

# Snaith Primary School

## Inspection report

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<b>Unique Reference Number</b>	117894
<b>Local authority</b>	East Riding of Yorkshire
<b>Inspection number</b>	379490
<b>Inspection dates</b>	18–19 April 2012
<b>Lead inspector</b>	Lynne Blakelock

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

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	328
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Jennifer Mabbott
<b>Headteacher</b>	Kate Rowley
<b>Date of previous school inspection</b>	21 October 2008
<b>School address</b>	Bourn Mill Balk Road Snaith Goole DN14 9RE
<b>Telephone number</b>	01405 860452
<b>Fax number</b>	01405 860452
<b>Email address</b>	snaith.head.primary@eastriding.gov.uk

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## Introduction

### Inspection team

Lynne Blakelock  
Julie Harrison  
Sally Hicks

Additional inspector  
Additional inspector  
Additional inspector

This inspection was carried out with two days' notice. The inspectors observed 13 teachers in 25 lessons, over approximately 12 hours. They held meetings with groups of pupils, with representatives of the governing body, and with members of staff. Inspectors looked at a range of documents, including the school improvement plan, school policies and data relating to the achievement of all groups of pupils. They analysed the 163 questionnaires returned by parents and carers.

## Information about the school

This is a larger-than-average school, compared to others of its type. The proportion of pupils known to be eligible for free school meals is below average. Most pupils are of White British heritage. A below average proportion of pupils is disabled or has special educational needs, most of which are moderate learning difficulties. A higher proportion of pupils than expected nationally, join or leave the school at other than the expected times.

The school has achieved several awards recently, including the Basic Skills Quality Mark, Investors in Pupils, and Active Mark. It works in partnership with several other primary schools and the local secondary school.

The school meets the current floor standards set by the government, which determines the minimum expectations for attainment and progress.

**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

<b>Overall Effectiveness</b>	<b>2</b>
<b>Achievement of pupils</b>	<b>2</b>
<b>Quality of teaching</b>	<b>2</b>
<b>Behaviour and safety of pupils</b>	<b>2</b>
<b>Leadership and management</b>	<b>2</b>

## Key Findings

- This is a good school. Pupils achieve well, both academically and in their personal development, through a multitude of opportunities for them to learn, and to grow as people. The school is not outstanding because the needs of the more-able pupils are not always fully met and the monitoring role of middle leaders is not fully developed. However, the school continues to move forward, based on effective, focused leadership and management, with strong leadership from the headteacher, and good governance.
- All groups of pupils achieve well from the Early Years Foundation Stage onwards. Pupils’ attainment is above average by the end of Year 6 in reading, writing and mathematics, showing their good progress throughout the school from their individual starting points.
- Teaching from the Nursery onwards is consistently good. This includes the teaching of reading which is taught systematically and daily. There are numerous strengths, such as a clear purpose to learning and increasing opportunities for pupils to apply their knowledge. While teaching provides a range of tasks to match the range of abilities represented in the class, those for pupils capable of reaching higher levels are not consistently planned to really broaden and deepen their understanding and skills.
- Pupils behave well. Their attitudes to school are very positive and they value opportunities to take responsibility. They show a readiness for learning. Pupils feel safe and know how to look after themselves. Attendance is consistently above average.
- The leadership and management of the school are good. There is effective management of both the quality of teaching and the school’s performance. Consequently, school improvement planning and staff’s performance management targets reflect accurately the areas for improvement.

## What does the school need to do to improve further?

- Increase the proportion of pupils reaching higher levels, by consistently planning opportunities for the more-able pupils to broaden and deepen their understanding and skills.
- Strengthen the impact that middle leaders have on school improvement by increasing their role in monitoring teaching and ensuring that findings are addressed and lead to effective learning in their subjects.

## Main Report

### Achievement of pupils

Almost all of the high proportion of the parents and carers who responded to the questionnaire believe that their children make good progress. The inspectors agree.

