

Inspection of an outstanding school: Swinemoor Primary School

Burden Road, Beverley HU17 9LW

Inspection dates:

10 and 11 January 2023

Outcome

Swinemoor Primary School continues to be an outstanding school.

What is it like to attend this school?

Swinemoor Primary is a unique and special place. The school is an oasis of calm where pupils respect and value their education and the many wider opportunities that leaders offer them.

Leaders are determined that pupils will achieve highly. Pupils consistently produce high-quality work of which they are rightly proud. This is celebrated in the many excellent displays around the school.

Behaviour is exemplary. Pupils know and demonstrate the two key golden rules of 'be kind and gentle' and 'if you don't have anything nice to say, don't say anything'. This ensures that pupils consistently behave in a considerate and orderly manner. Children in early years readily follow well-established routines. Pupils know what bullying is. They will tell an adult if it happens, and the adult will sort it out.

The school's knowledge-based graduate award programme is at the heart of the school's success. Alongside the outstanding curriculum, pupils choose to study a graduate award subject syllabus at home or at school in their own time. When they are ready, they take the graduate test. Pupils are incredibly proud of the award, and their excitement and aspiration to do well are tangible.

Leaders create a positive competitive environment that pupils enjoy immensely. talent and cookery competitions enable pupils to build their resilience, self-confidence and aspirations.

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

Leaders use a combination of competitive projects and focused curriculum work to deliver a stimulating and motivating curriculum. They sequence learning extremely well to support high-quality learning and the production of exceptional work.

Leaders have the highest ambitions for pupils. They ensure that the requirements of pupils with special educational needs and/or disabilities (SEND) are purposefully built into the curriculum. This ensures that pupils with SEND are fully included in all lessons and do not miss out on any aspect of the curriculum.

Subject leaders are passionate about ensuring that pupils are inspired to learn in their subjects. For example, the enthusiasm and deep subject knowledge of staff in art run through to the pupils. Pupils learn about artists and how to use different mediums and techniques. This helps them to produce work of an exceptional quality, and results in a love of art throughout the school community.

Leaders check what pupils remember very well. Leaders visit classes at the start of a project and complete a baseline quiz with pupils. This checks what pupils know at the start of the project. Leaders repeat this at the end of the project to check what pupils have learned over time. Pupils contribute to their individual portfolios at the end of a project with a reflective evaluation on their learning in each subject. For example, in Year 3, pupils evaluate the quality of their monarchical portrait in respect of brush strokes, shading and texture. This ensures that they remember the taught curriculum.

Leaders have made reading and oracy a priority. Story time is non-negotiable. It happens every day across the school. Story time also appears in different forms to promote discussion. For example, pupils are encouraged to use music story time to consider the 'story' a piece of music or song creates. Teachers follow a phonic programme in a consistent and highly effective way. Regular phonic checks by teachers identify pupils who need further phonic support. This enables pupils to catch up and read with fluency.

There is very high ambition for pupils in mathematics starting in early years. Adults in Reception model high-quality mathematical language. Teachers have secure mathematical subject knowledge. They use expertise from the mathematics research hub to share strong practice. Pupils can recall mathematical concepts they have learned in previous years that are helping them to solve problems now. Pupils use journals alongside their mathematics workbooks to extend and reflect on their mathematical knowledge.

Leaders ensure that pupils know how to stay safe online. Pupils know not to share their email address, not to click on unknown web links and to tell an adult if someone is mean to them online. Leaders provide many opportunities for pupil leadership. Pupils enjoy taking on these responsibilities. For example, Year 6 pupils apply for jobs in early years, such as hearing children read or helping at lunchtime. This starts to build a strong work ethic among the pupils.

Pupils are extremely motivated by the school's reward system. They wear with pride the Swinemoor Winner t-shirt, polo shirt or sweatshirt.

Governors have a clear and accurate understanding of the improvements the school has continued to make to the curriculum since the last inspection. They hold leaders at all levels to account. For example, all subject leaders have presented their curriculum to governors. Governors' challenge and question and scrutinise how well each subject is

sequenced. This means they have a secure understanding of the strengths of the curriculum.

Safeguarding

The arrangements for safeguarding are effective.

Staff have regular safeguarding training. They record any concerns over pupils' safety thoroughly. Safeguarding leads build strong relationships with the school community. They offer support when pupils need extra help and involve external agencies when necessary. Leaders are aware of the possible risks that pupils may face. For example, they have identified exposure to county lines as one of the possible risks of living in East Riding. County lines is where illegal drugs are transported from one area to another, usually by children who are coerced into it by gangs. As a result, leaders ensure that there is a drug awareness unit in the school's personal, social and health education curriculum. Pupils report safeguarding concerns to their special person. This can be any member of staff nominated by a pupil.

Background

When we have judged a school to be outstanding, we will then normally go into the school about once every four years to confirm that the school remains outstanding. 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 first ungraded inspection since we judged the school to be outstanding in March 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	132209
Local authority	East Riding of Yorkshire
Inspection number	10255762
Type of school	Primary
School category	Community
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	244
Appropriate authority	The governing body
Chair of governing body	Jane Simpson
Headteacher	Leon Myers
Website	www.swinemoorprimary.org.uk
Date of previous inspection	7 and 8 March 2017, under section 8 of the Education Act 2005

Information about this school

- This is an average-sized primary school.
- The school does not use any alternative providers.

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 leaders and has taken that into account in their evaluation of the school.
- The inspector met with the headteacher, curriculum leaders, staff and pupils. Meetings were also held with representatives of the governing board and the local authority.
- The inspector carried out deep dives in these subjects: early reading, mathematics and art. For each deep dive, the inspector met with curriculum leaders, spoke to pupils and teachers, visited lessons and looked at their work. The inspector heard pupils read.
- The inspector examined safeguarding records, attendance figures, curriculum plans and policies.

- The views of staff were considered from meeting with them and from their responses to Ofsted's staff questionnaire.
- The views of pupils were considered from meetings with them and from their responses to Ofsted's pupil questionnaire.
- The views of parents were considered from a recent school survey as there were less than 10 responses to Ofsted's parent questionnaire.

Inspection team

Alison Stephenson, lead inspector

His Majesty's Inspector

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