

Snape Community Primary School

Inspection report

Unique Reference Number	121323
Local authority	North Yorkshire
Inspection number	380210
Inspection dates	12–13 July 2012
Lead inspector	David Byrne

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	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	23
Appropriate authority	The governing body
Chair	Gareth Jones
Headteacher	Carol Brotherton
Date of previous school inspection	13 November 2008
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Introduction

Inspection team

David Byrne

Additional Inspector

This inspection was carried out with two days' notice. Two teachers were observed teaching seven lessons or part lessons. Two of these were joint observations with the headteacher. The inspector talked with pupils, staff, members of the governing body and a representative of the local authority. Pupils were observed reading in class and discussions were held about their views of reading. The inspector observed the school's work, and looked at the school's self-evaluation statement, its records of the monitoring of the quality of teaching and learning, the federation and school development plan, safeguarding documentation, pupils' behaviour logs and minutes of governing body meetings. The inspector evaluated questionnaires completed by pupils and staff and 15 questionnaires received from parents and carers.

Information about the school

This is a much smaller than average-sized primary school. Pupils are educated in two mixed-age classes; Early Years Foundation Stage and Key Stage 1 in one class and Key Stage 2 in the other. All pupils are of White British heritage. No pupil is known to be eligible for free school meals. The percentage of pupils supported by school action plus or a statement of special education needs is below average. The school meets the current floor standards which set the government's minimum expectations for attainment and progress.

Since the previous inspection, the school has undergone a number of changes. The previous headteacher has retired and the school lacked a substantive leader for twelve months. In January 2011, the school was federated with a nearby primary school and in September of that year, an executive headteacher was appointed managing both schools. Between February and April 2012 major alterations were made to the school building. During this time pupils attended the other school in the federation. In the course of the inspection, one teacher was unavoidably absent. A teacher from the other school in the federation took responsibility for the class.

The school has gained Healthy School status and has the Inclusion Mark.

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	3
Achievement of pupils	3
Quality of teaching	3
Behaviour and safety of pupils	1
Leadership and management	2

Key Findings

- This is a satisfactory school. It is improving rapidly under the shrewd and visionary leadership of the headteacher. It is not good because achievement in recent years has been satisfactory due to inconsistencies in the quality of teaching and low expectations for pupils' performance in English and mathematics. Schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.
- Achievement, although satisfactory, is improving securely. In Key Stage 2, progress is accelerating rapidly and attainment is rising. In Key Stage 1, progress, although satisfactory, is slower because work is not always matched closely enough to pupils' abilities. Unvalidated Year 6 national test results for 2012 indicate that pupils achieved standards that were above the previous national average. Attainment in reading is above average. Although pupils are improving their writing and mathematics skills, transfer of these skills across the curriculum is relatively weak.
- The quality of teaching is satisfactory with strengths in Key Stage 2. Relationships in lessons are excellent and pupils thrive on learning. Increasingly, these qualities are being exploited and expectations are rising in lessons. There is, however, a tendency to over control pupils and to hold back from involving pupils in marking and setting personal targets for improvement.
- Behaviour and safety are excellent. Pupils are courteous, form excellent relationships and are highly adept at managing their own safety. Bullying is virtually non-existent. Pupils enjoy school very much and are very keen and enthusiastic learners. Attendance is above average.
- Good management of the performance of staff and the curriculum is leading to improved outcomes for pupils. Better improvement planning and more regular monitoring of pupils' progress is identifying how the school can move forward. Professional development alongside colleagues at the federated partner school is improving teaching. Given the current trends, there is a good capacity for further improvement.

What does the school need to do to improve further?

- Improve the quality of teaching to be consistently good or better, particularly in Key Stage 1, by:
 - sharing the best practice that exists within the federation and securing effective mentoring for staff requiring support
 - improving teachers' planning so that activities match the needs of all pupils and expectations of pupils' performance are raised
 - applying the marking policy consistently across the school so that all pupils have a clear understanding of their next steps in learning
 - increasing the ways in which pupils take responsibility for their own learning through involving them more closely in reviewing their own work and setting targets, and by providing more opportunities to pursue their own interests and lines of enquiry.

