

Inspection of Swanwick Primary School

South Street, Swanwick, Alfreton, Derbyshire DE55 1BZ

Inspection dates:	1 and 2 April 2025
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Requires improvement

What is it like to attend this school?

This is a joyful school, where pupils are happy and safe. Pupils benefit from the school's ambitious aim that everyone will flourish. Pupils achieve well. They enjoy learning the carefully considered curriculum.

The positive school culture and caring ethos lead to warm relationships within the whole school community. Parents and carers value the school's positive approach and the warm welcome they receive. They appreciate how caring the staff are and the support that they give to their children. Pupils have confidence in the trusted adults they can turn to with any worries. Many parents would recommend the school to others.

The school's 'THRIVE' values are lived and acted on. These values underpin the broader well-being and respectful conduct of pupils. Pupils are courteous and polite to staff and to each other.

Pupils are inspired by the high-quality opportunities that the school provides to broaden their curriculum experiences. Educational visits enrich pupils' learning. For instance, trips to museums deepen pupils' knowledge of history. Residential opportunities, such as the recent visit to Holland, provide valuable experience of travel to a different country. Pupils enjoy sports competitions and music performances, to extend their talents and interests.

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

The curriculum sets out very clearly what pupils must know and remember. Regular review and recall opportunities are used well to support pupils to remember what they are taught. Staff are skilled at presenting information clearly and concisely. They select appropriate and interesting activities for pupils. Staff question pupils effectively to extend their explanations. Staff immerse pupils in the subject matter being taught, including, for instance, through talk activities with their peers. Pupils' recall of knowledge is positive. They draw on the subject-specific vocabulary that they are taught to explain their understanding well. The school supports pupils with special educational needs and/or disabilities (SEND) effectively. It identifies and meets their needs so that they achieve well.

The school has a clear approach to writing. For instance, high-quality books inspire and motivate pupils to write. The school ensures that pupils enjoy writing for a range of purposes. They use interesting language effectively. The curriculum includes the teaching of relevant grammatical knowledge and spelling to support fluent writing. However, the school does not ensure that pupils draw on this knowledge consistently well to write with precision and accuracy in English and across other subjects. Some pupils do not use a consistent and fluent handwriting style.

Reading is prioritised and the school promotes reading for pleasure well. For instance, the school dedicates regular 'book club' time, where pupils enjoy book discussions with their teachers and peers in a cosy environment. The reading curriculum is well considered. It begins effectively with phonics development. Pupils respond well to the embedded

routines delivered expertly by knowledgeable staff. Those who struggle with reading have regular support and guidance to catch up. They achieve well.

The warm, nurturing relationships in the early years ensure children grow in confidence. Skilled staff develop children's language and communication effectively. Children benefit from a rich array of appropriate activities to support their curiosity. For instance, enhancements such as observing chicks to understand life cycles bring awe and wonder to their learning. Children engage with and concentrate well on tasks. They enjoy books linked to topics, such as spring.

The school has a consistent approach to behaviour management. Staff have high expectations and routines begin well from the early years. Pupils are studious and need few reminders to concentrate. Pupils play together happily at social times. They thrive on the adventurous play and extensive outdoor activities that they have. Pupils use the large play equipment sensibly. They have great fun and collaborate imaginatively.

The school ensures that pupils' personal development and well-being are important priorities. Pastoral care is strong, securing the support that pupils and their families need. The school ensures that pupils understand a lot about life in modern Britain. Pupils know about discrimination and are respectful about the beliefs and values of others. They know how to stay safe online. They enjoy clubs to extend their interests, such as the choir and board games.

The school is taking effective actions to improve pupils' education across the curriculum. The staff team has high morale. Staff value the consideration the school has for their well-being. For instance, the school considers workload through the well-being committee and any new policies introduced. Leaders, including governors, are effective in their roles. Governors know the school well and understand their legal duties.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Not all staff regularly ensure that pupils consistently write with precision and accuracy to communicate their understanding. This means that some pupils do not routinely apply the skills and knowledge that are important for fluent, legible written work. Some writing presentation and spelling inaccuracies hinder the flow and quality of pupils' written communications. The school should ensure that all staff know how best to support pupils to write precisely and with accuracy, so that they achieve higher standards and communicate their understanding well.

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	112500
Local authority	Derbyshire
Inspection number	10379526
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	380
Appropriate authority	The governing body
Chair of governing body	Gareth Hughes
Headteacher	Ben Wray
Website	www.swanwick.derbyshire.sch.uk
Date of previous inspection	15 December 2022, under section 5 of the Education Act 2005

Information about this school

- The headteacher took up his post in January 2024.
- The school does not use any alternative provision.
- The school runs and manages its own breakfast club.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005. During a graded inspection, we grade the school for each of our key judgements (quality of education; behaviour and attitudes; personal development; and leadership and management) and for any relevant provision judgement (early years and/or sixth form provision). Schools receiving a graded inspection from September 2024 will not be given an overall effectiveness grade.

- Inspections are a point-in-time evaluation about the quality of a school's education provision.

- Inspectors discussed any continued impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors met with senior leaders and subject leaders from the school. The lead inspector met with representatives from the local governing body and spoke with a representative from the local authority.
- Inspectors carried out deep dives in these subjects: reading, mathematics, history and science. For each deep dive, inspectors held discussions about the curriculum, visited a sample of lessons, spoke with teachers, spoke with some pupils about their learning and looked at samples of pupils' work.
- The lead inspector listened to some pupils read.
- Inspectors also considered the curriculum in some other subjects and considered the support provided for pupils with SEND.
- Inspectors discussed pupils' attendance and behaviour with school leaders.
- Inspectors considered the views of parents who responded to Ofsted Parent View. They also spoke with some parents at the school gate.
- Inspectors reviewed responses to Ofsted's survey for staff. They held discussions with staff and pupils.
- Inspectors considered a wide range of evidence, including some documents published on the school's website.
- 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.

Inspection team

Donna Moulds, lead inspector	Ofsted Inspector
Rachael Snowdon-Poole	Ofsted Inspector
Lisa Atkins	Ofsted Inspector

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