

Snape Wood Primary and Nursery School

Aspen Road, Bulwell, Nottingham, NG6 7DS

Inspection dates 6–7 February 2013

Overall effectiveness	Previous inspection:	Inadequate	4
	This inspection:	Requires improvement	3
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a school that requires improvement. It is not good because

- The quality of teaching is not good in all years so pupils make different rates of progress as they move through the school.
- The work set for pupils is not difficult enough in some lessons so they do not all reach the levels of which they are capable.
- The school has not yet built up consistently good progress over a long enough period of time.
- Pupils' work in mathematics is too often untidy and disorganised. This makes it harder for them to understand what they have learned and leads to mistakes.
- Pupils do not have enough opportunities to use computers to help them learn even better.

The school has the following strengths

- Under strong leadership, including that of governors, the school is improving rapidly and is now making up for past underachievement with better teaching.
- Improved teaching, particularly in literacy and in mathematics, is helping pupils' learning and standards are rising.
- The revised range of subjects and topics taught is successful in raising pupils' interest in learning. They get good opportunities to practise reading, writing and mathematics skills in other subjects.
- Pupils behave well in lessons and around the school, and are keen to learn. Pupils like school, respect each other and they feel safe. Attendance improved a lot last year.

Information about this inspection

- All teachers in school at the time of the inspection were observed teaching. Of the 12 lessons seen, six were observed jointly with the headteacher.
- The inspectors looked at pupils' work in lessons and sampled their work books. Pupils from Year 2 and Year 6 read their books to an inspector.
- Meetings were held with members of the governing body, a representative of the local authority and the headteacher. The inspectors met a group of pupils and held informal discussions with others.
- An inspector visited the breakfast club.
- There were insufficient responses to the online questionnaire (Parent View) for them to be published.
- Questionnaire responses from five members of staff were analysed.
- A range of school documents were scrutinised, including: policies for safeguarding, the school self-evaluation document and school improvement plans, results of the school's monitoring of teaching, tracking of pupils' progress and lesson planning.
- Records of behaviour and attendance were also examined.

Inspection team

David Speakman, Lead inspector

Additional Inspector

Christine Young

Additional Inspector

Full report

In accordance with section 13 (5) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that the school no longer requires significant improvement.

Information about this school

- Snape Wood Primary is similar in size to the average primary school.
- No alternative or off-site provision is used by the school.
- Most pupils are of White British heritage.
- The proportion of pupils receiving additional funding through the pupil premium (those known to be eligible for free school meals, children of armed forces families or in local authority care) is very high.
- The proportions of pupils supported at school action, at school action plus or who have a statement of special educational needs are broadly average.
- The school meets the government's floor standards, which set the minimum expectations for pupils' attainment and progress.
- The school has a 39-place Nursery and admits children on a part-time basis the day after their third birthday. It then extends this to full-time attendance the day after their fourth birthday.
- The school runs a breakfast club each morning. This was part of the inspection.
- Since the previous inspection, a new acting headteacher and two acting assistant headteachers have been appointed from the existing school staff.

What does the school need to do to improve further?

- Improve the quality of teaching so that it is all good or better and pupils make consistently good progress as they move through the school by:
 - making learning demanding for all groups of pupils to ensure they all achieve their very best
 - teachers using time efficiently to ensure pupils learn at a consistently quick pace.
- Raise attainment so that it is at least average at the end of both key stages every year by:
 - providing more opportunities for pupils capable of doing harder work to do their very best, including reaching the very highest levels in reading, writing and mathematics
 - enabling pupils to develop better information and communication technology skills and to use them to support their work in different subjects
 - improving pupils' organisation and presentation of their work, especially in mathematics.

