

Snape Wood Primary and Nursery School

Aspen Road, Bulwell, Nottingham, NG6 7DS

Inspection dates 10–11 June 2014

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

Summary of key findings for parents and pupils

This is a good school.

- The headteacher provides clear, imaginative and sustained leadership. He is well supported by senior and subject leaders and an effective governing body. As a result pupils' achievement and the quality of teaching have improved steadily since the previous inspection.
- Pupils of all abilities achieve increasingly well, often from very low starting points, and progress is improving across the school. Overall standards in reading, writing and mathematics have improved to be at least average by time pupils leave school in Year 6.
- Children make a good start in the Early Years Foundation Stage. They are well prepared for Year 1 and eager to learn.
- Pupils who receive support from pupil premium funding achieve well and often reach standards which are similar to those of other pupils.
- The quality of teaching is good. Work is carefully planned to make sure that pupils of all abilities build quickly and effectively on their earlier learning.
- Pupils behave well. They are polite and considerate to others. They feel safe and well cared for. They present their work neatly.
- Pupils' health and well-being are strongly promoted. Pupils are keen to participate in the many visits and artistic, musical and sporting activities offered by the school.

It is not yet an outstanding school because

- Teachers do not place sufficient emphasis on developing pupils' speaking skills so that they are able to use a wider vocabulary and more complex sentences to express their ideas.
- Pupils do not always use grammar, spelling and punctuation as accurately in all their writing as they do in literacy lessons.
- Marking and feedback are not always detailed enough to help pupils make the rapid progress they need to achieve consistently good standards.

Information about this inspection

- The inspectors observed nine teaching sessions, including several joint observations with the headteacher. The inspectors also made a number of shorter visits to classrooms, looked at a wide range of pupils' work and listened to them read.
- Discussions were held with several groups of pupils, the Chair of the Governing Body and other members of the governing body, a representative of the local authority and members of staff, including senior leaders and other leaders with particular responsibilities.
- Inspectors took account of the 11 responses to Ofsted's online questionnaire (Parent View) and the results from the school's own consultations with parents, and also spoke to several parents. The responses from staff to the inspection questionnaires were also considered.
- Inspectors observed the school's work and looked at a range of documents, including information on pupils' current progress, the school's plans for improvement, the management of teachers' performance, the use of pupil premium funding, and documentation and records relating to pupils' behaviour and safety.

Inspection team

Andrew Clark, Lead inspector

Additional Inspector

Wendell Gopaul

Additional Inspector

Full report

Information about this school

- The school is smaller than the average sized primary school.
- The proportion of disabled pupils and those who have special educational needs supported through school action is below average.
- The proportion of pupils supported at school action plus or with a statement of special educational needs is also below average.
- The proportion of pupils who receive support through the pupil premium funding is well above average. The pupil premium is additional funding for those pupils who are known to be eligible for free school meals and those children that are looked after by the local authority.
- The large majority of pupils are from a White British heritage.
- A much higher proportion of pupils than usual join the school in year groups other than Nursery or Reception or leave before the end of Year 6.
- The school meets the government's current floor standards, which are the minimum expectations for pupils' attainment and progress in English and mathematics by the end of Year 6.
- The school runs a breakfast club each morning which is included in the inspection.

What does the school need to do to improve further?

- Build on the already good teaching to further accelerate pupils' achievement by:
 - ensuring the good marking and feedback that are evident in some classes are matched by all teachers so that pupils always receive precise guidance on how to improve their own work
 - improving pupils' speaking skills so that they improve their vocabulary and articulate and develop their ideas more effectively
 - reinforcing the importance of accurate spelling, punctuation and grammar at all times, so that pupils' written work is of the same high standard in all their writing as it is in their literacy work.

