

Wakefield Snapethorpe Primary School

St George's Road, Lupset, Wakefield, WF2 8AA

Inspection dates

26–27 March 2013

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|--------------------------------|----------------------|--------------------|----------|
| Overall effectiveness | Previous inspection: | Good | 2 |
| | This inspection: | Outstanding | 1 |
| Achievement of pupils | | Outstanding | 1 |
| Quality of teaching | | Outstanding | 1 |
| Behaviour and safety of pupils | | Good | 2 |
| Leadership and management | | Outstanding | 1 |

Summary of key findings for parents and pupils

This is an outstanding school.

- Pupils' achievement is outstanding throughout the school. A concerted effort by all staff to ensure all pupils make maximum progress year-on-year means that everyone is able to achieve, and in the majority of instances exceed, expectations.
- Pupils achieve highly as a result of teaching which is consistently outstanding. Lessons are matched exactly to pupils' needs and they are given precise guidance as to how to improve their work to reach the higher levels.
- Pupils feel very safe in school and know what to do if they are worried about anything inside or outside school. A highly skilled team of learning mentors is proactive in ensuring all pupils are in a strong position to learn well. A small minority of pupils rely too heavily on adult intervention to help them to behave well all the time.
- Significant improvements to the leadership, teaching and provision in the Early Years Foundation Stage since the last inspection ensure that the setting is now outstanding and all children make excellent progress to achieve close to the level of skills expected for their age by the time they join Year 1.
- Determined and sharply focused leadership from the headteacher, senior leaders and the governing body has ensured that the amalgamation of Snapethorpe with a nearby school last year has been successful so that, no matter what their starting points, all pupils now achieve highly.
- Effective strategies are firmly in place to hold everyone in school to account for pupils' progress. Teaching is now outstanding because regular monitoring by leaders identifies areas to develop and makes full and effective use of the outstanding teaching in school to coach everyone to the same level of expertise.
- The highly effective curriculum places pupils' spiritual, moral, social and cultural development at the heart of all their learning experiences.

Information about this inspection

- Inspectors observed 20 lessons; two were carried out as joint observations with the headteacher and deputy headteacher.
- Meetings were held with staff, pupils, subject and key stage leaders, the special needs coordinator, members of the school leadership team, the Chair of the Governing Body and a representative from the local authority.
- The inspectors observed the school's work and looked at its self-evaluation, the school's data for tracking the progress and attainment of individual pupils and specific groups, performance management documentation, governing body minutes, pupils' work, and documents relating to behaviour and safety.
- There were insufficient responses recorded to the on-line questionnaire (Parent View) but inspectors spoke to groups of parents before and after school during the inspection. The school's own recent (October 2012) parent survey was also scrutinised.
- Inspectors also scrutinised questionnaires returned by 29 staff.
- Inspectors heard pupils from Year 1 and Year 5 read individually and observed the teaching of phonics (pupils' learning of letter patterns and the sounds they represent).

Inspection team

James Kilner, Lead inspector

Additional Inspector

Keith Bardon

Additional Inspector

Peter Marsh

Additional Inspector

Full report

Information about this school

- Snapethorpe is a much larger than average-sized primary school, which has increased in size by 200 pupils since the previous inspection. The local authority brought about an amalgamation of the nearby Waterton Junior and Infant School and Snapethorpe Primary School through closure of Waterton School and expansion of Snapethorpe Primary School.
- The amalgamation required significant staffing changes. From September 2012 a new deputy headteacher and a new leader for the Early Years Foundation Stage were appointed.
- The proportion of pupils eligible for pupil premium, which in the case of Snapethorpe provides additional funding for children in local authority care and pupils known to be eligible for free school meals, is significantly above the national average, representing almost two thirds of the class in some year groups.
- The proportion of pupils from minority ethnic groups is lower than that found nationally, as is the proportion of pupils believed to speak English as an additional language.
- The proportion of pupils supported at school action is above that found nationally, as is the proportion of pupils supported at school action plus or who have a statement of special educational needs.
- The school meets the government floor standards, which are the minimum expected for pupils' attainment and progress.

What does the school need to do to improve further?

- Widen the opportunities for pupils to show that they know how to behave impeccably all the time without having to rely on adult support.

