

Inspection of a school judged good for overall effectiveness before September 2024: Swinford Church of England Primary School

School Lane, Swinford, Lutterworth, Leicestershire LE17 6BG

Inspection date:

4 March 2025

Outcome

Swinford Church of England Primary School has taken effective action to maintain the standards identified at the previous inspection.

The acting headteacher of this school is Rachel Chamberlain. This school is part of Embrace Multi-Academy Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer (CEO), Sharon Mullins, and overseen by a board of trustees, chaired by John Haggart.

What is it like to attend this school?

Pupils at this school are happy. They demonstrate the school values of 'love thy neighbour as yourself'. Pupils listen carefully to each other's views and enjoy playing together outside. One pupil, who shares the views of many, said: 'The school is special. Everyone is different, but we are still friends together.' Pupils feel safe. They know that they can share their worries with a trusted adult. Pupils who need help to manage their emotions appreciate the extra support that they receive from the school.

The school has high expectations of its pupils. It has a clear understanding of the needs of its pupils and knows what they need to help them to achieve well. Pupils are enthusiastic about their learning and enjoy their lessons. Pupils are proud to share their achievements with others.

Pupils enjoy participating in extra-curricular clubs. They appreciate their opportunities to develop their talents, such as representing the school at local sporting tournaments. Pupils understand the importance of a healthy body and mind. They demonstrate this through participating in local initiatives, such as 'Move it March'. Pupils enjoy their link with the local church and opportunities to help organise community events.

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

Pupils achieve well at this school. The ambitious curriculum is carefully sequenced to typically help pupils build on the knowledge they have previously acquired. This helps them to understand more difficult concepts. For example, in history, pupils were able to talk confidently about chronology and order events on a timeline accurately.

Early reading is prioritised. Staff are knowledgeable about the phonics scheme and teach it effectively. Pupils learn their sounds quickly and can apply these sounds to read a wide range of words. From an early age, pupils develop their reading fluency. This helps them understand a wide range of stories and read with expression. Additional reading support is provided quickly for the very few pupils that find it difficult to keep up with the reading programme. Pupils appreciate their library and opportunities to read for pleasure.

Pupils are given clear explanations about the curriculum content. However, on occasion, staff may not adequately check that pupils possess the necessary prior knowledge before introducing new content. Conversely, a few pupils who are prepared to advance to new curriculum content are not consistently given appropriate tasks and the support they need.

Pupils are encouraged to review and recall essential knowledge. However, until recently, they occasionally struggled to remember and apply their understanding of mathematics. The school has recently implemented changes to the mathematics curriculum, which are positively improving their ability to recall number facts.

Children in the early years enjoy exploring and using their imagination in their learning environment. They understand the school routines and play cooperatively with each other. Children are enthusiastic about their weekly outdoor learning sessions to develop their physical skills. Children participate well in 'drawing club' time which enables them to develop their early writing skills. Pupils are well prepared for learning in Year 1.

The school identifies quickly any special educational needs and/or disabilities (SEND) that pupils may have. It supports pupils with SEND to achieve well. Additional support is provided to help pupils to catch up.

Pupils are kind and respectful. They learn about a range of faiths and cultures. Some pupils participate in church club where they can learn more about Christian values. There are some opportunities for pupils to develop their leadership skills, such as through the 'social action' group. However, pupils would appreciate more opportunities to take responsibility in school.

Pupils appreciate their opportunities for trips and were excited to share their experience about the recent Young Voices event. However, the curriculum does not sufficiently make pupils aware of events that affect them around the world or enable pupils to learn enough about the fundamental British values.

Pupils like their new behaviour system and know the rules of 'be ready, be respectful and be safe'. Pupils are motivated by the house points they receive when they demonstrate these rules. Pupils say that bullying is rare. The school takes effective action to support the small number of pupils who do not attend as well as they should.

The school has an ambitious vision for pupils to do their best. Despite the school's recent turbulence in staffing, this vision has continued to be realised. The school benefits from the support it receives from the multi-academy trust. Staff receive effective training and benefit from ongoing support to develop their practice. The school is considerate of staff workload when making decisions about school improvement. Governors fulfil their statutory responsibilities effectively.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Sometimes assessment information is not used consistently well. This means that, on occasion, checks on pupils' understanding are not secure. As a result, some pupils move on to new learning before they are ready, while others do not receive work that is ambitious enough. The school needs to ensure that appropriate checks are used effectively to give pupils the right level of work, so that pupils achieve well in all subjects.
- Opportunities for pupils to learn about events that may affect them are limited. Pupils do not have enough chances to learn about the wider world and broaden their horizons. The school needs to make sure that the curriculum is supported by suitable experiences designed to enhance pupils' learning.

Background

Until September 2024, on a graded (section 5) inspection we gave schools an overall effectiveness grade, in addition to the key and provision judgements. Overall effectiveness grades given before September 2024 will continue to be visible on school inspection reports and on Ofsted's website. From September 2024 graded inspections will not include an overall effectiveness grade. This school was, before September 2024, judged to be good for its overall effectiveness.

We have now inspected the school to determine whether it has taken effective action to maintain the standards identified at that previous inspection. 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's work has improved significantly or that it may not be as strong as it was at the last inspection, then the next inspection will be a graded inspection. A graded inspection

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 predecessor school, Swinford Church of England Primary School, to be good for overall effectiveness in October 2012.

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](#)' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	144118
Local authority	Leicestershire
Inspection number	10347657
Type of school	Primary
School category	Academy converter
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	102
Appropriate authority	Board of trustees
Chair of trust	John Haggart
CEO of the trust	Sharon Mullins
Acting headteacher	Rachel Chamberlain
Website	https://www.swinford.leics.sch.uk/
Date of previous inspection	14 January 2020, under section 8 of the Education Act 2005

Information about this school

- The school does not use any alternative provision.
- The school has a religious character and is a Church of England school. The most recent section 48 inspection was in October 2018. Section 48 inspections were suspended due to the COVID-19 pandemic. They restarted in September 2021. The next inspection will be within eight years of the last section 48 inspection.

Information about this inspection

- Inspections are a point-in-time evaluation about the quality of a school's education provision.
- 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 met with the headteacher and with other leaders. The lead inspector met with those responsible for governance, including the chair of the trustees. The lead

inspector also held a discussion with the CEO and the director of education from the trust.

- Inspectors visited a sample of lessons, spoke to some pupils about their learning and looked at samples of pupils' work.
- The lead inspector observed some pupils read to a familiar member of staff.
- Inspectors observed behaviour in lessons and at other times around school. The team inspectors met with those responsible for behaviour and attendance.
- The lead inspector conducted a personal development walk with a sample of pupils across the school.
- To evaluate the effectiveness of safeguarding, inspectors reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- The lead inspector reviewed a range of documents, including the school's self-evaluation and improvement plan and information about governance. Inspectors also considered information about pupils' attendance and behaviour, as well as the wider curriculum.
- Inspectors considered the responses to Ofsted's online questionnaire, Ofsted Parent View, and the results of Ofsted's staff survey.

Inspection team

Sarah Sadler, lead inspector

Ofsted Inspector

Elizabeth Mace

Ofsted Inspector

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