

Wakefield Snapethorpe Primary School

Inspection report

Unique Reference Number	133758
Local authority	Wakefield
Inspection number	381553
Inspection dates	18–19 October 2011
Reporting inspector	Jane Hughes

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	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	368
Appropriate authority	The governing body
Chair	Keith Earnshaw
Headteacher	Mark Randall
Date of previous school inspection	12 January 2009
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Introduction

This inspection was carried out by three additional inspectors. The inspectors observed teaching and learning in 18 lessons taught by 16 teachers. Inspectors held meetings with representatives of the governing body and staff, and talked with pupils, parents and carers. They observed the school's work, and looked at a range of documentation including: the school's self-evaluation; improvement plans; policies; assessment and tracking systems; safeguarding procedures; and pupils' work. Inspectors examined questionnaires from 50 parents and carers, as well as those from pupils and staff.

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

- Whether pupils' progress is as rapid as the school judges.
- Whether the more-able pupils are provided with sufficient challenge.
- Whether children's outcomes in the Early Years Foundation Stage are well supported, particularly in reading and writing.
- Whether the curriculum has particular strengths that support pupils' accelerating learning.
- Whether leaders at all levels have an accurate view of the school's performance.

Information about the school

The school is of larger than average size when compared to other primary schools. The proportion of pupils known to be eligible for free school meals is double the average. Most pupils are of White British heritage. The proportion of pupils with special educational needs and/or disabilities is larger than average. The school has achieved Healthy School status and the Activemark.

Following a lengthy consultation period, the school is currently undergoing amalgamation with a local school which is to close. At the time of the inspection, children in Reception and pupils in Year 6 from both schools had been integrated, along with a small number of staff. More than half of the staff have changed since the last inspection.

An external provider, 'childcare@snapethorpe' provides after-school and holiday clubs on site. This setting is subject to a separate inspection.

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

Wakefield Snapethorpe is a good school. Its foremost strength is the whole team commitment to improving the school's performance at every level. Such ambition emanates directly from the headteacher who instils a 'can do' attitude in pupils, staff, parents and carers. Parents and carers comment that, 'The staff could do no more.' and that they, 'cannot fault the school in any way'.

From well below expected starting points, children get off to a satisfactory start in the Nursery and Reception classes. However, the impact of the provision is patchy. This is mainly because adults do not support children's learning and development well enough, particularly in the outdoor learning environment.

Pupils' attainment is broadly average in English and mathematics by the end of Year 6, although their writing skills are a weaker element. The progress of almost all groups of pupils, including those with special educational needs and/or disabilities, is good. Nonetheless, not all the more-able pupils currently reach the higher levels of which they are capable. Good teaching, coupled with a stimulating curriculum, supports pupils' positive outcomes. Strong levels of care, guidance and support link effectively with well-developed partnerships to help vulnerable families and their children to engage with the school. There are good procedures to safeguard pupils.

Governance is supportive as it gradually develops a greater role in challenging the leadership, evaluating the school's work and helping to set the strategic direction of the school. The headteacher and senior and middle leaders regularly review the school's performance. This provides a highly detailed and generally accurate picture of the school's strengths and weaknesses, although the analysis of the effectiveness of the Early Years Foundation Stage was overly positive. Improvements in key areas of the school's work such as pupils' attainment, learning and progress, the quality of teaching and the curriculum, and the strong impact of leaders at all levels demonstrate that the school has good capacity for sustained improvement.

What does the school need to do to improve further?

- Raise attainment, particularly in writing, by:
 - providing effective levels of challenge, particularly for the more-able pupils
 - ensuring all adults model precise spoken English and neatly presented written information for pupils
 - providing concise introductions to learning activities that support fast paced learning.

- Improve provision in the Early Years Foundation Stage and raise outcomes for children by:
 - ensuring adults provide sufficient guidance for, and interaction with, children during child-initiated activities so children develop their skills in more purposeful ways
 - providing more carefully structured and resourced areas of learning in the outdoor environment
 - raising adults' awareness of how effectively and regularly children access different activities, particularly outdoors, through closer monitoring of their uptake.