Inspection judgements

The achievement of pupils

is outstanding

- Children's skill levels on entry to the Nursery class at 36 months are more typical of those of much younger children. As a result of outstanding provision and high quality teaching, they make rapid gains in their learning, so that by the end of the Reception class their skills are moving closer to those typical for most four- and five-year-olds. They enter Year 1 well equipped to take on the challenges of the National Curriculum.
- Consistently high quality teaching of reading, writing and numeracy ensures that rapid progress continues throughout school so that by the end of Key Stage 2 the vast majority of pupils attain at, and above, the levels expected in English and mathematics. Pupils enjoy reading and talk knowledgeably about their favourite authors and the types of books which they enjoy the most.
- Snapethorpe pupils consistently exceed, by a significant margin, the progress made by all other pupils nationally. For example, currently, the overwhelming majority of pupils in Key Stage 2 are making almost four average point scores progress each year compared with the national average of three points per year.
- Efficient management of additional funding for those pupils eligible for the pupil premium ensures that they achieve highly and outstrip their counterparts in other schools. One example of the sensitive and focused targeting of this group is in the current Year 2. Over 50 pupils were observed enjoying a hearty breakfast before the start of school then embarking on an exciting, quick-fire session designed to help them catch up in their literacy skills. As a result, the gaps in their progress are closing at a faster rate than is seen nationally.
- Parents spoken to during the inspection and the results of the school's questionnaires indicate that the overwhelming majority feel that their children are achieving well. One parent was moved to tears when she declared, 'my daughter is on to get a Level 6'.
- Provision for all pupils with additional needs is of an exceptionally high quality. Thanks to the schools' high expectations, pupils at school action, school action plus and those with a statement of special educational needs achieve well above their peers nationally. Increasingly, their achievement is more closely in line with that of all pupils. The minority of pupils for whom English is an additional language, and those from minority groups, are equally as successful as all pupils in school.
- The school monitors the progress made by all pupils to ensure that no one is in danger of being left behind and all have the same opportunities to succeed well.
- A concerted effort to teach phonics for the youngest pupils in school has paid dividends so that pupils' reading skills are high.

The quality of teaching

is outstanding

- All teachers adhere to the school's high expectations for the way in which resources are managed, lessons are planned and pupils are regularly and accurately assessed.
- A vibrant curriculum ensures that literacy, numeracy and reading are taught in interesting and exciting ways, with lessons proceeding at a rapid and purposeful pace. For example, in two parallel lessons in Year 4, pupils eagerly identified exciting adjectives and adverbs as they analysed a clip from a chase through a Paris cemetery at night. They shared ideas with one another and made rapid progress in creating stories using exciting verbs and adverbs. As a result, a significant proportion of pupils in the year group are already almost a year ahead in their writing skills. This is typical of all classes and of all teaching.
- Teachers all possess expert subject knowledge, particularly in English and mathematics. This ensures that lessons are appropriately pitched to the pupils' needs, any potential misconceptions are nipped in the bud and all make outstanding progress.
- Adults in the Early Years Foundation Stage are highly skilled in providing exciting activities which make learning fun. Effective use is made of both the indoor and outdoor learning environments.

Children confidently and independently buzzed with excitement while they explored the snow and ice outside, as they cleared snow using their large wheeled toys or enjoyed the feeling of stomping through an icy, slushy puddle.

- Staff are skilled at capturing children's imagination and steering them to extend their learning. For example, children building a space rocket outdoors hit on the idea of fuelling it with snow and delighted in the belief that, as they counted down, it would really take off!
- Teaching of phonics is precise, consistent and carefully adapted to suit the different ability levels so all pupils learn quickly. Consequently, pupils are highly skilled in tackling text for the first time, decoding new words with great confidence. Parents appreciate the training they have received in helping to teach reading at home.
- Teachers are skilled in creating high quality experiences for pupils to develop their information and communication technology (ICT) skills in a range of word processing, numeracy and art-based work.
- Pupils find teachers' marking and feedback extremely helpful in guiding them to the next levels in their work. Pupils respond in writing to teachers' comments so that mistakes are corrected and seldom repeated.
- Other adults, including teaching assistants are conscientious contributors to pupils' outstanding achievement. They are well briefed about their role and always have a specific, measurable goal to achieve with their group in every lesson.

