

Snape Wood Primary and Nursery School

Inspection report

Unique Reference Number	122703
Local Authority	Nottingham
Inspection number	380514
Inspection dates	15–16 November 2011
Reporting inspector	Susan Walsh

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	205
Appropriate authority	The governing body
Chair	Betty Edmonds
Headteacher	Jacqueline Flower
Date of previous school inspection	06 May 2009
School address	Aspen Road Bulwell Nottingham NG6 7DS
Telephone number	0115 9159146
Fax number	0115 9159147
Email address	admin@snapewood.nottingham.sch.uk

Age group	3–11
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Introduction

This inspection was carried out by three additional inspectors. Inspectors visited 17 lessons or parts of lessons taught by nine different teachers and also looked at the work of teaching assistants. Meetings were held with staff, members of the governing body and pupils. Inspectors observed the school's work and looked at development plans, records of pupils' progress and minutes from meetings of the governing body, as well as other documents. They scrutinised 44 questionnaires returned by parents and carers, and questionnaires 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.

- Are pupils making sufficient progress in Key Stage 1 and Key Stage 2, particularly the more-able pupils and those with special educational needs and/or disabilities?
- Is the use that teachers make of assessment information helping to improve pupils' learning?
- Do senior managers, the governing body and school staff have the skills needed to overcome the difficulties that are currently facing the school?

Information about the school

The school is smaller than most primary schools. The proportion of pupils who are known to be eligible for free school meals is well above average. The proportion of pupils identified as having a special educational need and/or disability is broadly average. Although fewer pupils than average have a statement of special education need, some of these pupils have particularly complex difficulties. More pupils than usual join the school at different times of the school year. A new headteacher was appointed in the summer term of 2010 after period of turbulence which included significant changes in teaching staff together with new appointments at senior management level. There has been significant staff absence.

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?

4

The school's capacity for sustained improvement

3

Main findings

In accordance with Section 13 (3) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that this school requires significant improvement, because it is performing significantly less well than in all the circumstances it could reasonably be expected to perform. The school is therefore given a notice to improve. Significant improvement is required in relation to pupils' achievement. Many groups of pupils including boys, those who are known to be eligible for free school meals, more-able pupils and those with special educational needs are not making sufficient progress especially in Key Stage 2.

Attainment is low in English and mathematics, although it is improving, Weaknesses remain in pupils' writing particularly in their sentence construction, use of grammar and the accuracy of their spelling and punctuation. In mathematics, a lack of a consistent approach to calculation is reflected in some pupils' inaccurate computations and confusion about the value of digits in numbers. Improvements have been made to the curriculum particularly regarding the teaching of reading and writing in Key Stage 1 and this has accelerated pupils' progress in both Years 1 and 2. However, there are still insufficient opportunities for pupils to write at length, particularly in Key Stage 2, so they make slower progress than expected in writing.

Improvements to the quality of teaching are reflected in pockets of good teaching. Nevertheless, teaching is satisfactory overall. There is still not enough good teaching to boost pupils' progress and, as a result, the gap between pupils' attainment and the national average is not closing securely or quickly enough. The work provided for pupils in lessons is not always matched precisely to their needs. This slows the progress of more-able pupils who find the work too easy as well as those with special educational needs and/or disabilities who sometimes struggle to keep up. Pupils are sometimes expected to listen to the teacher for too long; consequently, the amount of time available for pupils to practise their skills is restricted. Work is often carefully marked by teachers but pupils are not actively encouraged to respond positively or correct their work and so they do not always fully understand the next steps in their learning.

The headteacher and deputy headteacher have steered the school through some difficult times during a period of significant staff changes and now have the support of many parents and carers who are confident that their children are happy and safe. They are well respected by the committed governing body and staff who share their aspirations for the school. Although the leadership team has pinpointed what work

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needs to be done to further enhance the quality of teaching and boost pupils' achievement, middle leaders have not been sufficiently involved in school improvement. Staff absence has had a detrimental impact because some key staff are not in school and other middle managers are relatively inexperienced and have not developed their leadership skills. The way that school leaders have successfully brought about improved attainment at the end of both Key Stage 1 and Key Stage 2 and, although still below average, have secured improvements to pupils' attendance in such challenging circumstances, demonstrates they have the satisfactory capacity to improve further.

What does the school need to do to improve further?

- Raise levels of attainment in English and mathematics further by:
 - ensuring pupils use grammar and punctuation correctly and that spellings are accurate and that writing is well structured
 - improving opportunities for pupils to write at length
 - establishing a consistent approach to calculation in order that pupils improve their mathematical skills and understanding of place value.
- Address the inconsistencies in the quality of teaching, particularly in Key Stage 2, by:
 - ensuring that introductions to lessons are not too long and that the work provided in lessons meets the needs of pupils of different abilities
 - ensuring that work is always suitably challenging for more-able pupils
 - making sure that pupils understand the next steps in their learning and that they are given more opportunities to respond to teachers' marking.
- Enhance the impact of leadership and management by developing the skills of middle managers so that they can provide more support to the senior team.

