

# Snape Community Primary School

Snape, Bedale, North Yorkshire, DL8 2TF

**Inspection dates** 13 February 2014

<b>Overall effectiveness</b>	Previous inspection:	Satisfactory	3
	This inspection:	<b>Good</b>	<b>2</b>
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Good	2

## Summary of key findings for parents and pupils

### This is a good school.

- Pupils' achievement has improved from satisfactory to good since the last inspection.
- From their different starting points, pupils make good progress throughout the school so that, by the end of Year 6, standards are above average in mathematics and writing, and well-above average in reading.
- As a result of sharing skills, expertise and resources with a headteacher from another nearby school who is a national leader of education, standards have improved at a faster rate.
- Teaching is consistently good and some is outstanding. This has resulted in a steady rise in standards.
- The behaviour of pupils is outstanding. Pupils enjoy school and their above-average attendance reflects this. The school's work to keep pupils safe and secure is outstanding.
- The executive headteacher is a highly effective leader who drives the school forward with clear and rigorous leadership. She gives high priority to training and supporting staff in order to improve the quality of teaching and raising pupils' achievement.
- Governors provide both challenge and support to the headteacher and are as determined as she is to improve further the school's performance, particularly the quality of teaching and pupils' achievement.
- The strengths of the headteacher and the governing body show that the school's leadership is capable of continuing to make improvements.
- Parents think highly of the school and would recommend this school to other parents.

### It is not yet an outstanding school because

- Pupils, especially the most able, do not make better-than-expected progress in writing.
- Writing activities often lack challenge in Reception Year and Key Stage 1.
- Teachers, in their marking, do not always make it clear to pupils what they need to do to improve their writing skills.

## Information about this inspection

- The inspectors observed eight lessons. In addition, inspectors talked to the pupils about their learning and safety in school. Inspectors listened to pupils read and looked at the work in their books.
- Meetings were held with the headteacher, a middle leader and members of the governing body. Telephone conversations took place between the local authority representative and another middle leader.
- Inspectors looked at a number of documents including the school's self-evaluation, development plan, the minutes of the governing body meetings, and records of lesson observations, safeguarding information and school policies.
- Inspectors examined school questionnaires completed by school staff, parents and pupils. The 10 responses to the online Parent View questionnaire and letters from parents were also taken into account.
- As both the federated schools were inspected on the same day, the headteacher could only be on site at Snape after lunch.

## Inspection team

Barbara Martin, Lead inspector

Additional Inspector

Lesley Richardson

Additional Inspector

## Full report

### Information about this school

- This is a much smaller than average-sized primary school. The school is federated with Thornton Watlass Church of England Primary School. An executive headteacher manages both schools and they share the same governing body.
- Pupils are taught in two mixed-age classes: Early Years Foundation Stage and Years 1 and 2 in Class 1, and Years 3 to 6 in Class 2. Pupils in Class 1 are regularly transported to the other school in the federation to be taught there.
- Pupils from Class 2 spend a small proportion of their week being taught at Thornton Watlass Primary School.
- Pupil numbers have decreased because of families leaving the area.
- There have been recent changes in staffing.
- All pupils are of White British heritage.
- The proportion of pupils supported through school action is well-below average.
- The proportion of pupils supported at school action plus or with a statement of special needs is well-below average.
- The proportion of pupils known to be eligible for support through the pupil premium is well-below average. The pupil premium provides additional funding for pupils in local authority care, children from service families and those known to be eligible for free school meals.
- The school is using the 'local leaders in education' project with Brompton-on-Swale Primary School to inspire all teachers to move their practice towards outstanding.
- Inspectors have not reported on school performance against the government's current floor standards, which are the minimum expectations for pupils' attainment and progress in English and mathematics because the size of the Year 6 cohort in 2013 was too small.
- The federated schools run a breakfast club and an after-school club each day on one or other of the two school sites. The after-school club was at the site on the day of the inspection.

