

Snape Community Primary School

Inspection report

Unique Reference Number	124607
Local Authority	Suffolk
Inspection number	359719
Inspection dates	6–7 October 2010
Reporting inspector	Cheryl Thompson

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Primary
School category	Community
Age range of pupils	4–9
Gender of pupils	Mixed
Number of pupils on the school roll	20
Appropriate authority	The governing body
Chair	Andrew Barker
Headteacher	Angela Skinner
Date of previous school inspection	22 April 2008
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Introduction

This inspection was carried out by one additional inspector. She observed six lessons taught by two of the three permanent teachers and two teaching assistants. Meetings were held with staff, governors and groups of pupils. She observed the school's work and looked at school evaluation documents, data on pupils' progress, external monitoring reports and development planning, including building plans. Responses from 13 parental questionnaires were analysed.

The inspector reviewed many aspects of the school's work. She looked in detail at the following:

- Is there enough challenge for more-able pupils?
- How effective are links with other schools in promoting achievement and enjoyment?
- How well do pupils know their targets and how they are going to meet them?

Information about the school

This is an exceptionally small primary school which at present caters for pupils up to the end of Year 4. Pupils are taught in two mixed age classes. Currently, there are no Year 3 pupils on roll.

The school building and site are owned by the parish and serve the villages of Snape and Blaxhall with around a quarter of its pupils coming from other nearby towns and villages. There is a lower than average proportion of pupils with special educational needs and/or disabilities. The proportion of pupils known to be eligible for free school meals is broadly average. Almost all pupils are of White British heritage with a very small number of pupils who are at the early stages of learning English. The Early Years Foundation Stage children are taught in the mixed Reception/Key Stage 1 class. Children start school in September or January, depending on birth date and attend part-time for a while.

In September 2011 there will be two major changes to the school's provision. It will become an all through primary school where pupils leave at the end of Year 6. Also, the school will take Reception children into school full-time in September, regardless of birth date.

The school has received the Activemark award for its sport and physical education activities.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

2

The school's capacity for sustained improvement

2

Main findings

Snape Primary is a good school. There are outstanding areas in its work because it capitalises on the benefits of its small size and deals inventively with the challenges.

Pupils' enthusiasm is a key feature across the school because learning is motivating and good fun. Such enthusiasm for learning contributes strongly to the above average standards attained by pupils. They are well prepared for their next stage of education.

Over their time in school, pupils make good progress. In Reception, Year 1 and Year 2, they make outstanding progress. In Year 4, pupils' progress is good, especially in their ability to transfer skills learned in one subject to another.

Children start in Reception with levels of skill and knowledge around those expected for their age. They have an excellent start to their education, and make outstanding progress, especially in learning basic literacy and numeracy skills. By the time they start in Year 1, they exceed the standards expected for their age.

Behaviour is good. Pupils get on well together and make an outstanding contribution to their own and the local community. They have a good awareness of how to keep themselves safe, fit and healthy. Attendance is high.

The quality of teaching is good overall. Key features of teaching are the excellent relationships within classes, the high adult to pupil ratio which provides well-targeted support for individuals, and the planning of interesting lessons.

The curriculum is planned well and has a good impact on pupils' enjoyment of learning. The outstanding partnership arrangements with other schools have a most beneficial impact particularly on extra-curricular activities such as residential visits and sports activities.

The school provides outstanding care, guidance and support for all pupils. Links with parents are good. Partnerships with outside agencies, such as with local authority specialist teachers, have a strong impact on the excellent provision for pupils for whom English is an additional language and good provision for those with special educational needs and/or disabilities. The school safeguards pupils well.

The headteacher provides good leadership for an effective staff. The governing body is very supportive and is taking a proactive role in the development of the school's building to accommodate more age groups and a hall for community use.

The headteacher has instigated changes in readiness for the school to admit pupils up to Year 6. These are already bringing about good improvements, especially in preparing older pupils for their next stage of education. Above average standards have been maintained since the previous inspection, and the quality of teaching in Reception and Years 1 and 2

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has improved to an outstanding level. These successes and the accuracy of self-evaluation demonstrate the school's good capacity for sustained improvement.

There are two main areas of relative weakness in the school's provision which are key to the school's next stage of successful development.

In Year 4, the level of challenge for pupils is inconsistent. This sometimes limits pupils' progress, particularly that of more-able pupils.

The quality of pupils' handwriting and presentation across the school should be better.

What does the school need to do to improve further?

- Increase the rate of progress and raise attainment further for the oldest year group by:
 - using the school's precise assessment at the start of Year 1 to set aspirational targets, especially for more-able pupils
 - identifying routinely in lesson planning extension activities for the older pupils to ensure they are always challenged.
- Improve standards of pupils' handwriting and presentation by:
 - ensuring that early handwriting skills are taught alongside the teaching of letter sounds
 - having regular practice lessons
 - setting consistent and high expectations for presentation of work.

