

Snainton Church of England Voluntary Controlled Primary School

Inspection report

Unique Reference Number	121515
Local Authority	North Yorkshire
Inspection number	359029
Inspection dates	13–14 June 2011
Reporting inspector	Bernard Jones

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

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	53
Appropriate authority	The governing body
Chair	Mrs Jo Heap
Headteacher	Mrs Ruth Wackett
Date of previous school inspection	19 June 2008
School address	Pickering Road Snainton, Scarborough North Yorkshire YO13 9AF
Telephone number	01723 859229
Fax number	01723 859229
Email address	admin@snainton.n-yorks.sch.uk

Age group	4–11
Inspection dates	13–14 June 2011
Inspection number	359029

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the documentation in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 0300 123 4234

Textphone: 0161 618 8524

E: enquiries@ofsted.gov.uk

W: www.ofsted.gov.uk

© Crown copyright 2011

Introduction

This inspection was carried out by two additional inspectors. Inspectors observed teaching and learning in 10 lessons, where three different teachers were seen. The inspectors held meetings with members of the governing body, staff, groups of parents and carers and pupils. They observed the school's work and looked at pupils' work, data on pupils' performance, development plans, safeguarding documents and records of the school's own monitoring of its performance. The responses to 33 parents' and carers' questionnaires were considered, alongside responses from staff and pupils.

The inspection team reviewed many aspects of the school's work. It looked in detail at number of key areas.

- Whether the initiatives taken to raise standards in writing have been successful.
- Whether teachers use information about pupils' progress when planning lessons well.
- How effectively teachers plan to provide opportunities for pupils to reinforce their basic skills in literacy, numeracy and information and communication technology (ICT) in other subjects.
- How good the quality of support given to potentially vulnerable pupils is to develop their enjoyment and achievement in school.

Information about the school

This is a smaller than average-sized primary school. There are no pupils from minority ethnic backgrounds. The proportion of pupils with special educational needs and/or disabilities is below average. The number of pupils known to be eligible for free school meals is below average. The school has Healthy School status and the Basic Skills Quality Mark. A new headteacher took up her appointment in January 2011.

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

This is a satisfactory school that gives satisfactory value for money. The large majority of parents and carers support the school. Pupils' attainment is broadly average by the time they leave Year 6, reflecting satisfactory achievement. Children in the Early Years Foundation Stage also make satisfactory progress. There is some good teaching in the school, but there is too much that is just adequate. In these lessons, teachers do not use the information they have about pupils' attainment to plan precisely enough to meet the needs of different groups of pupils and challenge them to produce their best.

Pupils' good spiritual, moral, social and cultural development is reflected in their good behaviour and the harmonious relationships between pupils and with their teachers. Pupils' enjoyment of school is reflected in above-average attendance. They know how to live healthily and have a sound understanding of the importance of exercise and good diet. The good care, guidance and support that pupils receive ensure that they understand well how to live safely and that they feel safe. Pupils who are potentially vulnerable are catered for particularly well in this caring school. They make sound progress and participate fully in school life.

The headteacher has made an early impact in initiating changes. She has the full support of staff and the governing body in her determined efforts to improve achievement. The school has satisfactory capacity to raise standards and to continue to improve provision. Self-evaluation procedures are accurate and are based on good-quality information about the school's performance. Good systems have been put in place to monitor closely the impact of interventions taken to improve attainment and progress, but these are early in their development. Significant turbulence in staffing at the most senior level in recent years has settled, and some weaknesses in teaching have been successfully tackled. Improvements continue to be made to the curriculum, but the full impact is yet to be seen in improved achievement. There is still work to do to ensure curriculum planning is effective in raising standards, particularly in writing, where records show that pupils' progress is slower than in other aspects. Where previously, lower-ability pupils were underachieving, they are now back on track and making satisfactory progress. School leaders acknowledge the need to improve communications with parents and to involve them more closely in the life of the school.

Up to 40% of schools whose overall effectiveness is judged to be satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

What does the school need to do to improve further?

- Improve the writing skills of pupils throughout the school by:

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

- planning more precisely to develop their writing skills in subjects across the curriculum
- developing pupils' understanding of what constitutes good writing in different contexts
- improving pupils' speaking and listening skills as a springboard to inform their writing.
- Increase the proportion of good teaching by:
 - using information about pupils' progress more effectively when planning lessons so that the different needs of pupils in their classes are better met
 - ensuring that teachers are clear in their lesson planning about what constitutes good progress
 - planning lesson content that allows pupils to make an active contribution to their learning.
- Increase the involvement of parents and carers in the life of the school by:
 - encouraging parents and carers to participate in planned activities with their children in the school
 - developing the initiatives introduced to improve the use of homework
 - involving the governing body more closely in communicating with parents and carers.

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

The quality of learning in classrooms varies between good and satisfactory. Teachers are successful in creating a good working atmosphere and behaviour is always good. Pupils usually listen attentively, and where teachers prepare interesting work, they achieve well, enjoy their learning and are keen to do their best. Pupils have good relationships with each other and their teachers. As a result, they work well together and participate enthusiastically in pairs and groups to share their learning when they are given the opportunity. Pupils are keen to make a positive contribution to the learning, but often where teaching is no more than satisfactory, pupils become passive and compliant and learning slows.