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

- Increase the proportion of pupils making better-than-expected progress in their writing by:
  - making sure that pupils, especially the most able, receive work which challenges them
  - making it clear in pupils' workbooks what exactly it is that pupils need to do to improve their writing skills and match their targets appropriately
  - planning and providing a wide range of opportunities for children in Reception Year to develop their writing skills through play.

## Inspection judgements

### The achievement of pupils is good

- Achievement is good because, in Key Stages 1 and 2, all pupils make good progress from their individual starting points. Overall standards for all subjects in Key Stages 1 and 2 have improved over the past three years. By the time pupils leave school at the end of Year 6, their attainment is above average overall and well-above average in reading.
- When children start school their skills, knowledge and understanding are different each year. They gain confidence and want to learn because of the good teaching and enjoyable activities that they experience. Consequently, they make good progress, particularly in reading and numbers and start Year 1 with skills typical for their age.
- In Years 1 and 2, pupils continue to make good progress in reading, writing and mathematics, reaching standards by the end of Year 2 that are, overall, just above average. Standards in mathematics and reading are better than in writing. Variations in standards between subjects partially link to previous changes in staffing which have resulted in some gaps in the learning of some pupils. Attainment in writing has improved but not at the higher levels. Expected standards in the Year 1 national screening check of phonics (knowledge of letters and sounds) are met by the end of Year 2 by all pupils.
- Standards in reading have risen compared to 2012 and were well-above average at the end of Year 6 in 2013. More pupils make better than the expected rate of progress in reading compared to pupils nationally. Pupils in Key Stage 2 are fluent, confident readers and say that they obtain much pleasure from reading. The regular small-group sessions where teachers read and discuss various aspects of a book have helped considerably to raise pupils' reading skills and their understanding of different genres.
- Leaders have given priority to the teaching of grammar, punctuation and spelling in all lessons. Writing skills are applied to other subjects, wherever possible, in order to raise standards. For example, in a history lesson, pupils were replying to an imaginary letter that they had received from Florence Nightingale's father. Almost incidentally, they were learning how a letter should be structured and using their writing imaginatively.
- Standards in mathematics have risen from below average in 2010 to above average at the end of Year 6 in 2013. Good progress has been made because pupils' interest is captured by working out mathematical problems in real-life situations and, as a result, pupils' problem-solving skills have improved. For example, in a lesson where pupils had to use their knowledge about measuring to order shelving from a catalogue, they enthusiastically worked out all the various dimensions for the shelves so that they would fit the area in the classroom exactly.
- The achievement of disabled pupils or who have special educational needs is good because of the high quality of support that they receive from both teachers and teaching assistants. The best possible resources are obtained for these pupils to eliminate any barriers to their learning. These pupils do just as well as others in school and similar pupils nationally.
- There are too few pupils eligible for support through the pupil premium funding, to make meaningful comparisons between those pupils who are known to be eligible for free school meals and other pupils in the school who are not. Overall, the school's efforts to promote equality of opportunity and to tackle discrimination are effective.
- The most able make rapid progress in Key Stage 2 in mathematics and reading because of the good teaching that identifies how they can be given tasks that stretch them and encourage them to think hard. Too few pupils reach the higher levels at the end of Year 2 and Year 6 in writing. Teachers' expectations of what the most able pupils can achieve are not always high enough and the work pupils receive sometimes lacks challenge especially for the most able in Reception Year and in Key Stage 1.

