

Snarestone Church of England Primary School

Inspection report

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|--------------------------------|---------------------|
| Unique Reference Number | 120199 |
| Local Authority | Leicestershire |
| Inspection number | 358716 |
| Inspection dates | 18–19 November 2010 |
| Reporting inspector | Lois Furness |

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

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|--|--|
| Type of school | Primary |
| School category | Voluntary aided |
| Age range of pupils | 4–11 |
| Gender of pupils | Mixed |
| Number of pupils on the school roll | 50 |
| Appropriate authority | The governing body |
| Chair | Deborah Evans |
| Headteacher | David Maksymiw (acting) |
| Date of previous school inspection | 24 September 2007 |
| School address | Main Street Swadlincote DE12 7DB |
| Telephone number | 01530 270598 |
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| Email address | office@snarestone.leics.sch.uk |

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Introduction

This inspection was carried out by one additional inspector. Seven lessons were observed and three teachers seen. Meetings were held with groups of pupils, the Chair of Governors and members of staff. The inspector observed the school's work and scrutinised documentation including monitoring and evaluation reports, pupils' work, assessment records, safeguarding documentation and the School Improvement Partner's annual report. In total, 31 parents' and carers' questionnaires were analysed. The team also analysed responses to the Key Stage 2 pupil survey, and the staff questionnaire.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- How well has the school rectified the key issue of the previous inspection on improving pupils' progress in writing?
- Is the rise in Year 6 attainment seen in 2010 likely to continue in 2011?
- How involved are governors and subject leaders in monitoring and evaluation?
- How deep is pupils' understanding of different religious and ethnic communities within the United Kingdom?

Information about the school

In this much smaller-than-average primary school almost all pupils are White British. The proportion of pupils who have special educational needs and/or disabilities is slightly above average, as is the proportion of those with a statement of special educational needs. The proportion of pupils known to be eligible for free school meals is also slightly above average. Provision for the Early Years Foundation Stage is in a combined Reception and Years 1 and 2 class. The other two classes consist of one with pupils from Years 3 and 4 and one of Years 4, 5 and 6 pupils. The school has received a number of awards including Healthy Schools status and the Activemark. The substantive headteacher has resigned recently and an acting headteacher has been appointed. He will continue working at the school until Easter, or possibly the end of the summer term, whilst a new substantive headteacher is appointed. Over the past year, the school has been involved in the local authority's Improving Schools Programme (ISP).

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?

3

The school's capacity for sustained improvement

3

Main findings

Snarestone Church of England Primary school provides a satisfactory education for its pupils. They make satisfactory academic progress, but do well in their personal education.

Relationships are good and the pupils enjoy school. They want to learn and say lessons are interesting. Behaviour is good and the pupils have a good understanding of leading a healthy lifestyle. They say they feel safe and know they can talk to adults about any problems they may have. The pupils' spiritual, moral and social development is good, with particular strengths in the latter two areas. The pupils know right from wrong clearly, showing respect and care for one another. They are eager to support the school community. They raise money for charity readily such as the 'Children in Need' appeal. Whilst the pupils have a good awareness of their own locality, their understanding of the diversity of people in the United Kingdom is underdeveloped.

Attainment at the end of Year 6 has been improving over the last three years, rising to well above average in English and above average in mathematics in 2010. However, this was an able cohort and their progress was satisfactory given their starting points. Writing progress improved, showing the impact of the school's work in developing pupils' writing skills. The work of pupils currently in Year 6 and the latest assessment information shows attainment is broadly average and progress is satisfactory. Progress remains satisfactory rather than better, because although assessment information is accurate, it is not used consistently well in all year groups to plan future learning and ensure all are challenged. Activities are sometimes confused with intended learning and teachers do not always demand high enough standards of presentation, including handwriting, spelling and punctuation.

