

The Snaith School

Inspection report

Unique Reference Number	118102
Local Authority	East Riding of Yorkshire
Inspection number	363883
Inspection dates	30–31 March 2011
Reporting inspector	Bernard Campbell HMI

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

Type of school	Secondary
School category	Community
Age range of pupils	11–16
Gender of pupils	Mixed
Number of pupils on the school roll	860
Appropriate authority	The governing body
Chair	Mrs Sheena Young
Headteacher	Mrs Jean Pickerill
Date of previous school inspection	5 June 2008
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Introduction

This inspection was carried out by one of Her Majesty's Inspectors and four additional inspectors. The inspectors observed teaching and learning in 36 lessons taught by 31 teachers, and held meetings with governors, staff, and groups of students. They observed the school's work, and looked at school improvement plans, monitoring records and safeguarding documentation. They also took account of questionnaires from 235 parents and carers, 164 students and 50 staff.

- What has been the impact of the school's actions to improve the progress of the current Year 11, especially in English and mathematics?
- What are the strengths and weaknesses of teaching and assessment?
- What is the impact of leaders at all levels in using self-evaluation and precisely targeted actions to drive improvement?

Information about the school

The Snaith School is a smaller than average 11 to 16 secondary school. The proportion of students known to be eligible for free school meals is well below average. The proportion of students with special educational needs and/or disabilities is below average, though the proportion with a statement of special needs is average. Few students are from ethnic-minority groups. The school has specialisms in business and enterprise and applied learning. It has the Investors in People and Healthy School awards and a gold award for the information, advice and guidance given to students.

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

The Snaith School is a good and improving school. The headteacher is a strong, caring and visible leader who is held in high esteem by staff, students and governors. She communicates a clear vision and strong commitment to improvement. She has appointed new senior leaders who have brought fresh ideas which have begun to be successfully implemented.

Students are keen to learn and they achieve well. GCSE results have gone up significantly in recent years and they continue to be above average. Since the last inspection the proportion of students that gain five GCSEs at grades A* to C, including English and mathematics, has risen from average to above average. Students make good progress. However, there was a dip in 2010 due to a decline in the progress made by Year 11 students in mathematics. Mock exams and early entry GCSE results in mathematics show that the school's targeted strategies have led to improved progress by the current Year 11 students.

The highly effective work of the specialisms in business and enterprise and applied learning has enabled students to develop outstanding workplace skills through the many links with business. Attendance is consistently high. Behaviour is good and exclusions are low.

The majority of teaching is good and some is outstanding. In a few cases teaching is still too prescriptive and relies on repetitive tasks. The school has made significant changes in the use of assessment. However, the new systems are at an early stage and inconsistencies have still to be ironed out. In a few lessons there is too much variation in the clarity with which teachers use assessment criteria to break up learning into precise steps and to target the identified needs of students. The challenge to learn a new skill is not always presented with sufficient precision and enthusiasm to engage students. The verbal feedback by teachers is effective but written marking is variable. Where it focuses solely on effort or presentation, students lack a reference point for improving specific skills when they are working independently.

The good curriculum enables a high proportion of students to continue in education, training or employment at age 16. Care, guidance and support provide effective support for individuals. Good transition arrangements are enhanced by good information advice and guidance and effective specialist school business and enterprise partnerships with primary schools and post-16 providers.

Leaders have been successful in raising attainment. Self-evaluation is accurate. The pace of change has increased over the last year and effective action has been taken to improve the quality of teaching and learning, the use and analysis of data and the use of assessment in teaching. The school has a good capacity for sustained improvement.

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What does the school need to do to improve further?

- Improve the use of assessment by ensuring that:
 - teachers consistently use assessment criteria to guide the steps in learning
 - lessons are always challenging and interesting and precisely match the range of students' learning needs.
 - marking systematically provides specific praise and guidance on how to improve.

Outcomes for individuals and groups of pupils

2

Attainment in English has been above average for the last two years and attainment in mathematics has been broadly average. Attainment in science is above average. As a result of the broader range and choice of courses students have increased their qualifications and most students gain five GCSEs at grades A* to C.

