Pupils enjoy the competitive challenges that teachers introduce through mental tests and try hard to tackle multi-step problems requiring numerous operations. Occasionally, less-confident learners cannot read the text in worksheets well enough to be confident in their learning.
- Teachers' assessments about pupils' progress are generally accurate because leaders review pupils' workbooks regularly. However, not all teachers use assessment information effectively to accommodate the needs of all pupils. Lower-attaining pupils often receive effective

additional support to help them learn well. However, the most able and those pupils close to attaining the higher standards do not always have the extra help that they need to succeed.

- Teachers plan suitably challenging work for the most able pupils, but do not always move pupils on to these tasks quickly enough to enable them to achieve as well as they could. Although more pupils are working at greater depth in their learning in reading, writing and mathematics, teachers' expectations are not consistently high in all classes. Less-confident middle-attaining pupils shy away from harder work if not supported sufficiently and so do not always achieve as well as they could.
- Some teachers are very skilled in probing and evaluating pupils' progress through questioning that informs teachers of how well pupils are learning. However, this practice is inconsistent, resulting in uneven progress in some year groups. In these classes, the focus is too often on covering the ground rather than embedding learning.
- Teaching assistants use their skills and expertise well to tailor support for those pupils with SEND. They are sensitive to the needs of individual pupils and work hard to help them in their behaviour and learning. These pupils generally achieve well.
- Leaders identify if pupils are at risk of falling behind in their learning and organise effective support to help them catch up. However, disadvantaged pupils, at key stage 2, do not always achieve as well as non-disadvantaged pupils. Teaching assistants are generally knowledgeable and skilled in their roles, but a few are not deployed to have maximum effect on teaching and learning, to enable all pupils to achieve well.
- Teachers create a positive climate for learning in most classes. Their expectations of pupils' behaviour are high. Most pupils respond well and work with others sensibly. Pupils behave well and are eager to learn. The most able pupils said that sometimes their work is too easy or repetitive. This is particularly the case when all pupils start with the same tasks before some move on to harder work. Where teaching does not challenge them sufficiently, some pupils do not engage as well as they should.

Personal development, behaviour and welfare

Good

Personal development and welfare

- The school's work to foster pupils' personal development and welfare is good. Staff work hard to meet individual needs and demonstrate a high regard for pupils' welfare.
- Pupils who made their views known say that they feel safe, valued and well looked after. In a very caring, nurturing environment, pupils develop a strong sense of belonging and are proud of their school. They form trusting relationships with staff and pupils. Pupils know staff will help them if they are worried or upset. Staff show kindness and respect for pupils and most pupils follow their good example in the kindness and care they show to each other.
- Pupils have many opportunities to take responsibilities as playground leaders, 'Golden Swallows' and school councillors. They want to be valued and respected, so they take such roles very seriously to resolve altercations and influence school improvement. Leaders support pupils and their families sensitively if circumstances warrant it. As one parent said, 'The school takes good care of my children. My children love it here.'

- Pupils understand what constitutes bullying and know it takes different forms, including physical and verbal threats and cyber bullying. They say that such bullying is rare in school but if it happens, teachers sort it immediately. As one pupil explained, 'Bullying is very unkind. No one should bully anyone. You would seriously go on the red door for that!' They learn about e-safety when using the internet and know not to post personal details or photographs, as this may pose danger to friends and family. They also know that name-calling, or any form of discrimination, is wrong and say that teachers deal with such incidents promptly.
- Through assemblies, class discussions and other activities, pupils understand that they live in a world with diverse faiths, cultures and traditions. They know that they should respect other people's beliefs and values. As some pupils explained, 'We are not all the same but we know everyone is equally important and that's how it should always be.'

Behaviour

- The behaviour of pupils is good.
- Pupils' attendance is consistently above the national average because pupils, and their parents, see that school is important if you want to learn. Older pupils explained eloquently that, 'Missing school means you don't learn everything and you also miss your friends.'
- Pupils' conduct is mostly good in lessons and around school. They behave well because they know this is the way to be. Occasional lapses and restiveness do occur when teaching does not hold pupils' interest or understanding fully, but most try to behave well even then. Pupils understand that 'it is good to be on gold,' and explain why. They value the rewards for good behaviour and accept the consequences if behaviour is otherwise.
- In the dining hall, pupils enjoy each other's company. Most behave sensibly and clear up when they have finished. Older pupils are quick to lend a hand if younger children struggle with trays and cutlery. Pupils show due respect to lunchtime staff at all times.
- Pupils play amicably and safely outside, aware of the limitations of space for more boisterous activities. They are friendly and courteous and show a mature, caring attitude towards any pupils who might feel left out or upset. Playground leaders make sure that everyone has someone to play with and act swiftly if incidents arise.