All groups of pupils achieve well in reading, writing and mathematics throughout the school because teaching is good. From Nursery onwards, children make good progress towards their goals in all aspects of learning and development. Many enter with knowledge and skills below that expected for their age. Their learning in the classroom is effective because teachers plan thoroughly and encourage children to become curious. Consequently, they eagerly ask questions and take advantage of the many opportunities to discover for themselves. The children show pride in organising themselves for learning and are increasingly confident in learning independently. Teachers channelled the excitement caused by the arrival of eggs that were about to hatch into chicks, into rich speaking and listening and writing opportunities. Children demonstrated improving skills in using capital letters and full stops and a small number wrote simple short sentences about the chicks. Communication skills are promoted in all activities.

Pupils make good progress through Key Stage 1. By the end of Key Stage 1, their reading levels are average. At the end of Key Stage 2, attainment is above average in reading, writing and mathematics. Pupils' progress in mathematics has quickened, particularly in Year 6. This is due to the greater emphasis on developing pupils' calculation skills and problem-solving activities. Learning is good in lessons. A group of older pupils made good progress in calculating percentages and using them to solve problems. The mathematics lesson was rich in language, thereby building on pupils' communication skills. This extension of communication builds on the skills promoted in the Early Years Foundation Stage. In a Year 3 and 4 lesson, very lively images were evoked through a pupils' group, which focused on groups of words that started with the same letter.

Disabled pupils achieve equally well because staff know their specific needs and provide individual and focused support. Pupils with special educational needs have individual plans, broken down into small steps, so that they make good progress in basic sentence construction and in number operations. Those who join the school at different times to those expected, boys and girls, those from minority-ethnic groups and those known to be eligible for free school meals, make similar progress to others because their needs are addressed effectively. Pupils capable of reaching higher levels make faster progress when

activities promote fully the level and depth of challenge needed but this practice is not consistent through the school.

## Quality of teaching

Inspectors' views match those of almost all parents and carers who believe that teaching is good. The teaching of reading is a strength because teachers follow a systematic programme of learning letters and sounds from Nursery onwards. Pupils build-up confidently their knowledge of sounds and their link to reading and writing, through regular practising of the sound that letters make. The pace of learning is brisk, which pupils think is great because they learn more. A strong feature across the school is its promotion of wider skills and understanding across the curriculum. In literacy, Year 6 pupils were using texts about, for example, the banning of cars, to further their understanding of sentence structures as well as promoting their ability to make informed judgements about social issues.

There are other common strengths. Good relationships between staff and pupils and bright classrooms, full of pupils' work, provide a positive environment for learning. There are many opportunities for pupils to discuss their learning and ideas with other pupils. In an outstanding mathematics lesson, for example, pupils were engrossed in using both literacy and mathematical skills to test out with each other their deductions about the identity of a murderer. Teaching makes the purpose of learning clear and questioning is regularly carefully considered to encourage pupils to consolidate their learning. Although a range of tasks are provided in each lesson, which are often well-matched to pupils' needs, this less regularly provides the more-able pupils with chances to deepen their knowledge. Teaching for those with disabilities or who have special educational needs focuses on their specific needs and regular reinforcement. Teaching assistants are effective in enabling such pupils to embed skills in literacy and numeracy.

Marking is effective in telling pupils what they have achieved and the next steps in learning. Increasingly, pupils know their targets and work towards them.

## Behaviour and safety of pupils

Consistent and clear expectations of pupils' conduct are demonstrated throughout the school day. As a result, from the time that children join the Nursery, they behave well in lessons and around the school. Teachers manage behaviour well. The large majority of parents and carers agree that behaviour is consistently good and that learning is not disrupted by poor behaviour. Pupils demonstrate a keen sense of right and wrong, understand why we should keep rules and respond to the school's expectations of putting right any wrongs. Pupils value the meaningful responsibilities and roles that they are given, which include their input into school improvement planning with staff and governors.

The overwhelming majority of parents and carers believe that the school keeps their children safe. Inspection evidence supports this. From the Early Years Foundation Stage, children show a good understanding of the need to keep safe and how to do this. It incorporates their good awareness of the importance of internet safety and other types of bullying. Although there is little bullying, and the very large majority of parents and carers agree that this is so, pupils are confident that it is dealt with effectively and they have a very clear understanding of how to deal with any occurrences.

Pupils' attendance is consistently above average, confirming their very positive attitudes to school and learning.