The behaviour and safety of pupils are good

- Pupils' behaviour and safety are good and not yet outstanding because a small minority of pupils lack the independent skills they need to be sensible out of lessons without relying on adult support. However, thanks to effective and consistently applied behaviour management by all adults, learning in lessons is never interrupted and all adults instil in pupils a belief that they can achieve well, no matter what their starting point.
- Rewards, assemblies and certificates are eagerly sought by classes in their efforts to achieve the best attendance each week so that it is now broadly average. The school works hard with the minority of parents who find it difficult to get their children to school on a regular basis.
- Through a carefully planned programme of support, guidance and nurturing, learning mentors are skilled in ensuring those pupils who experience difficulty in managing their own behaviour are supported to improve. Behaviour in lessons and generally around school is always good and consistently positive. The overwhelming majority of pupils are thoughtful, courteous and polite to each other and adults.
- Pupils are keen to take an active part in school life, making important decisions on school improvements and charity work through the school council and thoroughly enjoying the vast array of well-attended clubs and activities after school, ranging from electronics to knitting and rugby.
- Pupils say they are well cared for and feel safe at school at all times. They feel able to speak to an adult if they have a problem or need to confide in someone. They have a clear understanding of what constitutes bullying, including physical, emotional and cyber-bullying, and commented that the adults always dealt with any instances of inappropriate behaviour quickly.
- Parents feel that behaviour is managed fairly, firmly and well. In the short space of time since amalgamation, the two schools have become one, harmonious community.

The leadership and management are outstanding

- All staff work together in a true team spirit and the transition to one school from two has been almost seamless. Steadfastly led by the headteacher, the process was meticulously managed in the face of some anxieties from both communities. All are now committed to the pursuit of excellence with the very highest aspirations for pupils of all abilities and backgrounds.

- Staff morale is high following the amalgamation. Comments such as, 'we strive to work together to support and develop our pupils and each other', confirm their positive attitudes.
- Through regular, sharply focused monitoring and evaluation, school leaders and governors have an exceptional understanding of the school's strengths and how to improve further.
- Rigorous systems to monitor performance for all staff ensure that only those making a significant difference to pupils' academic, social and emotional development are rewarded financially. Teaching is meticulously and skilfully managed, providing a programme of professional development for all staff to improve their skills even further.
- The highly effective collection, presentation, analysis and use of information about how well pupils are performing, as well as their personal development and safety, inform all aspects of the school's work. In this way the school ensures that all pupils have equal opportunities to learn and that no group or individual is discriminated against.
- Development planning is sharply focused with success clearly measured in terms of the impact actions have on outcomes for pupils.
- Substantial improvements to pupil outcomes, attendance and the quality of teaching during the last three years reflect a strong capacity to maintain improvement and for all elements of the school's life to become consistently outstanding.
- Safeguarding arrangements comply with statutory regulations. The school ensures that it is in a strong position to respond to any concerns regarding child welfare.
- The curriculum is exciting, creative and meets the needs of pupils outstandingly well. Visits and visitors provide exceptionally meaningful opportunities for pupils to learn at first hand. Pupils' spiritual, moral, social and cultural development is at the heart of everything the school does and drives the improvements in positive relationships and good behaviour.
- The local authority provides very effective, light touch support for this outstanding school.
- **The governance of the school:**
 - Since amalgamation the governing body has been streamlined and now operates highly efficiently to hold leaders to account for the effectiveness of the school. Committee structures make full use of individual governors' strengths, ensuring, for example, that finances are efficiently managed. Thanks to high quality training, governors demonstrate an exceptional understanding of how well the school performs in comparison with similar schools. They are actively involved in planning future developments and monitor the progress keenly; challenging robustly any shortfalls should they begin to appear. They fully understand the links between teachers' performance and financial reward, and how underperformance is remedied. The governors fully understand how the pupil premium funding is allocated and its impact on improving levels of pupil attainment. They ensure that the school meets all statutory obligations, particularly those related to safeguarding and the safe recruitment of staff.

What inspection judgements mean

| School | | |
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| 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

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| Unique reference number | 133758 |
| Local authority | Wakefield |
| Inspection number | 400255 |

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

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| Type of school | Primary |
| School category | Community |
| Age range of pupils | 3–11 |
| Gender of pupils | Mixed |
| Number of pupils on the school roll | 561 |
| Appropriate authority | The governing body |
| Chair | Keith Earnshaw |
| Headteacher | Mark Randall |
| Date of previous school inspection | 18 October 2011 |
| Telephone number | 01924 302750 |
| Fax number | 01924 303707 |
| Email address | headteacher@snapethorpe-primary.wakefield.sch.uk |

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