Inspection judgements

The achievement of pupils is good

- Children start in the Early Years Foundation Stage with skills which are generally well below those typical for their age. Children make good progress through Nursery and Reception, especially in the early stages of reading, writing and mathematics and knowledge and understanding of the world. There has been a consistent pattern of improving standards in recent years and, overall, children are well prepared for Year 1.
- Pupils of all abilities achieve well in reading, writing and mathematics by the time they leave. Their progress is now consistently good and this is an improvement since the previous inspection.
- This progress was not fully reflected in the outcomes of national tests for Year 6 for 2013. Pupils attained average standards in Y6 which were significantly higher than in previous years. However, not all pupils made the best progress they could from their earlier learning, despite their good and often better achievement in Year 6, because there were gaps in their learning that were the result of weak teaching in the past. These weaknesses have since been robustly addressed and current Year 6 work is at least at expected levels and pupils' progress is good in all subjects.
- Standards at Year 2 are below average overall but increasing year-on-year and are currently less than a term below expected levels for reading, writing and mathematics.
- Pupils' writing skills are well developed overall. Pupils present their work well and largely write in a neat and cursive style. Spelling and punctuation are largely accurate and reflects the strong focus the school has placed on improving these. Pupils of all abilities are increasingly able to write at length and for a wide range of purposes. However, their spelling, punctuation and grammar in all their writing such as note taking, research and occasionally in different subjects, are not as accurate as they are in their literacy books.
- Pupils' reading skills are well developed and they make good progress. Effective teaching of phonics (letters and their sounds) ensures early readers have the skills to tackle new words successfully. This is reflected in scores which are close to average in the national check on these skills at the end of Year 1. By Year 6 standards are at least average and rising. Pupils make good use of a variety of skills in reading fiction and non-fiction and talk knowledgeably of the writing styles of a range of authors.
- Pupils' speaking skills are not always as well developed as they should be. Pupils too readily offer only brief answers to teachers' questions and are sometimes reluctant to explore their ideas at length when speaking aloud. Consequently, they are not as articulate in discussion as they often are in their writing.
- Pupils' achievement in mathematics is now good and has improved well since the last inspection. Pupils present and organise their work neatly, which contributes to the accuracy of their written calculations.
- Those pupils eligible for free school meals and supported by pupil premium funding make good progress and achieve well. In 2013, these pupils attained results in the national tests for reading, writing and mathematics that were less than a term behind those of other pupils and were evidence of the good improvement of this group since 2012. In Year 2 the results of eligible pupils were largely above those of other pupils. Throughout the school, eligible pupils

work at standards which are close to those of other pupils and sometimes above, and any gaps between their attainment and that of other pupils are narrowing.

- Disabled pupils and those who have special educational needs achieve well. They make good progress in developing their reading and writing skills from their individual starting points and using them well in other subjects. They have positive attitudes to learning and often show resilience and persistence in their work.
- The most-able pupils make good progress and are increasingly reaching high standards. They think logically and apply themselves well to all their work. They apply their basic skills in writing well in a wide range of situations, including plays and poems inspired by the work of Shakespeare.
- Pupils' physical skills are well developed. Children in the Early Years Foundation Stage make good use of different writing activities to develop hand-eye coordination and pencil control. The school has used the new funding for primary sport effectively to extend the range of sports available to pupils. Pupils are highly active in physical education and strive to form well controlled movements and develop their balance in their gymnastics work.
- Although pupils' progress is now good it is not outstanding because their speaking and writing skills are not always reinforced through all their studies.

The quality of teaching is good

- The quality of teaching is now consistently at least good and often better throughout school. This is a good improvement since the previous inspection and reflects the continued drive of the headteacher and his leadership team to improve it.
- Children are eager to learn in the Early Years Foundation Stage and their interest in their learning is developed through well-planned activities that promote their early reading, writing and number skills well. Their curiosity and imagination are further fired by imaginative use of the outdoors area, for example in an investigation on the life of spiders.
- Across the school, pupils are ambitious and aim high. They respond well to the high expectations teachers have for all groups and abilities of pupils. All pupils are helped to develop good learning skills, such as persistence and attentiveness.
- Pupils' achievement is accurately and regularly checked. Teachers use this information well to set work for pupils of all abilities that builds progressively on their earlier learning in all subjects, and especially in reading, writing and mathematics.
- All adults are well informed about pupils' progress and are effectively deployed to support and challenge all groups of learners so that they do their best. Pupils who start school at different stages of their education other than Nursery or Reception are particularly well-supported in this respect, and consequently settle quickly into the school and make good progress.
- Disabled pupils and those with special educational needs learn well because of frequent assessments of their academic, physical, emotional and social development and well-planned activities that are carefully designed to develop their skills. Additional English and mathematics sessions are used very effectively to increase achievement for pupils who are falling behind or who find it difficult to learn new skills and concepts.

- The most-able pupils often make good progress because they are given work which fully challenges them right from the start of sessions. They respond well to thoughtful questions which help them to think more deeply and recall information.
- Marking and feedback have been improved since the previous inspection. However, sometimes the comments made are still not precise and useful enough to help pupils move quickly on to the next steps in their learning.
- Teachers do not develop pupils' speaking skills as well as they should. Although teachers often ask thought-provoking questions, too frequently they accept answers which are not clearly and precisely expressed, and this limits the progress made by some individual pupils, who could achieve more.
- Pupils have many opportunities to write throughout the day, from note taking to the drafting of extended stories. However, they do not always use the grammatical spelling and punctuation skills they have learned as accurately as they can when working on topics that lie outside of literacy lessons, and this inconsistency is not always addressed by teachers.