**The quality of teaching is good**

- Some teaching in the school is outstanding and, typically, it has never been less than good over recent years.
- Changes in teaching staff since the last inspection have meant that some teachers have inherited a legacy of pupils needing to catch-up on their learning in Key Stage 1. The profile of teaching throughout the school is now more settled, and, as a result, pupils' progress and their achievement are improving at a faster rate.
- Reception-age children make good progress because they are able to learn through a variety of interesting activities provided inside and outside the classroom. A high priority is given to developing children's communication skills and their understanding of letters and the sounds they make.
- Lessons are often linked to real-life situations so that pupils understand how this learning might be of use to them in the future. An example of this was seen in a Key Stage 2 lesson where the work on editing and improving written work, by adding interesting vocabulary, was linked to a competition to write a story using 500 words. Such links motivate pupils and encourage them to get on with their work.
- In mathematics, the recent emphasis on practical activities, rapid recall of mathematical facts, such as multiplication tables, and the correct use of mathematical vocabulary have improved pupils' understanding of mathematics considerably.
- Additional learning and support given to those pupils who need extra help to speed up their learning help them to do well. For example, pre-task lessons, where pupils are given prior knowledge of a lesson they are about to have, are highly effective. These build confidence and help the pupils understand the vocabulary that will be used in their next lesson.
- Teachers and teaching assistants work closely together to support those pupils who need additional help so that they make progress similar to that of other pupils.
- Good use is made of targets which teachers expect pupils to achieve in their work. The use of targets was explained well by a pupil who said, 'My apostrophes are coming out wrong so I have my own target to help me improve.' Targets are agreed between the teacher and pupil and this encourages pupils to learn on their own because they know for what they are aiming. As a result, pupils enjoy learning. Pupils say that, 'Lessons are fun' and that, 'we are learning a lot but in a fun way.'
- Relationships between pupils and teachers are excellent and pupils' comments support this. Typical comments from pupils include, 'Teachers are lovely' and 'They are always there for you'.
- Teachers do not always correct mistakes in pupils' writing quickly enough in lessons or give emphasis to the use of punctuation and grammar before pupils begin writing. This was seen in Key Stage 1, for example, where some pupils had written a whole page without the use of punctuation to form sentences.
- Work in pupils' books clearly shows that teaching is of a good quality. Overall, the marking of pupils' work is good, although some teachers do not always make it clear, by giving written examples, of how pupils can correct their work in order to improve their writing skills. Some teachers are not always vigilant in giving pupils harder targets in their writing activities.

**The behaviour and safety of pupils are outstanding**

- The behaviour of pupils is outstanding. In lessons and around school, pupils' behaviour is faultless and this creates a positive ethos for learning and a welcoming and calm atmosphere in school. Parents' opinions and comments strongly support this view.
- Pupils need little adult supervision because they are in control of their own behaviour. Pupils are polite and respectful of adults and their friends. They play happily and safely together in the playground where older pupils can be seen helping the younger ones. In the dining room, pupils wait quietly and patiently while their lunch is served individually at the table. An example of the pupils' awareness of others and their needs was seen when an inspector entered the dining

room and was quickly offered a chair. On occasions when pupils travel to their federation school on the bus, they do so sensibly and without fuss.

- Pupils' caring behaviour does not go unnoticed when visitors come to the school or when the pupils are out of school on educational trips. Typical compliments from members of the public are: 'You must have a lovely time teaching these children, they are delightful' and, 'What well behaved children you have, they are so polite and ask and answer so many intelligent questions.'
- Pupils are keen to get on with their work. They show that they can do this and that they can learn effectively on their own. Pupils have a real thirst for knowledge and this was demonstrated after an assembly when, instead of going out to play, a group of pupils gathered round a rubber washing-up glove that had been filled with ice. They wanted to know how the Reverend had managed to make the ice and how long would it be before it melted. As a result of their curiosity, an experiment was set up to determine how long it would be before the ice melted. Individual pupils excitedly estimated the time it would take.
- The school's work to keep pupils safe and secure is outstanding. Pupils feel very safe because bullying does not exist and exclusions are extremely rare. Pupils say that the teachers are, 'outside and everywhere and quickly help us'. They say, 'I wouldn't go anywhere else', 'It feels like a big family here' and 'School is my favourite place'. Pupils' above-average attendance and the fact that they arrive on time for lessons and school show how much they enjoy school.
- School records over recent years indicate a similar picture with no incidents of bullying. One pupil said that, 'I have never experienced bullying.' Pupils had a good understanding of the different types of bullying but had not heard of homophobic bullying. Pupils also had an excellent understanding of how to keep safe in different situations, including internet safety.
- The vast majority of parents who responded to Parent View believe that their children are well behaved, feel safe and are well looked after at school.