- Raise achievement in English and mathematics by:
 - improving pupils' confidence in rapid mental recall of mathematical facts
 - providing more opportunities for pupils to independently plan and perform mathematical investigations
 - improving options for pupils to transfer their literacy and numeracy skills across the curriculum and in so doing apply the same standard as they do in English and mathematics lessons.

Main Report

Achievement of pupils

The large majority of parents and carers consider their children make good progress. Inspection findings are that progress is satisfactory over time. In the last 10 months, progress has accelerated rapidly, particularly in Key Stage 2. Pupils enjoy lessons most when they are actively engaged in challenging activities and they make good progress. For example, in a literacy lesson in Key Stage 2, pupils were eager to discuss and analyse their guided reading books. Skilful teaching helped them to deepen their understanding of the characters and plot of the story.

Outcomes for children in the Early Years Foundation Stage are satisfactory. The children's attainment when they move into Year 1 is typically above average. Given children's starting points to the Early Years Foundation Stage, which are often better than those expected for their age, their progress is satisfactory. Across the school, most pupils benefit from strong support from home. They bring to school relatively advanced social skills and most have a good command of English. In Key Stages 1 and 2, these good skills have until recently, not been fully built on and progress has not been better than satisfactory. Over the last 12 months, however, improvements in leadership have enhanced the quality of teaching and learning significantly. As a result, pupils' progress has accelerated strongly in Key Stage 2 but in Key Stage 1 it has been less rapid.

Attainment over recent years has typically been close to average at the end of Years 2 and 6. Inspection evidence shows that attainment is now rising rapidly and securely. There is a

particular strength in reading and standards are above average in all year groups, including Years 2 and 6. Improvement is underway in writing and attainment is above average but could be even better. Pupils do not always transfer the same quality of skill they achieve in their literacy and numeracy books to work in other subjects. In mathematics, strong leadership of the subject has led to raised attainment over recent months. Pupils have a good understanding of the four operations of addition, subtraction, multiplication and division and they can solve mathematical problems well. They are less secure in rapid mental recall of mathematical facts and in independently planning and performing mathematical investigations.

Disabled pupils and those with special educational needs receive high quality support. This enables them to be fully included socially and to make good progress in their personal development. Progress towards their individual academic targets is good.

Quality of teaching

The large majority of parents and carers consider teaching to be good or better. Inspection findings conclude that there are strengths in teaching related to the promotion of pupils' personal and social development. The expectations for academic achievement, however, have not been high enough over time to secure good achievement. Improvement to the quality of teaching is underway but variations remain and it is stronger in Key Stage 2 than Key Stage 1. Inconsistencies exist in the effectiveness of planning in matching work to pupils' different needs, especially in Key Stage 1, the effectiveness of marking and the opportunities to take responsibility for their own work and to learn independently.

Good attention is given to pupils' reading. Teachers and teaching assistants regularly read with pupils and enable them to share their views and understanding of books. Improvements to the leadership of English have resulted in a sharper focus on developing pupils' understanding of sounds and letters (phonics) and also on basic skills, such as handwriting. This is having a positive impact on standards of reading and writing in the Early Years Foundation Stage and in Key Stage 1. In Key Stage 2, a clear emphasis on spelling and, increasingly, on grammar is boosting the quality of writing. Expectations of pupils' work in mathematics have been raised. Good attention is given to ensuring that pupils understand how to use a variety of different methods to solve mathematical problems.

There are too few opportunities for pupils to explore together in open-ended investigative activities that enable them to apply their literacy and numeracy skills. At times, too much time is spent talking to the whole class rather than enabling pupils who already understand the work to get on with new, challenging tasks. In subjects other than literacy or numeracy, there are times when unnecessary work-sheets reduce the opportunities for pupils to independently research and record their findings. Marking is prompt. The recently adopted policy to ensure a consistent approach to this is yet to be fully embedded. At its best, marking helps pupils to understand how well they have done and how to improve their work, but at times guidance is too general and not sufficiently personalised. Increasingly, pupils understand the level at which they are working but are not always sure of how to take the next steps in their learning. They are seldom engaged in evaluating their own progress or setting their own targets for improvement. Disabled pupils and those with special educational needs are taught well because work is clearly focused on their needs.