Outcomes for pupils

Require improvement

- At the end of Year 6 in 2018 not all pupils made the progress they should have in reading, writing and mathematics from their end of key stage 1 starting points. Previous weaknesses in teaching and considerable changes in staffing in the last two years meant that pupils did not achieve as well as expected. A lack of challenge for some pupils with typical starting points was also a factor. A few less-confident learners did not make up sufficient lost ground due to gaps in their previous learning.
- The proportion of pupils in Year 6 in 2018 who reached the expected standards was not in line with national averages, particularly in reading. Leaders' strategies to improve the curriculum in reading had not been in place long enough to have had the intended full effect. In mathematics, while a few pupils did not make the expected progress, outcomes were better than in 2017. The teaching of mental mathematics and reasoning skills was

effective in improving pupils' mental agility and fluency. Many pupils made good progress in mathematics. Strategies to improve the teaching of writing are beginning to have positive impact, although too few achieve the higher standards.

- Basic literacy skills are developed effectively from the early years and pupils gain a good grounding in the knowledge and skills that they need to progress. A small proportion of pupils, however, lack confidence in their ability and so find reading and writing a challenge as they move through the school. Pupils do not have enough opportunities to write at length in English and other subjects to achieve well. Some pupils make too many errors in their written work to achieve as well as they should.
- In Year 2 in 2018, pupils made good progress and outcomes in each subject exceeded those seen nationally. An increased proportion of pupils reached a greater depth of learning in all subjects than in the previous year. The picture is less positive for current Year 1 and 2 pupils because teaching is not yet consistently good. Pupils entered Year 1 with skills and knowledge above that found nationally at the end of the early years, but too few are making the progress that should be expected of them.
- The school's current assessment information and work in pupils' books, for key stage 2 pupils, shows an improving picture from that in 2018. In Years 5 and 6, where teaching is consistently strong, pupils are making strong progress. However, progress in key stage 2 overall, is still uneven because teaching and learning in Years 3 and 4 is of an inconsistent quality.
- Throughout the school, an increasing number of pupils are working at greater depth. This is an improving picture since the previous inspection. However, there is still not enough challenge, especially for less confident middle-attainers who are capable of achieving more.
- The teaching of phonics is now effective in the early years and key stage 1. In 2018, pupils' outcomes were well above average in the phonics screening check at the end of Years 1 and 2. Pupils generally use their knowledge of phonics to decode unknown words correctly. However, key stage 2 pupils who did not have this quality of phonics teaching previously are sometimes less confident when encountering unfamiliar vocabulary because their phonics skills are less secure. The most able pupils read fluently, with both expression and enjoyment, but less confident readers often hesitate because they cannot understand the text well enough to make sense of unfamiliar vocabulary or phrases.
- Outcomes in mathematics are improving because pupils have a good grounding in their basic number skills. For example, pupils understand the relationship between division and multiplication and older pupils know how to check their answers by applying the inverse calculation. However, occasionally, pupils move on to new work before they are secure in current learning. Equally, at times, the most able pupils do not move on to challenging tasks quickly enough to achieve as well as they could.
- Disadvantaged pupils in the school progress well when supported effectively, especially to close gaps in their learning. However, where teaching is less than good, their progress falters and consequently some do not achieve as well as their classmates or pupils nationally. The overall picture is uneven. Too few disadvantaged pupils attain the higher standards.
- Pupils with SEND are supported well. Teaching staff plan for these pupils' needs sensitively and accurately, enabling them to make good progress against their various starting points.