Students enter the school with broadly average attainment and leave with above average attainment. This represents good achievement. Progress in English is above average when compared with nationally expected levels of progress but satisfactory when the context of the school is taken into account. Teacher assessments indicate that the current Year 11 has made improved progress in English. Students receiving additional one-to-one support make good progress in developing their basic skills in literacy and numeracy. Students with special educational needs and/or disabilities are guided and supported well and make good progress.

Students willingly take on a range of responsibilities within school including peer mentoring and prefect duties, for which specific training is provided. They value being involved in staff recruitment and feel that their views have influence in the final decision. Students have a good awareness of what constitutes a healthy lifestyle. Many participate actively in lunchtime sports clubs.

Students collaborate well with each other and they respond positively to teachers' questions. In some cases they challenge and question each other and sometimes they talk and think at length. For example, a Year 8 student was able to give a complex explanation of the relationship between increases in oil prices and the corresponding increases in food prices. Students demonstrate that they are mature and responsible young people in the way they respond to issues facing contemporary society. They listen respectfully and show a genuine and sensitive interest in the experiences and feelings of others. They contribute well to discussions of moral and ethical issues. Positive relationships and a high level of trust enable students to deal with experiences that challenge them emotionally. Activities on the special themed learning days have left a positive and lasting impression on many students.

Students enjoy the variety of practical activities in lessons. Their skills in information and communication technology are particularly well developed. Students' motivation has increased as a result of the more regular assessment and the clearer guidance on how to improve. On a few occasions, students are too passive and lack interest when they have too many worksheets and teachers talk too much.

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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	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	1
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

How effective is the provision?

In the best lessons, there is a sense of urgency and pace which is conveyed through probing questioning that places high demands on students to explain and justify their views. Teachers integrate discussion about the 'real world' into lessons and students are able to respond in a sophisticated way. Teachers set clear objectives for what students are to learn. These refer to learning skills as well as subject knowledge. Where these are knitted together in small steps, students learn at a brisk pace and their concentration is maintained. Where the tasks are too broad the pace slows and their interest wanes.

In the better lessons, teachers use assessment criteria and a range of techniques to accurately assess students' understanding. In a few cases this practice is weaker and teachers do not always identify clearly what needs to be taught in the next lesson. Although targets for individual students are more closely aligned to what their most recent assessment shows, adjustments are not always made quickly enough when it becomes clear that they are likely to exceed their targets.

The flexibility of the Key Stage 4 curriculum contributes to its success in meeting the needs of students. A wide range of vocational options is provided in partnership with local providers. Provision for information and communication technology is a particular strength and enables students to gain qualifications in Years 8 and 9. There is a good take-up of enjoyable enrichment activities. The special theme days are highly regarded by students

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and contribute well to students' development and well-being, particularly in relation to their enterprise skills.

Transition arrangements at all key stages are good. Strong relationships with primary schools are supported by a regular programme of specialist school business and enterprise activities. Information advice and guidance are used effectively to ensure that students have an appropriate and engaging programme of study at Key Stage 4 that leads to further progression post 16. High attendance is well supported by an effective rewards system and good engagement with parents and carers. Targeted support for students whose circumstances make them vulnerable and those with special educational needs and/or disabilities is effective. Systems for analysing patterns of behaviour and achievement are becoming more comprehensive and sophisticated. Better use could be made of tutor time to support and guide students

These are the grades for the quality of provision

The quality of teaching	2
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	2
The effectiveness of care, guidance and support	2

How effective are leadership and management?

Senior leaders have a clear idea of exactly where improvement is needed to accelerate students' progress. Over the last year, senior leaders have brought about improvements in the system for setting targets and monitoring students' progress. Ambitious targets have been extended to all year groups and progress against them is monitored regularly. Students and parents and carers are regularly informed about their progress. This motivates and guides students well on how to get to the next level and enables staff to identify underachievement more rapidly and accurately. The use of assessment data to analyse and account for progress remains stronger at Key Stage 4 than at Key Stage 3. The progress of students now provides a strong focus for the accountability and dialogue between senior and middle leaders and teachers.

Over the last year the system of lesson observation has become more rigorous. The school now has a clear view of the strengths and weaknesses in teaching. Leaders at all levels act effectively to tackle identified weaknesses through coaching and staff development. Middle and senior leaders are supported effectively to develop their leadership and management skills and they are increasingly taking initiative and responsibility to bring about changes. Leaders at all levels are enthusiastic about how these developments have strengthened teamwork and brought more creative thinking at departmental level.