The behaviour and safety of pupils are good

- The behaviour of pupils is good. Relationships between pupils and with adults are very positive. Pupils are polite and considerate towards each other and they respond well to the care all adults show.
- Pupils make a good contribution to ensuring the school is a pleasant and orderly place. As school councillors and eco warriors, for example, they are involved in making and managing rules of good behaviour, supporting their peers with worries and concerns and helping keep the school and grounds safe and tidy. They take these responsibilities seriously.
- Pupils' pride in their school is evident in their smart appearance in school uniform, the good presentation of their work and their tidy and well-ordered books. They value the care staff take in ensuring they work in attractive and orderly classrooms. These strengths have been built on well since the previous inspection.
- Pupils are now keen to come to school and are punctual and well prepared for the day's learning. Attendance has improved well and is now average. The school uses pupil premium funding well to improve attendance and significantly reduce the proportion of pupils who are regularly absent.
- The school's work to keep pupils safe and secure is good. Pupils feel very safe and well looked after. Parents are confident that their children, especially those whose circumstances make them vulnerable, receive high levels of care. Pupils are taught how to stay safe, particularly when participating in sport or educational trips and visits.
- Pupils have a good understanding of how their behaviour affects others and know that they should be kind and considerate. They have a good knowledge of potential bullying situations including racial and homophobic concerns through personal and social development education and assemblies. They comment that little bullying takes place and any incidents are successfully managed by the staff. This is confirmed by the school's good record-keeping procedures and the large majority of parents agree. There have been few, recent exclusions.

The leadership and management are good

- The headteacher's energy, imagination and persistence, with good support from the assistant headteachers, are central to the school's marked improvement since the previous inspection. Together with his senior leaders, he has continued to build on the good leadership seen at the previous inspection.
- Senior leaders act as good role models for other staff through their own teaching and skills in improving the work of others. They continue to build their skills of leadership through good access to high levels of training.
- Subject leaders, some new to the role, are becoming more effective in checking what is happening in their subjects and identifying priorities to move the school forward. Leadership of the Early Years Foundation Stage is good and the school is involved in an exciting initiative to provide a nursery for two-year olds from September.
- Teaching is closely monitored and support and training provided where they are needed. Only a few minor aspects of teaching, such as teachers' promotion of pupils' speaking skills and the reinforcement of their writing in other subjects, need further work.
- Procedures to measure and review the progress made by all groups of pupils are key factors in the drive for school development. These provide a precise framework for the governing body to hold leaders to account and ensure that the school's view of its own success is accurate.
- The school has developed effective procedures to ensure staff are held accountable for the progress their pupils make. Teachers have to meet stringent criteria in order to achieve the next salary level.
- The use of pupil premium funding is precisely matched to the specific needs of the pupils who are eligible for this support. For example, the school has introduced specific projects to develop reading and writing and activities to build pupils' sense of well-being and assurance. The effectiveness of these projects is rigorously monitored and analysed to ensure this funding is having maximum impact.
- The school ensures all pupils have the same opportunities to succeed and to participate fully in the life of the school. There is no evidence of discrimination in the school.
- Safeguarding procedures meet statutory requirements. They are based on detailed and accurate record keeping and well trained and vigilant staff.
- The school receives good support from the local authority particularly through informal partnerships with other schools. They have provided a range of training and support which has strengthened many aspects of leadership and teaching including work with a local learning trust and teaching alliance.
- The school promotes pupils' spiritual, moral, social and cultural development well. It is a very welcoming and caring school and is successfully working well to engage parents in school life. There are well-planned themes built around visits or visitors which form an exciting background to much of pupils' learning.
- The school makes a good contribution to pupils' health and well-being. The school has made effective use of the primary school sports development funding to improve teachers' knowledge

of how to teach physical education skills and to introduce new sporting experiences. This has already contributed to rising standards in many aspects of physical education. Pupils enjoy increasing success in a range of team and inter school activities.

■ **The governance of the school:**

- The governing body has continued to build on the strengths seen at the previous inspection. It is efficiently led so that all governors regularly make a positive contribution to decision making. The governing body has successfully undertaken a review of its role and is acting speedily to address the few areas for further development. It is well informed through the headteacher's detailed and analytical reports on pupil progress data, attendance and the quality of teaching and the governor's own frequent and increasingly effective monitoring procedures. Governors take good advantage of training opportunities.
- As a result, the governing body holds the school to account well. In particular, robust financial management, including the use of pupil premium and Primary Sports Funding, has placed the school in a strong position to move forward since the previous inspection. Governors play a full role in making decisions as to whether teachers and staff should be rewarded with salary increases and reviewing targets for the headteacher.

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
Inspection number	441948

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	216
Appropriate authority	The governing body
Chair	Betty Edmonds
Headteacher	Scott Mason
Date of previous school inspection	6 February 2013
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