The vast majority of parents and/or carers are appreciative of the school's work and many comment on the impact of the acting headteacher. The staff and governing body are equally appreciative of his direction. In a short time, the acting headteacher has quickly identified what is necessary to improve provision and his evaluation is accurate. For example, the analysis shows that monitoring and evaluation has not focused closely on pupils' learning despite the school's involvement in the local authority ISP programme. It identifies that there is some good marking practice, but not all work is marked sufficiently well and the pupils do not receive consistently clear guidance about how to improve. In addition, targets set for the pupils are insufficiently challenging. The governing body is supportive but is less experienced in querying school policy or results, as, in the past, it has not received enough information about the school's provision in order to challenge the school's leaders. The subject leaders know the strengths and weaknesses in their areas of responsibility as their involvement in monitoring provision is increasing. The impact of the school's actions in narrowing of the gap between reading and writing attainment

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throughout the school, high staff morale and the impact of the acting headteacher, in a short time, demonstrate satisfactory capacity for further improvement.

What does the school need to do to improve further?

- Accelerate pupils' progress throughout the school, so that the majority of pupils in Years 1 to 6 progress by at least two sub-levels each year, by:
 - ensuring teachers make effective use of assessment information to ensure lessons challenge all pupils
 - ensuring teachers are clear about the intended learning outcomes in every lesson
 - ensuring teachers demand higher standards of handwriting, spelling, punctuation and presentation from pupils
 - ensuring written marking provides pupils with clear advice about the good features of their work and how they can improve.
- Sharpen monitoring and evaluation procedures by
 - setting challenging termly targets for pupils in reading, writing and mathematics
 - ensuring lesson observations focus on pupils' learning and that the feedback given clearly evaluates the impact of teaching on pupils' progress
 - enabling the governing body to hold the leadership to account for pupils' achievement.
- Develop pupils' understanding of community cohesion by giving them more opportunities to interact with others from different ethnic, religious and socio-economic backgrounds that are representative of the different groups found within the United Kingdom.
- Up to 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

Outcomes for individuals and groups of pupils**3**

On entry to the Reception Year, children's attainment is broadly in line with that expected for their age, although with such small cohorts this varies year-upon-year. Achievement is satisfactory. In lessons, the pupils are keen to learn, but their progress is not always as rapid as it could be as they are occasionally given tasks which do not focus sufficiently on the intended learning outcome. For example, in one class, the pupils wrote a short story even though the targeted outcome was to use 'target words' in descriptive writing. In another, the pupils enjoyed a range of activities, but they did not all write a play-script, the intended outcome. In lessons where learning is good, the pupils are interested and involved because they are allowed time to develop their ideas. This was seen in a mathematics lesson as Years 4, 5 and 6 pupils, enthusiastically, explored possible numbers to complete a multiplication grid correctly. Sometimes the pace of learning drops in lessons, when the work set is not pitched closely to the pupils' abilities. Pupils of all abilities, including those with special educational needs and/or disabilities make satisfactory progress.

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The pupils are happy and considerate of others. They enjoy attending school, although attendance is broadly average. This is because a minority of parents and carers take their children on holiday during term time. The pupils are polite and courteous to each other, to the staff and to visitors. The Healthy Schools status and the acquisition of the Activemark reflect the pupils' good understanding of leading a healthy lifestyle. However, this knowledge is not always reflected in the content of their lunch boxes. The pupils say they feel safe. They understand the dangers associated with fire, electricity and talking to strangers, for example. The pupils take responsibilities seriously. They are enthusiastic about taking part in local community events, for example at the local church and the Olympic sports day. However, they are not involved so well in the decision-making processes within school.

These are the grades for pupils' outcomes

| | |
|---|----------|
| Pupils' achievement and the extent to which they enjoy their learning | 3 |
| Taking into account: Pupils' attainment ¹ | 3 |
| The quality of pupils' learning and their progress | 3 |
| The quality of learning for pupils with special educational needs and/or disabilities and their progress | 3 |
| 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 | 3 |
| The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being | 3 |
| Taking into account: Pupils' attendance ¹ | 3 |
| 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

How effective is the provision?