Governors have a wide range of expertise which is used effectively to monitor and support the school. Governors are well informed and they scrutinise the work of the school closely. They have a constructive relationship with the school, engage in a wide range of activities and have clear understanding of the priorities for improvement and the progress being

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made by the school. Safeguarding policies and procedures are comprehensive and training is of good quality. Record-keeping is robust and practice is regularly reviewed. The school has good links with other agencies. Curriculum partnerships with other primary schools, colleges and businesses make a strong contribution to the good achievement of students.

The school regularly seeks the views of parents and carers and the responses are consistently positive. Improvements to the website have been well received by parents and carers. The headteacher takes a strong lead in offering pastoral support to families facing difficulties. The school works hard to promote positive attitudes to diversity. Around the school, aspirational posters and displays reflect its determination to remove prejudice and discrimination. The school has made a strong contribution to community cohesion through its extended schools work with local community groups. Students are aware of their limited cultural horizons and are aware of what the school is doing to expand these, for example, through visits to a mosque and a joint project with a primary school to develop understanding of other communities.

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	2
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

Views of parents and carers

More parents and carers than average responded to the questionnaire. Most parents and carers expressed positive opinions about the school. They were most positive about leadership and management of the school. They were also particularly positive about the teaching, how much their children enjoy school and how well they are prepared for the future. Overall, the very large majority are happy with their children's experience at the school. These comments match the positive views of the inspectors. A very few written comments expressed concerns about a few lessons that did not meet the generally good quality of teaching. This matched inspectors' findings that a few lessons were satisfactory rather than good. A very few expressed concern about occasional instances of

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unacceptable behaviour. Inspectors found that instances of unacceptable behaviour were dealt with well.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at The Snaith 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 inspection team received 235 completed questionnaires by the end of the on-site inspection. In total, there are 860 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	62	26	156	66	10	4	6	3
The school keeps my child safe	97	41	128	54	8	3	0	0
My school informs me about my child's progress	80	34	137	58	13	6	2	1
My child is making enough progress at this school	78	33	137	58	15	6	1	0
The teaching is good at this school	85	36	139	59	6	3	1	0
The school helps me to support my child's learning	62	26	151	64	17	7	1	0
The school helps my child to have a healthy lifestyle	50	21	162	69	17	7	2	1
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)	67	29	151	64	7	3	1	0
The school meets my child's particular needs	69	29	148	63	8	3	3	1
The school deals effectively with unacceptable behaviour	83	35	127	54	15	6	6	3
The school takes account of my suggestions and concerns	44	19	154	66	19	8	1	0
The school is led and managed effectively	99	42	127	54	6	3	1	0
Overall, I am happy with my child's experience at this school	94	40	130	55	8	3	2	1

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	59	35	3	3
Primary schools	9	44	39	7
Secondary schools	13	36	41	11
Sixth forms	15	39	43	3
Special schools	35	43	17	5
Pupil referral units	21	42	29	9
All schools	13	43	37	8

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 August 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 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.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

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.



1 April 2011

Dear Students

Inspection of The Snaith School, Goole, DN14 9LB

Thank you for being so welcoming when we came to inspect your school. We enjoyed meeting you very much indeed. We judged that yours is a good school. In the questionnaire that you completed most of you said that the headteacher and senior staff do a good job, you learn a lot and are well prepared for the future.

These were the things we liked most about your school.

- You develop outstanding workplace skills through the many links with business through the business and enterprise specialism.
- Your attendance is consistently high.
- Your achievement is good. Results at GCSE have gone up significantly and are above average.
- Teaching is good and you are keen to learn.
- The good curriculum enables a high proportion of you to continue in education, training or employment at age 16.
- Individuals who need additional help get good support.

To help the school to improve, we have said that senior leaders should:

- Improve the use of assessment by ensuring that:
 - teachers consistently use assessment criteria to guide the steps in learning
 - lessons are always challenging and interesting and precisely match the range of your learning needs.
- marking systematically provides you with specific praise and guidance on how to improve.

I wish you all the best for the future.

Yours sincerely

Bernard Campbell

Her Majesty's Inspector

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