## **The leadership and management** are good

- The quality of leadership at all levels, including governance, is good and has resulted in the improvements that have been made in teaching and pupils' achievement since the last inspection.
- The headteacher provides clear and direct leadership and has an accurate view of the school's performance. The inspectors agree with the headteacher's view of how good the school is and what still needs to be done.
- The local authority adviser acknowledges that the headteacher has, 'had a really tough job taking on the two schools' and that she has worked effectively with staff and governors in bringing about improvements to the quality of teaching and raising pupils' standards.
- The headteacher has put good procedures in place to check the quality of teaching and the impact that this is having on pupils' progress. Systems for checking pupils' progress are thorough. Many staff changes and the reduction of the numbers of pupils registered at the school, due to families leaving the area, have meant that the headteacher has been working in difficult circumstances.
- The school is involved in the 'local leaders in education' project which aims to improve leadership and management at all levels and secure the future of the federation. This project is being used successfully to support teachers and teaching assistants to move good teaching and learning to outstanding.
- Two staff members, one recently in post full time, are responsible for improving the standards of English and mathematics across school. They are clear about their duties and responsibilities and their work is already having a good effect on pupils' progress in these subjects. For example, they enthusiastically check the quality of teaching by observing lessons and share many ideas with staff.
- The curriculum is good because it meets well the pupils' different needs and helps them develop basic skills especially in English and mathematics. These subjects are enhanced through exciting

topics. An example of an exciting lesson was seen in a science lesson when pupils were investigating how to mummify a tomato in order to learn more about measuring changes.

- Pupils' spiritual, moral, cultural and social development is strongly promoted in lessons, in assemblies and through links to a school in South Africa. The curriculum is also enhanced by various after-school sports clubs and educational visits out of school.
- An overwhelming proportion of parents say that the school is well led and managed.
- **The governance of the school:**
  - Governance is strong. Governors receive high-quality information from the headteacher which keeps them well informed and helps them to evaluate the school's work robustly.
  - As a result of a recent audit of governors' skills, governors are now linked to subjects taught in school, which match their expertise and interests. Consequently, governors visit school on a more regular basis. For example, one governor is linked to work alongside the mathematics subject leader and will observe lessons to gain an increased knowledge and understanding of how mathematics is taught in school. This involvement in school has given governors a better understanding of many aspects of the school's performance, particularly regarding teaching and pupils' progress.
  - Members of the governing body attend regular training. Recent sessions include looking at the new inspection framework and the analysis of pupils' progress and published attainment information. Governors have a good understanding of how well pupils make progress in different subjects.
  - Governors understand that pay and promotion are linked to pupils' progress. Governors have worked closely with the headteacher to eradicate previous weak teaching. They ensure an efficient management of financial resources and they have used the pupil premium funding effectively to make a significant impact on the attainment of eligible pupils by providing extra adult support and more equipment to make learning easier. The primary school sports funding has been effectively used to improve the skills of all staff, ensuring sustainability. There are increased opportunities for pupils to take part in a wide range of sports, which has led to pupils' greater participation in physical activity.
  - All statutory duties are met securely including safeguarding requirements.



## 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

<b>Unique reference number</b>	121323
<b>Local authority</b>	North Yorkshire
<b>Inspection number</b>	430901

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

<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	17
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Gareth Jones
<b>Headteacher</b>	Carol Brotherton
<b>Date of previous school inspection</b>	12 July 2012
<b>Telephone number</b>	01677 470380
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