Inspection judgements

The achievement of pupils

requires improvement

- Although progress made by pupils currently in school is improving and in some classes is good and some is even outstanding, the school has not yet sustained better progress over time. For this reason, pupils' achievement still requires improvement.
- In the 2012 national assessments, results in reading, writing and mathematics at Key Stage 1 showed a significant improvement over previous years and were close to the national average. In the Key Stage 2 national tests, pupils were still catching up from previously low standards. However, although their progress and achievement improved, their standards were still below average in English and mathematics. In particular, the proportion of pupils capable of doing harder work and achieving the higher levels in English and mathematics was below the national average.
- Children start school with knowledge and skills well below those typical of most children of their age, particularly in their ability to communicate. Achievement in the Early Years Foundation Stage is good. Children make good progress in developing literacy and numeracy skills and in their social and emotional development. However, because of their low starting points, attainment is still below average when they transfer into Year 1.
- Standards at the end of Year 2 are rising sharply from well-below average levels in 2010. They are now close to the national average in reading, writing and mathematics. Lesson observations, work in pupils' books and assessment records of their progress and attainment all show good progress for pupils at all levels of attainment in writing. All pupils can describe their ideas in writing and some more-able pupils produce work of an exceptional standard for their age – vividly describing a visit to the Goose Fair, for example.
- Younger and older pupils alike enjoy reading and are confident readers. Results of the national check on Year 1 pupils' knowledge and understanding of letters and the sounds they make (phonics) compare well with the national average, because phonics is taught well by staff, all of whom have a good knowledge of this skill. Pupils sound out single letters accurately and are familiar enough with the sounds created by joining two or more letters. Older pupils demonstrate good skills to read unfamiliar words. They have an accurate understanding of the stories they read.
- In mathematics, pupils have developed secure number skills. They are rapidly developing the ability to use methods to solve simple number problems set in everyday situations. Some older pupils are confident with much more complex problems. However, the presentation of pupils' work in mathematics is often weak, particularly when they are learning about shapes, measures and fractions. Their presentation of work is often disorganised, and these bad habits lead to mistakes and difficulties in going over their work afterwards.
- Teachers use computers and other forms of technology well to make learning clear and this gives pupils a good idea about how information and communication technology can help their learning. However, there is little evidence in lesson observations or in pupils' books that they use computers themselves to support learning and prepare them adequately for the next stage in their education.
- Disabled pupils and those with special educational needs make good progress because work and methods are matched closely to their individual learning needs.

- Any gaps between the attainment in English and mathematics of the pupils for whom the school receives the pupil premium and that of other pupils are closing with the help of well-targeted support. The additional help they receive is helpful to their rate of progress.

The quality of teaching requires improvement

- Through close monitoring of lessons, the quality of teaching has improved. Any previously inadequate teaching has been eradicated and there is more good and outstanding teaching. However, there is still too much that requires improvement, so some pupils make uneven progress as they move through the school.
- Where teaching requires improvement, teachers miss opportunities to adjust their planning to make work harder when pupils are ready to move on to their next steps in learning. This means that some pupils are not doing as well as they could, especially those capable of achieving the very highest levels in writing and mathematics. Additionally, teachers do not give pupils enough opportunities to use information and communication technology in support of their learning and some allow pupils to get away with poor presentation of their work in mathematics. These features of teaching do not prepare pupils well to achieve their best.
- Teachers sometimes spend too much time at the beginning of the lesson explaining what pupils are going to learn. This leaves too little time for pupils to work independently or in small groups to make the best progress. The organisation of some lessons means that time is not used efficiently because tasks, such as ordering numbers, is not demanding enough and the pace of learning slows down.
- More effective teaching ensures the pace of learning is brisk and, sometimes, rapid and that activities interest pupils. In a Year 6 mathematics lesson, pupils started to subtract two-place decimal numbers and by the end of the lesson were successfully budgeting a £1,750 monthly salary. This represented excellent progress because outstanding teaching moved pupils on at a rapid pace. Teachers plan excellent opportunities at the end of lessons for pupils to review their own work and for them to make well-informed presentations to the rest of their class.
- Teaching of reading is effective in helping pupils learn the skills to be able to work out unfamiliar words. Teachers' knowledge of the teaching of reading is good and they provide frequent opportunities for pupils to use reading skills across a range of subjects. Pupils keep reading diaries that chart their good progress and younger ones have a reading card with questions to think about related to the book they are reading and provide pointers to read tricky words.
- Small-group teaching and individual support for pupils are effective, including for disabled pupils, those with special educational needs, and pupils for whom the school attracts the pupil premium. These pupils are fully included in all activities, which help their personal development.

The behaviour and safety of pupils are good

- Pupils are keen to learn and their good behaviour contributes well to their improving progress. Only when pupils are not given hard enough or interesting work do they get unsettled, but cause no disruption. Outstanding behaviour was seen when pupils very effectively took on responsibility for their own learning. They decided when they were confident enough to move on to the next steps in learning and, as a result, remained highly focused and made excellent progress. Pupils did say they would like to be challenged more in their work.

