

# Inspection of Swallowdale Primary School and Community Centre

Dalby Road, Melton Mowbray, Leicestershire, LE13 0BJ

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Inspection dates: 6 and 7 December 2022

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Early years provision	<b>Good</b>
Previous inspection grade	Requires improvement

## **What is it like to attend this school?**

This is an inclusive and ambitious school. This is exemplified through their school motto, 'together we fly high'. Expectations are high, both academically and personally, particularly for those with a special educational need and/or disability (SEND). There are many opportunities for pupils to develop a range of skills, such as gardening, cooking and cheerleading. Pupils enjoy having responsibilities. They make decisions in the school council to improve their school.

Pupils behave well. They are respectful of one another. One pupil said: 'You are taught to think before you speak. As a consequence, boys and girls are respectful to each other.' The school is a calm place. There are well-established routines at lunchtimes and playtimes with organised activities. Pupils learn at an early stage the importance of rules through the school's values, 'be prepared, be safe, be respectful'. Pupils say they feel safe. They state bullying is rare and should it happen teachers will deal with it.

There has been a focus recently to ensure the curriculum covers the history of the local community. This has further engaged pupils in their learning. One parent said: 'My children come home excited about what they have learned each day.'

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

Pupils enjoy reading. The school provides many opportunities to develop an enthusiasm to read. Initiatives such as the 'Wise Owl' reading at home awards in key stage 1 and the reading bus out on the playground help to promote the importance of reading. One parent stated: 'My child has read so many books I can't keep count.' There is a well-established approach to teaching pupils to read. Skilful staff quickly identify if pupils fall behind. They receive swift support to ensure they catch up. There are a wide variety of books to support learning in the wider curriculum. These challenge stereotypes and promote diversity. Pupils enjoy the dedicated reading time they get, where adults bring books to life.

The curriculum is well planned and sequenced. In those well-established subjects the curriculum is ambitious. However, in some subjects, specific knowledge is not as precise. Some teachers lack subject knowledge to teach these subjects as well as others. Teachers make regular checks on what pupils know and remember. There are deliberate connections made with previous learning to help pupils remember. Leaders have considered how learning links from the early years foundation stage (EYFS) and through into key stage 3.

In the EYFS, children settle quickly into the routines of the school day. High expectations are set of how children should behave and what they can achieve. The curriculum is thoroughly planned. Much thought goes into meaningful activities, which engage and enthuse learners. Rigorous assessments ensure that activities are designed to meet the needs of all pupils. Children learn to communicate well with

each other. Adults model language effectively. Thoughtful questioning challenges children and focuses learning. Effective use of puppets and jigsaw figures help model positive behaviours.

Expectations for pupils with SEND to achieve are high. These pupils feel well supported and enjoy school. One pupil said: 'I like the lessons because they make me happy and I can learn.' Tailored plans provide teachers, and teaching assistants, with the knowledge they need to support effectively. The use of extra resources ensures these pupils take part fully in lessons.

Staff have high expectations for pupils' behaviour. Pupils understand and appreciate the rewards and sanctions system in school. They believe it is reasonable. One astute pupil stated: 'Sometimes some people think it's unfair that others get more help with their behaviour. But it is fair as they need more help.' Leaders move quickly to seek external support should pupils need extra help to behave well. Pupils play well together. There are a range of activities for pupils to do at breaktimes, many organised by the pupils themselves.

There is a strong emphasis on promoting pupils' well-being. Considerable effort goes into supporting pupils with their mental health. There is regular use of counsellors. Learning about mental health weaves throughout the curriculum. The use of talk boxes and happy boxes provide opportunities for pupils to share their worries and feelings. Teachers check these regularly and provide support where necessary. Values ambassadors promote the school's values and reward those who demonstrate them. Pupils engage in discussions exploring concepts, such as whether money makes you happy.

The school is well led. Leaders know what they need to do to improve the school and there are clear plans in place. However, checks about the implementation and the impact of the curriculum on pupils' learning are not drawing on a broad range of evidence. This means that in some subjects there is an inconsistency of approach. Governors understand their roles and responsibilities. Staff appreciate the efforts made by leaders to reduce workload.

## **Safeguarding**

The arrangements for safeguarding are effective.

The safeguarding of pupils is an absolute priority for all staff. They are vigilant to signs of abuse. Recording systems ensure leaders are knowledgeable about pupils' needs and that they seek appropriate external support where necessary. Leaders are tenacious to ensure they get this support. The school makes the necessary checks, so that only appropriate adults work in school.

Pupils say they feel safe. One pupil stated that learning about how to keep themselves safe was the school's 'number one priority'. They learn how to keep themselves safe online. Bullying is not tolerated.

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

### (Information for the school and appropriate authority)

- There are detailed plans in all subjects, which make clear the substantive knowledge teachers need to deliver during lessons. However, in some subjects the disciplinary knowledge is not that precise. As a consequence, some teachers lack this knowledge. Subject leaders should establish what teachers know and provide the necessary support and training for them should they need it.
- Monitoring processes are in place for leaders to check the implementation of the curriculum. However, this is at times focused on meetings rather than leaders visiting lessons and evaluating the consistency and quality of provision. As a consequence, provision in some subjects is not consistent. Leaders should ensure they make the necessary checks, so that the intended curriculum is delivered as it was intended in all subjects.

## 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

<b>Unique reference number</b>	139341
<b>Local authority</b>	Leicestershire
<b>Inspection number</b>	10241501
<b>Type of school</b>	Primary
<b>School category</b>	Academy converter
<b>Age range of pupils</b>	4 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	366
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	Stephen Cotton
<b>Headteacher</b>	Samantha Harries
<b>Website</b>	<a href="http://www.swallowdale.bepschools.org">www.swallowdale.bepschools.org</a>
<b>Date of previous inspection</b>	26 and 27 March 2019, under section 5 of the Education Act 2005

## Information about this school

- The school uses one unregistered alternative provider.
- The school is part of the Bradgate Education Partnership, a multi-academy trust.

## Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors held meetings with the senior leaders, including the special educational needs and/or disabilities coordinator, curriculum leaders and the EYFS leader.
- Inspectors carried out deep dives in five subjects: reading, mathematics, history, physical education and modern foreign languages. To do this, they met with curriculum leaders, visited lessons, looked at pupils' work, listened to pupils read

and met with teachers and pupils. They also looked at plans for the geography and design and technology curriculum and talked to leaders of these subjects.

- The lead inspector met with the chair of trustees and the chair of the local advisory board. He also met with the chief executive officer of the trust.
- The inspector took account of the responses to the Ofsted Parent View survey, pupil survey and staff survey along with written comments from parents. Inspectors spoke informally to parents outside the school.
- Attendance, behaviour logs and safeguarding records were scrutinised. This included the school's single central record. Inspectors also conducted meetings with leaders to discuss the safeguarding of pupils.
- Inspectors considered pupils' behaviour at various times of day, including in lessons, around the school site and at lunchtime.

### **Inspection team**

Mark Anderson, lead inspector

His Majesty's Inspector

Matthew Fearn-Davies

His Majesty's Inspector

Anna Crawte

Ofsted Inspector

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