The teaching is satisfactory with some examples of good practice. Good relationships mean that the pupils are willing to answer questions. Praise is used effectively to build up the pupils' self-esteem. Speaking and listening skills are developed well and the pupils are given appropriate opportunities to work collaboratively. Although teaching assistants generally provide satisfactory support for pupils with special educational needs and/or disabilities, at times, they interrupt the pupils when they are working, so limiting their independence. Some of the school's work using assessment to help learning is successful,

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for example, some pupils are beginning to assess their own work against a given checklist. While some good examples of teachers' marking were seen, providing good advice to pupils on how to improve their work especially in writing, marking remains inconsistent.

The school has taken effective action to improve writing skills and the pupils say they enjoy recording their ideas. Themes linking work across subjects are being introduced and modified plans, relevant interventions and appropriate resources enable the pupils who need specific support with their learning to achieve as well as their classmates. The pupils enjoy art and French and benefit from the cultural dimension these offer. The recent introduction of clubs such as gardening and sport are helping to make the curriculum more interesting. A good programme of personal, social and health education ensures the pupils understand the dangers of drug abuse and how to stay safe.

Pupils with social, behavioural or emotional needs are assessed effectively and receive appropriate support quickly, through external agencies where necessary. The school can demonstrate how it has helped particular individuals through difficulties and enabled them to play a full part in what it offers. The pupils and parents and carers agree that they are cared for well. Good quality advice and guidance when pupils arrive and leave the school ensure smooth transfers.

These are the grades for the quality of provision

| | |
|--|----------|
| The quality of teaching | 3 |
| Taking into account: The use of assessment to support learning | 3 |
| The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships | 3 |
| The effectiveness of care, guidance and support | 2 |

How effective are leadership and management?

The acting headteacher has identified strengths and weaknesses in provision quickly whilst gaining the support of the governing body, staff, parents and carers and pupils. An action plan is in place that focuses clearly on improving provision and improvements have been made already. Recent developments, such as regular meetings about pupils' progress, are starting to hold the teachers to account for the progress that the pupils are making and are also helping to identify which pupils need additional support. A review of the school timetable has resulted in increased learning time for pupils. Parents' and carers' involvement with school life is increasing with an invitation to a weekly achievement assembly. Parents and carers are appreciative of such changes.

The governing body is committed and is ready to improve its skills. It knows that its role in holding the school to account is underdeveloped, as, in the past, it has not been involved enough in monitoring and evaluation. Statutory requirements are met, for example, the steps taken to ensure the safeguarding of pupils are satisfactory and are reviewed systematically. Partnerships with others, for example local schools and other education providers, are satisfactory. The school knows its community well. However, the school's leaders have had limited success in promoting pupils' experience and understanding of

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diverse communities further afield within the United Kingdom. Equality of opportunity is promoted and performance monitored to ensure there is no discrimination. While this work has done a great deal to ensure equal opportunities for those with specific needs, it has been less successful in providing consistently good progress for all.

These are the grades for leadership and management

| | |
|--|----------|
| The effectiveness of leadership and management in embedding ambition and driving improvement | 3 |
| Taking into account: The leadership and management of teaching and learning | 3 |
| The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met | 3 |
| The effectiveness of the school's engagement with parents and carers | 3 |
| The effectiveness of partnerships in promoting learning and well-being | 3 |
| The effectiveness with which the school promotes equality of opportunity and tackles discrimination | 3 |
| The effectiveness of safeguarding procedures | 3 |
| The effectiveness with which the school promotes community cohesion | 3 |
| The effectiveness with which the school deploys resources to achieve value for money | 3 |

Early Years Foundation Stage

Effective induction arrangements help children to settle happily into everyday routines and to thrive in a supportive and caring environment. As a result, the children become confident, independent learners quickly. Teaching and learning are satisfactory. There is a good balance between activities where the children make choices and select activities and those where they work with an adult, although the lack of a dedicated comfortable reading area in the Reception Year room means that the children are not able to choose reading as an independent activity. The staff interact with the children carefully, but some opportunities to develop children's language and stimulate their imagination are missed, as questioning is not focused sufficiently on learning. Sometimes work is not challenging, because information about what the children know already is not used to plan the right activities to enable them to make good progress. The staff work closely together using daily observations of each child to record their learning journey. Progress is satisfactory as are leadership and management. All welfare requirements are fully met.