Outcomes for individuals and groups of pupils

2

Pupils achieve well and enjoy their learning. They behave well, particularly in lessons, so little learning time is wasted. They collaborate well in pairs and groups and complete a good volume of work. Pupils take great enjoyment from working with a range of new technologies that support their learning such as the school's virtual learning environment and the netbooks. These enthuse pupils with a keen sense of anticipation. Pupils in Year 6 thoroughly enjoyed watching a film clip which inspired them to describe the film's setting in an interesting and detailed way, using adjectives and descriptive phrases linked to their five senses. Younger pupils were highly excited using calculators in their mathematics lesson for the first time. Pupils consistently use the interactive whiteboards to support their learning. Pupils' attainment in English and mathematics is improving throughout Years 1 to 6 at an increasingly rapid rate. Progress is good overall, including for pupils with special educational needs and/or disabilities. It is, however, more limited in writing and for a minority of the more-able pupils.

Pupils are keen to talk about their experiences at school. They confirm that they feel safe and show a good level of knowledge about internet safety, stranger danger and road safety. They know what constitutes a nutritious meal and balanced diet and eagerly participate in a range of sporting activities. They have a secure understanding of cultural diversity both in Britain and around the world. They participate in surveys on the impact of the curriculum and take on a range of responsibilities around school. Pupils' attendance is average and they generally arrive at school on time.

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	3
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	3
Taking into account:	
Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

Teachers deliver good quality lessons which link pupils' learning creatively across curriculum areas. This helps to engage pupils well in their tasks. Teachers' effective questioning provides ample opportunity for pupils to share their knowledge with their peers and to express their ideas with confidence. At times, however, teachers spend too long introducing activities and so the pace of pupils' learning slows. Sometimes adults do not model spoken English precisely enough and their written guidance is not always a neat example for pupils to emulate. Teaching assistants provide carefully targeted support for pupils whatever their particular needs. Teachers regularly introduce information and communication technology into lessons and this adds to the interest for pupils. Assessment systems are well established and enable all staff to track pupils' progress closely. For example, they recognise through recent data analysis that a minority of the more-able pupils do not always receive sufficient challenge to enable them to progress at a fast enough rate, especially in writing.

The imaginative curriculum provides effective opportunities for pupils to make good progress in their learning. Work on themes such as the 'urban street scene' contributes to pupils' awareness of local and global communities. The programme of social and emotional aspects of learning is a key driver of the curriculum. This approach permeates the whole of school life. The school's evaluation of the curriculum is high quality, involves pupils, and highlights what has worked well to enthuse them.

All adults create a welcoming and supportive school environment. Pupils receive good academic support through a range of interventions. Nurturing relationships between adults and pupils help pupils to grow in self-confidence. Effective mentoring ensures vulnerable pupils are helped to overcome barriers to learning. The school works successfully to promote pupils' regular attendance and this is improving.

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

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	2

How effective are leadership and management?

Senior leaders vigorously embed ambition and drive improvement. Their success is reflected in the school's much improved track record over the past three years. All staff have ample opportunity to develop their own professional skills. Consequently, morale is high as everyone feels valued. Staff typically comment, 'We all share the same vision in moving the school and children forward. We work as a team.' Senior leaders are good role models. They are well known to pupils, parents and carers who confirm that the leadership does a good job. Negotiations regarding amalgamation have been ongoing for two years. Despite this distraction, the school has continued to build on the firm foundations developing at the time of its previous inspection. Leaders have a good overview of strengths and weaknesses in teaching across the school.

The governing body brings local knowledge and a variety of expertise into school. Its impact continues to develop and it has a secure understanding of the school's priorities. Administration is well organised and ensures the school runs smoothly day-to-day. There are clear channels of communication between home and school. A range of programmes and workshops encourage parents and carers to attend sessions such as 'Families Enjoying Everything Together' which is run in partnership with the local children's centre.

The school adopts recommended good practice with regard to safeguarding. Staff take their duty of care seriously. Documentation is detailed and staff are familiar with policies and procedures. The school promotes equality of opportunity and tackles discrimination well. Leaders monitor closely the outcomes for all groups of pupils so that where some gaps in achievement remain, these are narrowing. Inclusive practices are at the heart of the school's work. The school understands its context well. Senior leaders promote community cohesion successfully through a clearly targeted action plan. Parents and carers are complimentary about the school and say, 'A very good school with fantastic teachers. They keep us well informed.'

The school deploys its resources well, achieves good outcomes for pupils and provides good value for money.