Outcomes for individuals and groups of pupils**4**

Although many pupils enjoy school and their lessons, their achievement is inadequate. When children join the Nursery, their skills are exceptionally low. They make good progress in the Early Years Foundation Stage but by the time they join Year 1 their skills are still below those that are expected for their age. Assessment information shows that attainment at the end of Key Stage 1 has been low with no pupils gaining the higher Level 3. Although attainment is still below average it is improving strongly. Activities are practical and often engage pupils' interests well. For example, in Year 1, pupils enjoyed comparing the lengths of different pieces of wood so that they could develop a clear understanding of terms such as longer and shorter. Attainment at the end of Key Stage 2 improved in 2011 when an average proportion of pupils reached the national average in English and mathematics although very few reached the higher Level 5. However, the pupils who are currently in Key Stage 2 are significantly behind where they should be because of a legacy of

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underachievement and disruption to their learning so have made inadequate progress in the last 12 months. Pupils with special educational needs and/or disabilities have also made inadequate progress and those that join the school late sometimes attain less well than others.

Behaviour is satisfactory. It is improving and this is reflected in a decreasing number of fixed-term exclusions. However, boys in Key Stage 2 lose interest quickly if they are not fully occupied and this slows their progress. They can also be boisterous if they are not closely supervised at playtimes. Although attendance rates are below those in most schools, they are improving. Pupils feel safe because of the care and support provided by staff. Some younger pupils find it difficult to cooperate but this improves as they mature and pupils in upper Key Stage 2 work well together in lessons. Pupils have a secure understanding of the importance of a balanced diet and taking exercise. They are willing to contribute to the school community through the 'Eco Committee' and by acting as playground buddies.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	4
Taking into account:	
Pupils' attainment ¹	4
The quality of pupils' learning and their progress	4
The quality of learning for pupils with special educational needs and/or disabilities and their progress	4
The extent to which pupils feel safe	2
Pupils' behaviour	3
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	4
Taking into account:	
Pupils' attendance ¹	4
The extent of pupils' spiritual, moral, social and cultural development	3

How effective is the provision?

Relatively stable staffing in Key Stage 1 means that teaching has been able to improve at a faster rate than in Key Stage 2 where there is a significant number of temporary or supply staff. Teachers work diligently to make lessons enjoyable because they use resources more imaginatively. Assessment information has become more accurate throughout the school and staff are more knowledgeable about the

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

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levels that pupils are working at. However, there are still a few occasions, especially in Key Stage 2, when pupils of different ability are set the same work. In particular, more-able pupils are sometimes set very similar work to pupils of average ability and this restricts their progress, especially in mathematics lessons. Teachers are diligent in the way they mark books but teachers do not always ensure that pupils react promptly to marking and some pupils continue to make the same mistakes. Occasionally, academic targets are underused as a means of making certain that pupils understand the next steps in learning.

School leaders have recently introduced a revised curriculum but it is too early to judge its full impact. However, there is an improved emphasis on developing pupils' basic skills especially in reading and writing. The emphasis on developing speaking and listening skills by talking to each other, telling and retelling stories is starting to have a positive impact in Key Stage 1. For example, children in Year 2 were very enthusiastic about writing an alternative 'Cinderella' story and were able to produce exciting stories that reflected their clear moral views. A programme to develop pupils' knowledge of the sounds that letters make has been introduced throughout the school and this is beginning to assist lower attaining year groups in Key Stage 2 to catch up. There is a good emphasis on developing pupils' personal skills, including working with parents and carers to help them to manage their children's behaviour.

Much has been done to ensure that the school provides a caring and welcoming environment. School leaders have worked well with the receiving academy and now have a good range of strategies in place that encourage regular attendance and good punctuality. Consequently, attendance rates are rising. Recent improvements have been made in the way that pupils with special educational needs and/or disabilities are supported although it is too early to see the full impact on outcomes for these pupils. Group work now focuses on pupils' targets in their individual education plans. Although targets for personal development are clear, a few of the targets for pupils' academic progress are still rather broad. The teaching assistants who support pupils with the most multi-faceted needs have particularly warm and supportive relationships with them. However, school leaders acknowledge that the teaching sometimes struggles to fully meet the needs of those with the most complex needs.

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	3

How effective are leadership and management?