## Leadership and management

Along with parents and carers, staff have great respect for the headteacher, who leads the school skilfully and caringly. All share the same vision for the school and strive towards common goals. Monitoring of the school's performance, which is regular and detailed, has been further refined. This is having a positive effect on pupils' achievement because staff are fully informed about individual pupils' progress and resulting initiatives are sharply focussed on raising attainment. Wider leadership has developed through the roles of middle leaders, although they do not have full responsibility for the monitoring and evaluation of their areas or check the progress of new initiatives. Nevertheless, the school has an accurate overview of provision, especially teaching, with only comparative weaknesses remaining. Professional development and performance management are having a positive impact on teachers' skills and attainment. Staff work in teams and their discussions and analysis with the senior leadership team inform school improvement planning. Actions are taken to improve identified weaknesses. Consequently, pupils' writing skills have improved through the school and mathematics progress in Year 6 has accelerated. The school has addressed effectively the areas for improvement from the last inspection; in particular it has enabled pupils to take more responsibility for their learning through their greater knowledge of their progress. The school's clarity about the way ahead and sustained improvements show good capacity to move forward.

The governing body contribute fully to improvements in the school. Governors use their comprehensive knowledge of the school to fulfil a supportive and yet challenging role. Safeguarding arrangements meet statutory regulations. They are overseen conscientiously by the governors and form the basis of the good care of the pupils.

The promotion of equality of opportunity is good. Pupils throughout the school develop their potential, both in their personal skills and academically confirm freedom from discrimination. Improved tracking means there are no significant gaps between different groups. The needs of the more able are being given closer scrutiny as the school has moved forward significantly in the quality of its provision for gifted and talented pupils.

Pupils and numerous parents and carers have commented on the re-designed and good curriculum, which focuses far more on learning across subjects. Themes such as 'The Titanic' have added to pupils' involvement and enjoyment of learning, while enabling them to practise literacy skills, particularly, in meaningful tasks. Their spiritual, moral, social and cultural understanding is good and promoted throughout the school day and in lessons. Extra-curricular activities are varied, extremely popular and take into account pupils' interests and aspirations.

The very constructive partnerships between home and school begin in the Early Years Foundation Stage. Parents and carers trust the school and value their input into school decisions and their involvement in a range of activities. Carefully chosen workshops, such as in letters and sounds, are increasingly helping parents and carers to support their children's learning and prepare them for the next stage of their education. Other partnerships, such as those with schools, sports organisations and the community, extend provision and enable the staff to work with staff from other schools to strengthen their teaching and management practices.

## 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	54	42	2	2
Primary schools	14	49	32	6
Secondary schools	20	39	34	7
Special schools	33	45	20	3
Pupil referral units	9	55	28	8
All schools	16	47	31	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September to 31 December 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://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.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add exactly to 100.



## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Attendance	the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.
Behaviour	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and what the school has accomplished so far and on the quality of its systems to maintain improvement.
Floor standards	the national minimum expectation of attainment and progression measures.
Leadership and management:	the contribution of all the staff with responsibilities, not just the governors and 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:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
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.
Safety	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

**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 April 2012

Dear Pupils

### **Inspection of Snaith Primary School, Goole, DN14 9RE**

Thank you for making us so welcome when we visited you recently, and for your politeness and helpfulness towards us. We thoroughly enjoyed watching you learning, and hearing your thoughts about your school and what you do there. We took your opinions into account when we made our judgements.

Your school is a good school, in which you are well cared for. It is led effectively by the headteacher and all of the staff work hard to make the school the productive, happy place that it is. Teaching is good and enables you to reach above average standards in reading, writing and mathematics by the end of Year 6. This demonstrates your good progress from the Nursery onwards and throughout the school. You also get lots of chances to take responsibility, such as being road safety officers. You behave well and work together cooperatively. Your attendance is above average. Well done! You enjoy learning because the teachers make it interesting. You particularly like learning through themes which provide you with lots of different learning opportunities. You enjoy the good choice of after-school clubs which help you to learn many new skills.

The staff are always working to improve the school. They are going to make the following improvements.

- Teachers will provide tasks for those of you capable of reaching higher levels, which will help you to broaden and deepen your learning so that you can achieve this.
- The staff who have responsibility for subjects and other aspects of the school's work will monitor the quality of teaching and how well you learn so that they can help the school to be even better.

I am sure that you will help the school to do this by working as hard as you can.

Yours sincerely,  
Lynne Blakelock  
Lead inspector

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