Behaviour and safety of pupils

The vast majority of parents and carers feel that behaviour is excellent and that pupils are safe and secure at all times. The comment of one parent/carer epitomises the view of the vast majority, 'Children are always polite and well mannered...the behaviour of children is excellent'. This view is confirmed by inspection findings.

The school is a strong family style community in which everyone matters. The ethos within the school promotes an exceptionally high sense of community and care. Outstanding behaviour is evident in all aspects of the school's work, whether it is in lessons, outdoors at play or during assemblies. Pupils have a good appreciation that bullying can take many different forms, such as racial abuse, teasing or making fun of the way people look. They say that bullying is not a problem in any form. They treat one another and the staff with thought and respect. Pupils respond very well to the school's clear rules and welcome the reward of certificates during assembly, which acknowledge their very positive attitudes to work and excellent behaviour. Pupils have a good understanding for their age of how to avoid risks. For example, they know how to use the internet safely and are mature and sensible when playing on the playground. Older pupils naturally help other children and everyone gets along very well together. The pupils' enjoyment of school is reflected in their low rates of absence.

Leadership and management

The headteacher, supported by a willing and energetic governing body, sets high expectations for pupils and staff. The headteacher has injected increased ambition over the last year which has raised the quality of pupils' education. The decision to refurbish the school has been a master stroke, which has lifted the morale of the staff and the community and boosted pupils enjoyment of school. Increased rigour in regard to the school's self-evaluation has resulted in any weaknesses in the school's performance now being clearly identified. Teaching is improving because of good procedures for performance management linked to staff development and training. The federation with another school is widening opportunities for staff to share expertise, try out new ideas and secure accurate assessments of pupils' work. However, some staff are still in need of extra support and mentoring. Productive partnerships with the federated school have boosted the quality of management of mathematics. The advanced skills of some leaders are being shared and benefiting the leadership of English, in particular. The success of such strategies is evident in pupils' accelerating progress and higher attainment.

The curriculum is well organised. The partnership with the federated school has widened options for pupils' learning. This is driving improvement, for example, there is now a greater emphasis on promoting aspects of literacy, such as learning letters and the sounds they make. The curriculum is adapted to accommodate the needs of disabled pupils and those with special educational needs. It promotes good spiritual, moral, social and cultural development and outstanding outcomes in terms of pupils' social and moral development. Parents and carers are involved closely in all aspects of school life. These effective partnerships add to the quality of pupils' education. Good communication ensures that families understand how to help their children at home.

The governing body is an effective group. It has worked diligently to increase its effectiveness. Members are very supportive of the headteacher, they share her vision and

support the strategies to raise pupils' achievement. They ensure that the school complies with all regulations regarding the safeguarding of pupils. Equality of opportunity is successfully promoted and there are robust strategies to banish discrimination of any sort.

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).

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.



16 July 2012

Dear Pupils

Inspection of Snape Community Primary School, Bedale, DL8 2TF

Thank you for making me so welcome when I visited your school. I enjoyed talking to you about your school and your work. I am very impressed by your excellent behaviour and politeness and the care you show for one another. The school takes very good care of you so that you feel extremely safe. You enjoy school and this is reflected in your above average attendance.

The school is satisfactory and improving rapidly. The headteacher knows exactly how to make it better. Your parents and carers also like the school very much and are keen for you to enjoy school and to be successful. The federation with the partner school is improving your education and opening up new opportunities for you to learn.

In order to help you reach even higher standards and make faster progress, I have asked the school leaders to ensure that all teaching is at least good by supporting staff and by making sure that:

- you have more opportunities to find things out for yourselves
- ensure that marking consistently guides you about the next steps in learning
- you transfer your skills of writing and mathematics to lots of subjects and that the skills used are always as well-developed as possible.

You can help by continuing to do your best and continuing to attend regularly. I wish you every success in the future.

Yours sincerely

David Byrne
Lead Inspector

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