These are the grades for the 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	3

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

Early Years Foundation Stage

Children settle quickly into the nurturing environment of the Nursery and Reception classes. Careful induction programmes ensure that children are familiar with the setting and the expectations of staff before they start school. Staff pay appropriate attention to the learning, development and welfare requirements of the Early Years Foundation Stage in order to meet children's individual needs. Staff make sure that parents and carers feel welcome and well informed about their children's learning and progress. They are encouraged to attend workshops and family learning courses. These help to develop children's communication and social skills before they join the setting.

Children make satisfactory progress through the Early Years Foundation Stage. Skills within each cohort vary widely. By the time children leave the Reception classes, the proportion reaching a good level of development is still well below average in all areas of learning, and especially in reading, writing and physical development.

The leader of the Early Years Foundation Stage ensures effective communication and teamwork with regard to assessments, procedures and practice. Staff are caring and parents and carers appreciate this and say their children enjoy coming to school. Nonetheless, some elements of the day-to-day organisation do not help children to make the most of their time in the setting. For example, the spacious and well-resourced outdoor learning environment does not provide sufficient structure or links to the different areas of learning. Children do not regularly choose when to learn and play inside or outdoors. When they do, adults do not provide sufficient guidance to support children's good learning and development. As a result children's activities, particularly outdoors, often lack purpose. There is no system that enables adults to check which children access the different activities. Consequently, some children are able to monopolise particular pieces of equipment to the frustration of others during sessions. Similarly, they do not always engage in a variety of activities to meet their individual needs. Some return too frequently to the same few activities.

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 in the Early Years Foundation Stage	3

Views of parents and carers

The parents and carers who returned the inspection questionnaire confirm that their children enjoy school. The very large majority agree that the school keeps their children safe and encourages them to adopt healthy lifestyles. Most also feel that the school meets their children's particular needs well. These views are similar to those of inspectors. A few expressed individual concerns across all the areas covered by the inspection questionnaire. Inspectors looked at all these aspects of the school's work. Their findings are reflected in the main body of the report.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Wakefield Snapethorpe 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 50 completed questionnaires by the end of the on-site inspection. In total, there are 300 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	30	60	17	34	1	2	2	4
The school keeps my child safe	29	58	18	36	1	2	2	4
The school informs me about my child's progress	24	48	22	44	1	2	2	4
My child is making enough progress at this school	22	44	25	50	0	0	2	4
The teaching is good at this school	23	46	24	48	0	0	2	4
The school helps me to support my child's learning	26	52	19	38	3	6	2	4
The school helps my child to have a healthy lifestyle	26	52	22	44	0	0	2	4
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)	21	42	26	52	0	0	2	4
The school meets my child's particular needs	24	48	24	48	0	0	2	4
The school deals effectively with unacceptable behaviour	23	46	22	44	2	4	2	4
The school takes account of my suggestions and concerns	22	44	24	48	1	2	2	4
The school is led and managed effectively	24	48	23	46	1	2	2	4
Overall, I am happy with my child's experience at this school	29	58	19	38	0	0	2	4

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	43	47	10	0
Primary schools	6	46	42	6
Secondary schools	14	36	41	9
Sixth forms	15	42	41	3
Special schools	30	48	19	3
Pupil referral units	14	50	31	5
All schools	10	44	39	6

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 is for the period 1 September 2010 to 08 April 2011 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.



20 October 2011

Dear Pupils

Inspection of Wakefield Snapethorpe Primary School, Wakefield, WF2 8AA

Thank you for your warm and friendly welcome when we inspected your school recently. We enjoyed meeting you and listening to your views.

You told us that you enjoy school, feel safe and that the adults take good care of you. Your parents confirmed this. You also said that you learn a lot in lessons and that your teachers explain how to improve your work. You and your parents think that people in charge of your school do a good job. We confirmed all of these views when we were in school. As a result we judge that Wakefield Snapethorpe is a good school. You learn well in lessons, make good progress and reach broadly average standards in English and mathematics by the time you leave at the end of Year 6. You behave well and come to school regularly.

Part of our job is to see what your school could do better. We have asked the adults to make sure you reach higher standards, particularly in writing. You can help with this by always checking your work carefully. We also want your school to improve how well it provides for the children in the Nursery and Reception classes so that they, too, learn well both inside and outdoors.

We hope you enjoy making friends with all the new children who will shortly be joining your school. You have certainly made a good start!

We send you our very best wishes for the future.

Yours sincerely

Jane Hughes
Lead inspector

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