- The school supports a number of pupils who are vulnerable or have identified behavioural issues, including a few eligible for the pupil premium. Adults have been successful in supporting these pupils who work alongside others well and cause no disruption.
- Pupils are aware of the different forms of bullying but say it is very rare and are confident that it will be dealt with quickly and fairly. They enjoy school; one said, 'I'm so glad I'm here; it's a wonderful school to be at.' They are safe and are secure in the knowledge that, 'There's always a teacher close to listen to problems.' The breakfast club is regularly attended by over 60 pupils. This prepares pupils very well for the day ahead, with a good breakfast and activities that are focused to support their learning. The club and the enjoyment pupils find in school have contributed to the significant rise in attendance, and most pupils now attend regularly and arrive in good time for the start of the school day.
- Pupils' spiritual, moral, social and cultural awareness is developed well through the range of subjects and topics that they learn. Pupils' good moral and social skills have a positive impact on their behaviour. They know the difference between right and wrong, understand the systems for managing behaviour and respond well. In lessons and assemblies, opportunities are provided for reflection and pupils join in these opportunities enthusiastically. They fulfil their duties, such as school councillors or on the 'eco' committee. They place a high value on the regular awards for good behaviour, effort and achievement, and attendance.

The leadership and management are good

- In a very short time, the acting headteacher has got to grips well with the task of improving the quality of education, pupils' progress and raising standards. He has accurately identified where improvement is needed through robust and accurate evaluation drawing on a wide range of evidence. This accurate view of the school's strengths and weaknesses forms a secure base on which school leaders plan for improvement. There have already been improvements in teaching, pupils' progress, standards, behaviour, attendance and the curriculum. This clearly demonstrates the school has the capacity to improve.
- Senior leaders have been particularly active in checking teachers' work as a basis for improving standards and achievement. They have accurately identified effective teaching and any that is inadequate. Follow-up action has led to improved teaching; there is no longer any inadequate but some still requires improvement. Senior leaders and governors visit classrooms regularly to look at teachers' planning of learning and check pupils' work to ensure they are making best progress. Any shortcomings are identified as priorities for development and training and support is provided to make sure better practice follows.
- The school's evaluation of individual teaching is carefully linked to decisions about staff salaries. The setting of clear targets relates to the national standards for teaching and is beginning to move teaching to good. Teachers self-assess their work against these standards and their assessments form the basis of discussion with the headteacher – focusing on setting targets to improve their work.
- Funding for the pupil premium is exceptionally well managed and its impact monitored. It is wisely spent on individual and small-group support, curricular improvements to enrich learning and to enable those pupils who qualify to be fully included in all school activities. The effectiveness of this support is clearly seen in the improved progress these pupils are making and their better behaviour.
- The local authority is providing effective support for the school. The authority has helped governors commission the support of a local leader of education. It provides effective support in

the monitoring and evaluation of school performance and in discussing the setting of clear targets for improvement.

■ **The governance of the school:**

- Governors have managed changes in leadership well so that the school is able to improve under their arrangements. They join the acting headteacher in his lesson observations and observe play and lunchtimes to see where they can improve these. Governors have a clear, objective view of the school's work and how it compares to other schools through their understanding of performance data on progress and attainment. Consequently, they know about the quality of teaching and its impact on learning and progress. They use this knowledge to ask searching questions of senior leaders, supporting school improvement. They set clear and aspirational targets for managing the performance of the acting headteacher and staff, making sure that teachers' pay is linked to performance. Statutory requirements are met, particularly for safeguarding, where vetting procedures for staff and visitors are thorough and all training, including their own, is up to date. They make careful financial decisions, seeing that the pupil premium is used well in supporting eligible pupils and knowing what difference it makes. Exceptional financial control is very quickly bringing the school out of a sizeable deficit budget. This has already been reduced substantially and there are plans to clear this very soon.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	122703
Local authority	Nottingham City
Inspection number	399711

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	211
Appropriate authority	The governing body
Chair	Betty Edmonds
Headteacher	Scott Mason (Acting Headteacher)
Date of previous school inspection	15 November 2011
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