Early years provision

Good

- Children enter early years with skills and experiences that are typical for their age. Those that attend Foundation 1 (Nursery) often make stronger progress than those who start in Foundation 2 (Reception). However, staff assess each child's progress closely and support individuals effectively to make the best progress they can before starting Year 1. Through consistently strong teaching, an above-average proportion of children attain a good level of development at the end of early years. Most children are well prepared for Year 1.
- The early years leader, appointed in September 2018, has already made considerable and effective changes to the curriculum to support children's progress. She understands her role well, has strong leadership skills and leads by example. The environment is busy and bubbly, with children very secure in their surroundings. They adopt the day-to-day routines well and respond to the high expectations placed upon them to do their best. Most children make good progress as a result.
- Staff modify the activities children undertake to meet their individual needs. They know, for example, that boys in the class sometimes shy away from reading and writing when given the choice, because physical activities, construction and outdoor play are more enticing for some. Equally, many girls in the class opt for more structured activities where they develop their creative skills. A firm steer from all staff ensures that all children try everything and cover the ground they should to achieve well in all aspects of learning.
- Staff know their children well. Home visits and links with parents are very effective in helping staff understand children's individual needs. Staff encourage parents to join the Friday morning sessions to see their children at work and learn how they can support their child's learning at home. Parents know that staff will act promptly if they have any concerns regarding any child's development or well-being.
- Provision in the early years, both inside and outside the classroom, is well planned to capture children's interest. Regular counting games and singing rhymes make numbers fun. One child eagerly explained that, 'If you want to count more than ten, you can use someone else's fingers or even get counters.' Many are already adding and subtracting numbers to 20 with ease and know that numbers 'never stop'.
- The strong emphasis on teaching phonics helps children develop their early literacy skills confidently. Children listen to stories avidly and re-tell them with great precision. If anyone goes off script, others interject because they want to get it right. Children enact roles and adopt characters, showing a secure understanding of story and text. The most able children rush to write their own versions which they are eager to read to others. Early writing is promoted successfully.
- Children investigate the natural world around them, for example to make sense of seasons and life cycles. As one explained, 'When the seeds grow it is summer. Seeds need water and sunshine and mud to grow and you must put them in a pot carefully.'
- All welfare arrangements are secure to keep children safe at all times. Children learn to socialise by playing sensibly and safely with others, sharing toys and equipment generously. They respond appropriately to instructions and guidance and behave well. Children become confident, independent young learners because teachers' expectations of them are high.

School details

Unique reference number	106860
Local authority	Rotherham
Inspection number	10087503

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

Type of school	Primary
School category	Maintained
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	216
Appropriate authority	The governing body
Chair	Andrea Greaves
Headteacher	Leyton McHale
Telephone number	01142 872 484
Website	www.swallownestprimary.org
Email address	swallownestprimary@rgfl.org
Date of previous inspection	13–14 September 2016

Information about this school

- The school is a smaller-than-average-sized primary school.
- Children attend part-time in Foundation 1 (Nursery) and full-time in Foundation 2 (Reception).
- The vast majority of pupils are from a White British background
- There is a slightly above-average proportion of pupils supported through the pupil premium.
- The proportion of pupils with SEND is lower than the national average

Information about this inspection

- Inspectors observed teaching and learning across the school, with senior leaders joining them on several occasions. They looked at pupils' work in their workbooks, records of children's learning in the early years and other information about pupils' attainment and progress with senior leaders.
- In addition, inspectors listened to pupils read and held discussions with two groups of pupils. They also talked informally with pupils around the school.
- Inspectors met with the chair and vice-chair of the school's governing body. They also had discussions with various staff in the school, including the leader responsible for managing the support for pupils with SEND, the leader for the early years and the leaders for English and mathematics. There was also a meeting with a representative of the local authority.
- Inspectors examined a range of documents. These included information about pupils' attainment and progress, the leaders' reviews of the school's performance and records of monitoring visits by other providers. They also examined safeguarding documentation and various records of pupils' attendance and behaviour.
- Inspectors considered the 44 responses to Ofsted's online survey, Parent View, and talked informally with parents at the start of the school day. They also took into consideration the 44 comments submitted to Ofsted by parents. Inspectors also took into consideration the 19 responses to Ofsted's staff survey. No responses were submitted to Ofsted's pupil questionnaire.

Inspection team

Rajinder Harrison, lead inspector	Ofsted Inspector
Alison Ashworth	Ofsted Inspector

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