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

These are the grades for the Early Years Foundation Stage

| | |
|--|----------|
| Overall effectiveness of the Early Years Foundation Stage | 3 |
| Taking into account: | |
| Outcomes for children in the Early Years Foundation Stage | 3 |
| The quality of provision in the Early Years Foundation Stage | 3 |
| The effectiveness of leadership and management of the Early Years Foundation Stage | 3 |

Views of parents and carers

An above-average number of parents and carers responded to the Ofsted questionnaire. All thought that their children are kept safe and the quality of teaching is good. Almost all thought that their children enjoyed school. A very small minority of responses indicated that unacceptable behaviour is not managed well enough. However, during the inspection, the teaching observed was mainly satisfactory and no instances of inappropriate behaviour were observed. Although four questionnaires raised concerns about the leadership and management, all of them commented that this has improved with the appointment of the acting headteacher.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Snarestone Church of England 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 31 completed questionnaires by the end of the on-site inspection. In total, there are 50 pupils registered at the school.

| Statements | Strongly agree | | Agree | | Disagree | | Strongly disagree | |
|---|----------------|----|-------|----|----------|----|-------------------|---|
| | Total | % | Total | % | Total | % | Total | % |
| My child enjoys school | 20 | 65 | 10 | 32 | 0 | 0 | 0 | 0 |
| The school keeps my child safe | 20 | 65 | 11 | 35 | 0 | 0 | 0 | 0 |
| My school informs me about my child's progress | 14 | 45 | 13 | 42 | 3 | 10 | 0 | 0 |
| My child is making enough progress at this school | 15 | 48 | 14 | 45 | 1 | 3 | 0 | 0 |
| The teaching is good at this school | 18 | 58 | 13 | 42 | 0 | 0 | 0 | 0 |
| The school helps me to support my child's learning | 18 | 58 | 11 | 35 | 1 | 3 | 0 | 0 |
| The school helps my child to have a healthy lifestyle | 18 | 58 | 12 | 39 | 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) | 16 | 52 | 8 | 26 | 0 | 0 | 0 | 0 |
| The school meets my child's particular needs | 16 | 52 | 15 | 48 | 0 | 0 | 0 | 0 |
| The school deals effectively with unacceptable behaviour | 13 | 42 | 11 | 35 | 6 | 19 | 0 | 0 |
| The school takes account of my suggestions and concerns | 12 | 39 | 15 | 48 | 3 | 10 | 0 | 0 |
| The school is led and managed effectively | 8 | 26 | 18 | 58 | 4 | 13 | 0 | 0 |
| Overall, I am happy with my child's experience at this school | 18 | 58 | 11 | 35 | 0 | 0 | 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.



22 November 2010

Dear Pupils

Inspection of Snarestone Church of England Primary School, Swadlincote, DE12 7DB

Thank you very much for the very warm welcome you gave me when I visited your school. It was interesting to hear about the things you do. I found your school to be satisfactory. This means it does some things well, but there are some things which could be better. You have a good understanding of how to keep safe, fit and healthy. You behave well and try hard to do your best in lessons. I was pleased to hear that you enjoy school and that you think everyone is kind. You do a good job in raising funds for others. You all looked great in your spotty ties, tights, hair bands and even spotty hair as you placed your money on Pudsey bear in the playground.

You and your parents and carers think that your new acting headteacher is doing a good job and I agree. He knows some things need to change, if you are all going to learn as well as you can. At the moment, your progress is satisfactory and I have suggested that the teachers need to use information about what you know already to make sure that the activities they give you are hard enough. I think also that you need to be clearer about what you are learning and how you can improve; the teachers can help you to do this through improving marking. Also, the teachers should help you to present your work neatly and to improve your spelling, handwriting and punctuation skills. I have also suggested that the leaders and governing body check closely that you are all learning as much as you can. Finally, although you know a lot about life in school and your local community, I think you need to learn more about different communities within the United Kingdom.

You can all help by continuing to work hard and by asking the teachers to give you helpful hints about how to improve your work. I wish you all the best for the future and thank you again for your help.

Yours sincerely

Lois Furness

Lead inspector

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