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School leaders have satisfactory ambition and drive. They are well aware of where underachievement occurs. They have worked well in partnership with the local authority and other local schools to improve the quality of provision in the school. Teachers now have a better understanding of how pupils’ writing skills can be developed. Additionally, teachers are becoming more skilled in the way they deliver lessons that encourage pupils to make links between letters and sounds. There has been regularly monitoring of lessons and pupils’ work by senior leaders. Despite this, there are a few occasions when teaching judgements have been too positive because pupils’ learning has not been taken into account fully. Development planning identifies the main areas to be improved but, currently, includes a number of less urgent priorities which have the potential to side-track the school’s efforts.

Governance is satisfactory. The governing body provides the school with useful support as well as ensuring that statutory requirements are met. The school’s arrangements for safeguarding are good. Staff and members of the governing body are well aware of their responsibilities relating to safeguarding. School leaders are working effectively with other agencies to secure pupils’ well-being. School staff rigorously challenge racism but outcomes for different groups are not equitable and the school is not closing the gap fast enough. Therefore, the effectiveness with which the school promotes equal opportunity is inadequate. The school’s contribution to community cohesion is satisfactory. Partnership with the local community is becoming stronger and school leaders have a good link with a local school where pupils come from different backgrounds than pupils at Snape Wood and this is helping to develop mutual understanding and appreciation of different cultures and backgrounds.

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	4
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	4

Early Years Foundation Stage

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

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Good leadership and management have resulted in the good provision in the Early Years Foundation Stage being sustained during a challenging period with issues to do with staff absence. Currently, children are making good progress in lessons. This is because they are offered an exciting range of activities that capture their interest and imagination and move their learning on. These activities are well supported by adults who use questioning effectively to model language for children. The outdoors is used particularly well. Children are able to move freely between outdoor and indoor play and activities provide the children with stimulating and enjoyable experiences. Relationships between staff and children are exceptionally positive and supportive. Occasionally, children who are not fully engaged with activities are not identified quickly enough by staff and so they remain unoccupied for a short while. Programmes to teach children the sounds that letters make are being used well to help them develop early reading and writing skills. Good arrangements for induction into the Nursery, including effective links with the children’s centre, help children settle in quickly.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

Although relatively few parents and carers returned their questionnaires those who did were happy with the quality of education offered by the school. There was praise for the headteacher, and parents were especially pleased with the way that the school leaders help them to support their children’s personal development. However, inspection evidence indicates that not as much is done to help parents and carers support their children’s academic progress.

Responses from parents and carers to Ofsted’s questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Snape Wood Primary and Nursery 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 44 completed questionnaires by the end of the on-site inspection. In total, there are 205 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	24	55	15	34	4	9	1	2
The school keeps my child safe	31	70	10	23	2	5	1	2
The school informs me about my child’s progress	26	59	13	30	3	7	1	2
My child is making enough progress at this school	18	41	21	48	2	5	1	2
The teaching is good at this school	24	55	15	34	3	7	1	2
The school helps me to support my child’s learning	28	64	10	23	4	9	1	2
The school helps my child to have a healthy lifestyle	21	48	18	41	3	7	1	2
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)	20	45	18	41	2	5	1	2
The school meets my child’s particular needs	20	45	17	39	2	5	1	2
The school deals effectively with unacceptable behaviour	25	57	14	32	1	2	3	7
The school takes account of my suggestions and concerns	22	50	14	32	1	2	3	7
The school is led and managed effectively	23	52	13	30	2	5	3	7
Overall, I am happy with my child’s experience at this school	25	57	13	30	2	5	3	7

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 are 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.



17 November 2011

Dear Pupils

Inspection of Snape Wood Primary and Nursery School, Nottingham, NG6 7DS

Thank you for being so friendly when my colleagues and I visited your school. We felt very welcome because so many children held doors open and were polite to us. It was good to know that you feel safe in school and always have someone to talk to if you have a problem.

Although your teachers provide you with mainly satisfactory lessons, there are still things that need to be done to make sure that you all make better progress in your learning. The inspectors have judged that your school requires 'notice to improve'. This means that another inspector will visit to check that the school is making enough progress towards providing you with a satisfactory or better education in the future. By the end of Year 6, your attainment is lower than that reached by other children in schools nationally. Attainment is getting better but you are not catching up quickly enough and too many of you are making slow progress. As a result, some of you struggle with your sums and others find writing hard.

We know that you have some interesting lessons and many of your teachers work hard. However, there is not enough good teaching to boost your progress. We noticed that the introductions to lessons can be a bit long and that sometimes you are all set the same work, especially in mathematics. We also noted that you do not always have enough opportunities to write at length so we have asked your teachers to improve these aspects of their teaching. Many teachers mark your work carefully. However, teachers are not ensuring that you always respond well to this marking. Therefore some of you continue to make the same mistakes.

Your headteacher and deputy headteacher are working hard to make the school a better place but at the moment they do not have enough help from other managers in school. You can all help by always coming to school regularly and on time. You can all also help your school by being as well behaved on the playground as you are in class.

Yours sincerely
Susan Walsh
Lead Inspector

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