

Inspection of Swallowfield Primary

Weathercock Close, Woburn Sands, Milton Keynes Bedfordshire MK17 8SR

Inspection dates: 8 and 9 July 2025

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Outstanding**

Leadership and management **Good**

Early years provision **Good**

Previous inspection grade Good

What is it like to attend this school?

Pupils are proud to be part of this welcoming and inclusive school. They enjoy coming to school and are enthusiastic about what they learn.

Behaviour is calm and respectful. Pupils enjoy celebrating each other's achievements through awards, such as house points and 'star of the day'. They feel happy, safe and well cared for. Relationships between staff and pupils are warm and supportive. Pupils live the school values and demonstrate respect, kindness and responsibility regularly.

Right from early years, the school has high expectations for pupils' achievement. In Nursery and Reception, children explore stimulating and engaging activities that support their early learning and development. Pupils build on this secure start as they move through the school. They learn to read well and develop secure foundations of knowledge across the curriculum. They are well prepared for the next stage of their education.

Pupils particularly value the wide range of opportunities to learn beyond the classroom. These include residential trips and clubs, such as choir, cricket and art. Pupils are encouraged to be active, responsible citizens. They are proud of their roles in school life, including as anti-bullying ambassadors and members of the school parliament.

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

The school offers a broad and typically ambitious curriculum. It has ensured that the knowledge pupils should learn builds effectively over time. Pupils typically retain and apply this knowledge well because teachers provide clear and effective explanations. In mathematics, pupils explain their reasoning confidently when solving problems. However, on occasion, in a few subjects, teachers do not check carefully enough what pupils know or provide enough guidance to pupils on how to improve their work.

Pupils learn to read with confidence. Pupils in Reception and Year 1 confidently blend sounds to read unfamiliar words. This is because staff have been trained in how to teach phonics well. Those pupils who fall behind with reading, including older pupils and some pupils with special educational needs and/or disabilities (SEND), receive targeted support to catch up.

Pupils enjoy books and exploring literature. Through the school's well considered reading curriculum and effective teaching, pupils develop their skills to understand and interpret different texts. This is because teaching helps them to better understand what they read. In response to past curriculum weaknesses, the school has put in place new approaches to improve the standard of pupils' writing. This is showing a positive impact on the quality of writing that pupils produce. However, some inconsistencies remain, particularly in teaching pupils about spelling, handwriting and grammar. This limits how well some pupils express their ideas in written work.

In the Nursery, children sustain their focus on activities, such as exploring shapes and textures, with adults questioning them skilfully. Children in Reception benefit from a calm

and purposeful environment. Staff support early reading and writing well, such as through phonics and physical development activities. For example, children use tweezers to strengthen fine motor skills for writing. Relationships are caring and supportive. Children are well prepared for Year 1.

The school ensures that the needs of pupils with SEND are identified effectively and promptly, including in the early years. Staff plan the support pupils should receive carefully. They regularly review how well this is working with parents and carers. This ensures that pupils can access the curriculum well.

Pupils behave well in lessons and around the school. They are respectful, polite and engaged in their learning. The school's expectations of pupils' behaviour are clearly understood and consistently applied. Incidents of disruption to learning are rare and dealt with effectively. The school places a high priority on attendance. Leaders analyse patterns of attendance carefully and provide the necessary support and challenge to families to improve pupils' attendance.

Personal development is promoted particularly well. Pupils benefit from a rich range of wider activities. These include learning in a woodland area, residential trips and community projects, such as reading to care home residents and planting flowers at the local train station. Pupils discuss topics such as consent and healthy relationships confidently. Assemblies and pupil-led charity work promote values, such as tolerance, respect and citizenship extensively. The school's links with schools in India and Germany significantly enrich pupils' cultural understanding.

Leaders have managed the transition from being a lower school to a primary school diligently. This is reflected in the views of pupils in Year 6, who talk of their highly positive experience. Staff feel well supported in their work by the school. Governors provide the school with suitable challenge and support.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- The school's approach to teaching writing does not help some pupils to develop their handwriting and use of spelling, punctuation and grammar as well as they could. This means that pupils' written work sometimes lacks fluency, or they do not express their ideas as effectively as they might. The school should ensure that all teachers support pupils effectively to produce high-quality writing.
- The school has not ensured that teachers check carefully enough what pupils know or the quality of work they produce in some foundation subjects. Consequently, some teaching is not adjusted to ensure that pupils acquire the knowledge that they need.

Some pupils do not understand how to improve the quality of their work. The school should ensure that teachers use their checks on learning effectively to adapt and inform future teaching, so that pupils learn well and are helped to produce high-quality writing 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](#)' 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	109429
Local authority	Central Bedfordshire
Inspection number	10378430
Type of school	Primary
School category	Community
Age range of pupils	2 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	458
Appropriate authority	The governing body
Chair of governing body	Andrew Güntert
Headteacher	Kim Brewer
Website	www.swallowfieldprimary.com
Dates of previous inspection	19 and 20 October 2021, under section 8 of the Education Act 2005

Information about this school

- The school extended its provision to include pupils in Year 5 from September 2022 and to pupils in Year 6 from September 2023. This completed its transition from a lower school to a primary school.
- The school does not use any alternative provision.

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.
- The lead inspector met with representatives from the governing body, including the chair.
- Inspectors met with the headteacher, senior leaders and other staff members.
- Inspectors conducted further meetings with staff regarding safeguarding, special educational needs provision, behaviour and attendance, personal development and early years.
- Inspectors carried out deep dives in these subjects: English including early reading, mathematics, art and computing. For each deep dive, inspectors held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- Inspectors also considered the curriculum in other subjects and spent time in early years across the inspection.
- Inspectors observed pupils' behaviour in lessons, around school and at social times.
- 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.
- Inspectors considered responses to Ofsted's pupil survey and Ofsted's staff survey. They considered responses to Ofsted Parent View, including free-text comments.

Inspection team

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