Outcomes for individuals and groups of pupils

2

Sheer enjoyment of learning is a key feature throughout the school. In a history lesson, Years 1 and 2 showed great curiosity as to what the 'old' household utensils were. A high level of discussion followed with much laughter and fun. Such lessons motivate pupils to excellent work as shown in the samples of work seen. Writing standards are high in Year 2 as pupils are given opportunities to write extensively about topics they enjoy, such as their holidays. They write confidently and at a very good pace because they have very good spelling skills. However, handwriting skills are less well developed because there are not enough opportunities for pupils to practise. Year 4 pupils' writing demonstrates good use of vocabulary and very good sense of audience, especially when writing plays to perform. However, their work does not always reflect their ability as handwriting and presentation are not always of a high standard. During the inspection, Year 4 pupils had great fun and had to think hard when trying to construct the tallest tower with newspaper. They worked with visiting Year 3 and 4 pupils from Aldeburgh Primary School. These weekly visits promote pupils' social skills exceptionally well and provide experience of working in larger groups.

Comparisons with national data and pupils' work show that all Reception children attain levels of knowledge and understanding well above those expected for their age. Year 1 and Year 2 pupils, regardless of their starting points, have made exceptional progress from the end of their time in Reception. The school's system for tracking pupils' progress and pupils' work shows that in Year 4, pupils have made good progress in English, mathematics, science and information and communication technology (ICT) since they

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started school, although there are occasions where lack of challenge in a task has resulted in satisfactory progress.

Pupils who speak English as an additional language make excellent progress and those who have special educational needs and/or disabilities make good progress. Staff are very knowledgeable and quickly spot pupils' needs or difficulties and put good strategies in place to help individuals.

Pupils' personal development is a continued strength of the school. Pupils say they like school and demonstrate this with their high attendance level. As one pupil said, 'There are very nice children and we have lots of friends.' Pupils contribute a great deal to the caring ethos of the school and take pride in being helpers at dinner times, reading with the younger pupils or preparing for assemblies. They also take responsibility for organising fundraising activities for several national charities as well as for their own school. Pupils have a good understanding of their personal targets and what they have to do to improve further. They also have a good understanding of how to keep themselves safe, fit and healthy. All older pupils belong to a school sports club and take part in a wide range of competitive sports.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account:	
Pupils' attainment ¹	2
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	1
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	2
Taking into account:	
Pupils' attendance ¹	1
The extent of pupils' spiritual, moral, social and cultural development	2

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

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How effective is the provision?

Teaching quality is always at least good, with excellent provision in the mixed Reception, Year 1 and Year 2 class. In excellent lessons, assessment is used precisely to set a high level of challenge for individuals in the activities they undertake. Support and encouragement are provided and adults' high expectations for pupils to persevere and 'have a go' at a task are a successful strategy. Consequently, pupils develop very good work habits and positive attitudes to learning which also support their preparation for the future. However, there are occasions in Year 4 where there is insufficient challenge for individuals, particularly the more-able, so that, on occasions, they make satisfactory rather than good progress.

The curriculum is under review in order to accommodate the future all through primary status. The current curriculum provides a good balance of relevant and interesting lessons which are further enriched by a good range of visits such as those to Great Yarmouth, which contribute well to pupils' enjoyment of learning. The strong links with Snape Maltings concert hall provide many high quality opportunities for pupils to be involved in learning drama, music and performance skills. Pupils use and develop their ICT skills effectively; all use laptops confidently. In Year 4, the recent addition of 'research time' is having a good impact on encouraging pupils to consider what they want to find out and the best ways to go about this. Sports partnerships have a significant impact on pupils' high levels of sporting skills and their willing participation and success in a range of competitive sports. Partnerships with other schools are well established and have a very positive impact on areas such as residential visits, developing pupils' social skills and preparing them for their future schooling.

A key strength of the school is the outstanding pastoral care for each child. This care is exemplified in the way that all adults work together extremely well to ensure that all pupils, whatever their difficulties or disabilities and talents, are able to take full advantage of all the opportunities the school has to offer. The result of this caring and supportive ethos is that pupils are developing into considerate, independent and thoughtful young people who have a mature sense of their place in society.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	1

How effective are leadership and management?

The headteacher is a class teacher for most of the week. In her headship role, she provides good leadership for a staff who demonstrate a shared sense of responsibility and commitment. All staff work very effectively together and take advantage of professional

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opportunities to enhance their work. Monitoring and development of teaching and learning are thorough and continual improvement is clear. Staff and governors ensure pupils have equal opportunities to succeed in their work. The school sets reasonably challenging targets for pupils to attain. However, it does not always take into account pupils' starting points in Year 1 when setting targets for pupils to attain at the end of their time in the school. Consequently, targets are not always sufficiently high, particularly for the more-able pupils.

