

Inspection of Swainswick Church School

Innox Lane, Upper Swainswick, Bath, Somerset BA1 8DB

Inspection dates: 18 and 19 June 2024

Overall effectiveness

Outstanding

The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Early years provision

Outstanding

Previous inspection grade

Not previously inspected under section 5 of the Education Act 2005

The headteacher of this school is Grant Swarbrooke. This school is part of the Diocese of Bath and Wells 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, Nikki Edwards, and overseen by a board of trustees, chaired by Oliver Cofler.

What is it like to attend this school?

Swainswick Church School is an inspiring place to learn. Pupils are rightly proud of their school. They attend well and they thrive. Staff are highly ambitious for what pupils can achieve. Pupils live up to this. The warm and nurturing relationships between staff and pupils sit at the heart of the school's effectiveness. Pupils are respectful and polite to each other and to visitors. Their conduct is exemplary.

Pupils are conscientious and hard-working. They embrace opportunities to further their knowledge. Enrichment opportunities, such as trips and visits, enhance pupils' experiences and learning. For example, the recent visit to Bath deepened pupils' knowledge of both literature and history.

The school sits at the heart of the local community. From the moment they start at the school, pupils learn what it means to be an active and responsible citizen. For example, they lead environmental initiatives, such as a community refill stall to reduce single-use plastics. Pupils undertake these roles with a strong sense of responsibility.

Pupils are compassionate and have many opportunities to develop meaningful friendships. Older pupils are 'buddies' for younger children. As with so much that they do, pupils take this to their heart. Past pupils return to visit their former 'buddies' when they leave Year 6. This helps to prepare pupils for secondary school.

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

There is a relentless drive to ensure that all pupils receive an outstanding education. The school has designed an exciting and ambitious curriculum with precision. Pupils consistently build new learning on secure foundations. As a result, pupils excel.

Staff have a firm and shared understanding of the school's curriculum. They present information clearly and ensure that pupils use subject-specific vocabulary accurately. Pupils develop a detailed understanding of each subject. For example, pupils make sophisticated connections between Georgian history and the work of Jane Austen.

Pupils learn new ideas confidently and apply new knowledge fluently and independently. For instance, in art, pupils apply what they know about Expressionism and create their own artwork which reflects differing styles within the movement.

Staff ensure that all pupils have the understanding and vocabulary required to express their ideas. In Reception Year, staff support children to articulate themselves clearly. All pupils are encouraged to share their opinions and everyone's voice is valued.

The school is ambitious that every pupil will become a fluent reader. Children begin reading as soon as they start school. Books are carefully chosen to ensure they

match pupils' phonic knowledge precisely. Staff identify any pupil who falls behind promptly. They provide rapid support to help them to catch up and keep up. Pupils read widely. They enjoy listening to stories and are eager to participate. For example, younger children join in with well-known refrains. Older pupils relish the opportunity to make predictions about what might happen next. This promotes a love of reading and pupils quickly become avid readers.

The school accurately identifies the needs of pupils with special educational needs and/or disabilities (SEND). Both the curriculum and the teaching of it are adapted accurately to meet these needs. Consequently, pupils with SEND achieve highly.

The school's programme for pupils' personal development is exceptionally effective. Pupils understand the importance of being healthy. Children in Reception Year know why it is important to eat, drink, rest, exercise and be kind to each other. Pupils have a thorough understanding of how to stay safe online and beyond.

Opportunities for pupils to develop their talents and interests are of exceptional quality. All pupils benefit from stimulating and creative experiences. For example, pupils compose and record their own music and perform at local theatres and venues. These events develop their confidence and resilience.

Pupils discuss and debate ideas in considered ways. They champion important causes. Pupils have a robust understanding of British values. They contribute to local democratic processes in a meaningful way, working with local councillors to reduce local speed limits, for instance. Pupils understand the importance of tolerance and respect for different cultures, faiths, types of families and relationships.

The school ensures that staff receive high-quality professional development. Teachers continue to refine their subject knowledge and teaching expertise which is informed by high-quality research.

The trust and the local governing committee are extremely knowledgeable and committed to the school. They share the school's ambitious vision. Most parents are extremely positive about the work of the school. They are confident that pupils receive a high level of care and an outstanding education.

Safeguarding

The arrangements for safeguarding are effective.

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	147555
Local authority	Bath and North East Somerset Council
Inspection number	10322324
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	80
Appropriate authority	Board of trustees
Chair of trust	Oliver Cofler
CEO	Nikki Edwards
Headteacher	Grant Swarbrooke
Website	www.swainswickschool.co.uk
Date of previous inspection	4 May 2023, under section 8 of the Education Act 2005

Information about this school

- The school joined The Diocese of Bath and Wells Multi Academy Trust in November 2019.
- The school uses two unregistered alternative providers.
- The school runs a breakfast and an after-school club.
- The school is part of the Diocese of Bath and Wells. The school was last inspected under section 48 of the Education Act 2005 in March 2023, when it was judged to be outstanding.

Information about this inspection

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

- Inspections are a point-in-time judgement 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.
- The inspectors held discussions with the headteacher, other senior leaders, the special educational needs and/or disabilities coordinator, subject leaders, trustees and members of the local governing committee.
- The inspectors observed pupils' behaviour in lessons and around the school site.
- The inspectors carried out deep dives in early reading, mathematics and history. For each deep dive, the inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- To evaluate the effectiveness of safeguarding, the 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 inspector considered responses to the online survey for parents, Ofsted Parent View, including the free-text comments. The inspector also considered responses to the staff survey and responses to the survey for pupils.

Inspection team

Liz Geller, lead inspector

His Majesty's Inspector

Paula Marsh

Ofsted Inspector

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