Pupils enter the Reception Year with skill levels that are broadly in line with expectations. They make steady and satisfactory progress throughout Key Stages 1 and 2 and leave Year 6 with average levels of attainment. The small numbers in each year group means that broad patterns of achievement do not always reflect the progress made by pupils of different levels of ability. The school maintains good records of the progress made by each pupil. These show that lower-attaining pupils were not achieving as well as they should. This situation has quickly been tackled and their progress is now satisfactory, due in large part to well-planned interventions. Potentially vulnerable pupils and the very few with special educational needs and/or disabilities make satisfactory progress in line with that of their peers. They enjoy their work because of the good-quality support they receive in lessons from teachers and teaching assistants and because they also benefit from well-targeted interventions to help them. Recent close analysis of pupils' progress revealed achievement levels that are lower than they should be in writing. The school has identified

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

the issue and acknowledges the need for improvements in this aspect of their work. Overall, by the time pupils leave Year 6 they are equipped and ready for the next stage of their education, particularly in terms of their positive attitudes to school and learning.

Pupils are caring and responsible in their relations with each other, and have a good understanding of right and wrong. Older pupils readily take responsibilities in helping younger children, often without prompting. They are open and very polite and welcoming to visitors. They are keen to describe what they like about the school, and how proud they are of their school. Pupils on the school council take an active role in decision-making, fulfilling their responsibilities and gaining from the experience. Overall, pupils' contributions to the school and to the wider community are satisfactory. A good proportion of pupils take part in the arts, music and sporting activities offered and are keen to represent their school across a range of activities.

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	3
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	2
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 quality of teaching is satisfactory. Some is good, but much remains no better than adequate. Class management is consistently good in ensuring a good platform for pupils' learning. Pupils contribute to this by their good behaviour, which results in a positive learning atmosphere in lessons. Teachers' marking is a growing strength, is undertaken conscientiously and is helpful in taking pupils' work forward. Pupils' individual targets for improvement are generally used well to inform their further progress. Where ICT is used,

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

for example in teaching data-handling in mathematics, it is employed effectively to engage pupils and to help them to understand new ideas. When teaching is good, information from assessment data is used well to match the content of the lesson to pupils' abilities. Here, teachers plan carefully what they expect different ability groups to learn, and what progress they should make. This is not consistently the case and too often teachers are not clear about what represents good progress for different groups so that work is too hard or too easy for some pupils. Pupils do not have the chance to write enough extended pieces. Speaking and listening skills do not receive enough attention to give pupils a good basis for their writing. Too often teachers do not demand careful listening and are satisfied with indistinct and poorly-expressed answers to questions.

The curriculum is broad and interesting and meets pupils' personal needs, ensuring their interest and enjoyment. A good variety of visitors and educational visits make a positive contribution to pupils' personal development. Pupils' use of ICT is satisfactory. However, along with literacy and numeracy, there is insufficient formal planning to ensure that pupils practise and consolidate their basic skills in other subjects. In writing in particular, pupils are not given enough clear lead on what constitutes good writing in different contexts.

The effectiveness of the school's care, guidance and support is good. Partnerships with other schools and agencies are satisfactory and impact positively on pupils' experiences and the life of the school. Recent improvements have seen a clear impact in better use of information about pupils' progress to inform targeted help for those identified as underachieving. Teachers and classroom assistants make a valuable contribution to the care and guidance of other potentially vulnerable groups. These pupils are supported well, enabling them to take a full part in the life of the school and achieve satisfactorily. The most vulnerable pupils receive high-quality help and flourish as a result.

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 headteacher gives a strong and clear lead in setting a vision for the improvement of the school. This is firmly based on monitoring pupils' progress carefully, intervening to tackle any identified underachievement and aiming to ensure good progress by pupils throughout the school. The impact is starting to be seen and standards are improving. The school is also intent on involving more parents and carers in the life of the school. An initiative is underway to improve the use of homework and another to encourage parents and carers to take part in activities with pupils in the school. Both are at an early stage and have yet to make a significant impact. Staff share in the ambition to succeed and

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

morale is high. Middle managers are developing effective leadership skills to take part more fully in monitoring and evaluating their subjects. The governing body makes a sound contribution by supporting and challenging the school. However, it still has work to do to more fully engage the school's parents and carers. School leaders meet their responsibility satisfactorily to ensure equal opportunities for pupils. Any form of discrimination is tackled assiduously. The governing body ensures that requirements are met regarding safeguarding procedures. Governors also see to it that financial control, planning and accountability are secure. Whole-school planning is satisfactory and self-evaluation is accurate. The provision for community cohesion is satisfactory and a clear impact can be seen in the way pupils get on well together and are starting to develop a better understanding of their place in the wider society. Targets are set appropriately and are increasingly challenging. The school's records show that they are largely being met.