The governing body has a good understanding of the school's strengths and weaknesses. The expertise of individual governors, such as in finance, is used to good effect. While the governing body fulfils its statutory duties, it recognises that more could be done to support the headteacher in such areas as organising a systematic review of school's policies. Safeguarding procedures are rigorous and consistently applied by all staff. Site security and safety have high priority. The school promotes community cohesion within its own and the local community exceptionally well and has developing links with a school in a large town. Pupils' understanding of the diversity of the global community is relatively less well-developed. The school has evaluated its actions and has plans which include renewing its links with a Zambian school.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	1
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

Children get an excellent start to their education in the mixed age class with pupils in Years 1 and 2. Parents speak highly of the provision. The class teacher leads and manages the provision very effectively and takes advantage of professional development opportunities to improve the practice. Teaching is excellent, including the input provided by the highly proficient teaching assistant. The areas of learning for these youngest children are carefully woven into the themes of the curriculum for the other pupils so that

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the youngest feel fully included in the group and have common interests. The very small number of pupils in the class means that planning is individualised and based precisely on what a child knows, understands and needs to learn next. This enables children to make outstanding progress. Children have fun playing games to help them develop early literacy and numeracy skills. Consequently, they make rapid progress. Older pupils set good examples for behaviour and kindness so that children soon learn class routines and how to help get out resources and tidy them away. Children play very well together in the designated outdoor area, benefiting from the input into creative activities by the older group.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	1
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	1
The quality of provision in the Early Years Foundation Stage	1
The effectiveness of leadership and management of the Early Years Foundation Stage	1

Views of parents and carers

There was a high return of questionnaires from parents and carers. The large majority who responded to the questionnaire were positive about the provision the school makes for their children and happy with their child's experience. Two main areas noted by three parents were that the school does not make sure pupils are prepared well for their next stage of education and that the school does not deal effectively with unacceptable behaviour. These concerns were followed up during the inspection. The inspector observed a lesson where pupils joined from another school and increased the class size. Social skills and working together were promoted very effectively; pupils were meeting others who they may meet again when they transfer to secondary school. Discussions with almost all the pupils in the school indicated that they have no concerns about behaviour and express confidence that any adult will 'sort out' anyone considered to be behaving unacceptably.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Snape Community Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school. The inspector received 13 completed questionnaires by the end of the on-site inspection. In total, there are 20 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	8	62	4	31	1	8	0	0
The school keeps my child safe	13	100	0	0	0	0	0	0
My school informs me about my child's progress	8	62	5	38	0	0	0	0
My child is making enough progress at this school	13	100	0	0	0	0	0	0
The teaching is good at this school	11	85	2	15	0	0	0	0
The school helps me to support my child's learning	7	54	6	46	0	0	0	0
The school helps my child to have a healthy lifestyle	10	77	3	23	0	0	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	6	46	4	31	3	23	0	0
The school meets my child's particular needs	7	54	6	46	0	0	0	0
The school deals effectively with unacceptable behaviour	5	38	3	23	3	23	0	0
The school takes account of my suggestions and concerns	7	54	2	15	0	0	0	0
The school is led and managed effectively	4	31	9	69	0	0	0	0
Overall, I am happy with my child's experience at this school	7	54	5	38	1	8	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	58	36	4	2
Primary schools	8	43	40	9
Secondary schools	10	35	42	13
Sixth forms	13	39	45	3
Special schools	33	42	20	4
Pupil referral units	18	40	29	12
All schools	11	42	38	9

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2009 to 31 March 2010 and are the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn and spring terms 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



8 October 2010

Dear Pupils

Inspection of Snape Community Primary School, Saxmundham, IP17 1QG

Thank you so much for welcoming me to your school. Like you, I think it is a very friendly place to be and you get on very well together. My particular thanks to those of you who sat and talked to me at lunchtimes. I found what you had to say very helpful. In return, I now want to share with you my findings.

This is a good school. You told me that you enjoy school and I could see why, particularly when I saw you enjoying your history lessons and practising your singing with a conductor from 'Sing Out' which you are going to perform at Snape Maltings. You told me the teachers are nice and everyone is friendly. I agree that teaching is good and all the adults care about you a great deal and work hard on your behalf.

I noted that standards are well above average this year and you are making good progress from the time you start at school because teachers keep a close eye on how well you are getting on. Your headteacher and teachers provide good leadership. I have asked them to do two things to make your school even better:

- make sure the older children make even better progress
- help you improve your handwriting by giving you more practise sessions and encouraging you to take more care with the presentation of your work, especially in Year 4. You can all help here too by trying hard to remember to present you work as carefully as possible.

Your school is successful, not only because of what the adults bring to it, but also because of your exceptional contributions. You are very positive about learning and I was very impressed with how welcoming you are to visitors.

Thank you again for your help and all good wishes for your continued success.

Yours sincerely

Cheryl Thompson

Lead inspector

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