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 procedures ensure that children settle well into the reception class. Parents and carers are successfully encouraged to take a full part in the process. They are supportive and interact well with the teacher and other adults. Children start with skill levels that are mainly typical for their age. However, the small numbers entering each year means that these levels do vary significantly within and across year groups. Children make satisfactory progress overall and thoroughly enjoy their experiences in the calm, purposeful learning atmosphere engendered by the staff. Children benefit greatly from interacting throughout the day with older pupils in the mixed-age class that includes pupils in Years 1 and 2. The staff responsible know well how young children learn and provide learning activities that the children enjoy. For example, a 'post office round' was set up on 'Granny Island' in the outdoor area, where children followed a large map to find where to deliver parcels. They responded with enthusiasm to opportunities to identify addresses,

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

follow a map and find delivery destinations. Leadership and management are sound and ensure a curriculum that builds children's learning systematically. Teachers' planning and the associated assessment of children's progress are good. Children benefit from a sound balance of adult-led or their own choice of activity. Activities are carefully planned and children are given choices of activities both indoors and outside. Both the classroom and the outdoor area provide adequate learning environments. However, the free flow of activities is limited by the building which makes access difficult to both facilities at any one time. The problem is exacerbated by staffing constraints in this small school. As a result, the continuous provision between outdoor and indoor facilities is limited. Well-established routines help children to acquire the necessary social skills to participate fully in the range of activities provided. Staff are particularly successful in developing children's personal and social development. Any potentially vulnerable children benefit from additional help and care and they too make satisfactory progress.

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

The large majority of parents and carers who returned the questionnaire is supportive of the school, confirming the positive views of those who met the inspectors. Parents and carers value the safety and security provided by the school. Most say they are aware of their children's progress and are satisfied with their achievement. They also like the way pupils are taught to behave considerately and responsibly and to relate positively to each other and to adults. However, a small minority expresses concern that progress made is not good enough, that the school does not listen to them, or meet their particular child's needs. A similar proportion felt that the school is not managed well and unacceptable behaviour is not dealt with effectively. The inspection team found that the school works hard to include parents and carers in all its activities, but the headteacher and governing body acknowledge that it still has work to do in order to fully engage parents and carers in the life and work of the school. The inspectors found that pupils are well cared for and judge that behaviour is good in and around the school. Pupils state that they feel safe, do not suffer from bullying and enjoy coming to school. The inspection found the progress that pupils make is satisfactory and there is a new impetus and ambition to improve progress further.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Snainton Church of England Voluntary Controlled 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 inspection team received 33 completed questionnaires by the end of the on-site inspection. In total, there are 53 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	17	52	13	39	3	9	0	0
The school keeps my child safe	21	64	10	30	2	6	0	0
My school informs me about my child's progress	15	45	12	36	4	12	1	3
My child is making enough progress at this school	14	42	13	39	5	15	1	3
The teaching is good at this school	15	45	13	39	3	9	1	3
The school helps me to support my child's learning	13	39	15	45	3	9	1	3
The school helps my child to have a healthy lifestyle	15	45	15	45	2	6	1	3
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)	12	36	11	33	3	9	3	9
The school meets my child's particular needs	11	33	15	45	6	18	1	3
The school deals effectively with unacceptable behaviour	9	27	14	42	4	12	4	12
The school takes account of my suggestions and concerns	10	30	13	39	4	12	3	9
The school is led and managed effectively	11	33	13	39	3	9	4	12
Overall, I am happy with my child's experience at this school	13	39	13	39	5	15	1	3

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	46	48	6	0
Primary schools	6	47	40	7
Secondary schools	12	39	38	11
Sixth forms	13	42	41	3
Special schools	28	49	19	4
Pupil referral units	14	45	31	10
All schools	10	46	37	7

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 2010 to 31 December 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 2010/11 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.



15 June 2011

Dear Pupils

Inspection of Snainton Church of England Voluntary Controlled Primary School, Scarborough, YO13 9AF

I would like to thank you for being so welcoming and friendly when my colleagues and I inspected your school recently. Please thank your parents and carers for all their letters and for taking the time to talk to us. We enjoyed watching and listening to you in your lessons, reading your work and talking to you. We found that yours is a satisfactory school. We like the way you take responsibility, and how helpful older pupils are towards younger children. We particularly enjoyed the way you participate so enthusiastically, for example in your art lesson. You obviously enjoy coming to school and this shows in your good behaviour in classrooms and around the school. We appreciate how your school helps you in learning to live healthily and safely so that you develop into mature young people, ready to progress to the next stage of your education.

The teaching you receive is satisfactory. This means you make the progress expected and the standards you reach by the end of Year 6 are broadly average. You say that you like your teachers and the way they take good care of you and you were very positive in your questionnaire responses. To make things even better, we have asked your headteacher and teachers to help all of you to improve your writing skills. We have asked your teachers to change some of the ways they plan lessons so that all of you achieve the best you can. We have also asked the school and the governing body to include your parents and carers more in the life of the school. All of you can help by continuing to work hard, particularly at improving your writing.

I hope you continue to enjoy school and I wish you well for the future.

Yours sincerely

Bernard Jones

Lead Inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.