

Snaresbrook Primary School

Meadow Walk, South Woodford, London, E18 2EN

Inspection dates 7–8 October 2014

Overall effectiveness	Previous inspection:	Inadequate	4
	This inspection:	Good	2
Leadership and management		Good	2
Behaviour and safety of pupils		Good	2
Quality of teaching		Good	2
Achievement of pupils		Good	2
Early years provision		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Leaders and managers at all levels work as a coherent team under the exemplary leadership of the executive headteacher. Together, they are relentless in driving improvement. As a result, the pupils are achieving well and the school is well placed to develop further.
- The governing body is forceful and holds the school very well to account for pupils' achievement.
- Senior leaders have developed a good range of systems and structures to raise standards further.
- Pupils behave well and are safe; they want to learn and are nurtured to achieve well.
- The quality of provision in early years is consistently good and improving strongly.
- Standards were significantly above average in 2013 in both key stages, and results in the national tests were sustained in 2014.
- The quality of teaching is good and teachers ensure that pupils achieve well as they progress through the school.
- Highly effective care and support contribute to pupils being ready to learn.
- The strong emphasis on developing pupils' spiritual, moral, social and cultural development contributes to pupils developing into confident and articulate young people who are well rounded.

It is not yet an outstanding school because

- The strategic vision for accelerating pupils' progress is not consistently ingrained in the day-to-day practice of every leader at all levels. Consequently, further training to develop and refine their skills is in progress.
- At this stage, enough teaching is not outstanding to enable most pupils to exceed the national expectations in reading, writing and mathematics.
- All groups of pupils do not make rapid progress. As a result, progress overall is not exceptional.

Information about this inspection

- Inspectors observed 17 lessons, eight of them jointly with members of the senior leadership team.
- Meetings were held with the executive headteacher, other senior and middle leaders, the Chair and Vice Chair of the Governing Body and another member, senior and middle leaders, two groups of pupils, a group of 26 parents and a representative from the local authority.
- Inspectors looked very closely at the school's work including, for example, the school evaluation and improvement plans, minutes of the governing body, pupils' work and information on their progress over time, policies and documents relating to behaviour and safety, performance management, special educational needs and the curriculum plan.
- Inspectors took into consideration the 65 responses from parents and carers recorded in the online Parent View questionnaire. They also took into account the 22 handwritten responses.

Inspection team

Carmen Rodney, Lead inspector

Her Majesty's Inspector

Gill Walley

Additional Inspector

Full report

In accordance with section 13 (4) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that the school no longer requires special measures.

Information about this school

- The school is much larger than the average-sized primary school, with a part-time Nursery and two Reception classes. The school has slightly more girls than boys.
- The proportion of pupils known to be eligible for the additional government funding provided for pupils who are known to be eligible for free school meals, are looked after by the local authority or are from service families is below average.
- A high proportion of pupils are from minority ethnic groups. The largest groups are pupils from White British heritage, Pakistani heritage, any other White background and Indian background.
- The proportion of pupils who speak a first language other than English is high.
- The proportion of pupils supported at school action is below average, while the proportion at school action plus or with a statement of special educational needs is in line with the national average.
- When the school was inspected in June 2013, it was judged to require special measures. Inspectors made four monitoring visits in October 2013, and January 2014 and May 2014, and in October 2014 to evaluate the school's progress.
- Following the previous inspection, the local authority brokered a partnership arrangement with the executive headteacher, a National Leader of Education from Redbridge Primary School, a local outstanding school.
- The governors of both schools established a partnership arrangement which involved senior teachers from Redbridge School working closely with staff at Snaresbrook Primary School. The partnership work has been extended for the duration of the current academic year. The level of support will be reviewed when the governing body appoints a new headteacher to the substantive post in the spring term of 2015.
- The school has also worked in partnership with Forest Independent School, Woodbridge and Wanstead High School to extend the most-able pupils.
- The turnover of staff was high during the last school year 2013/2014. The overwhelming majority of staff are now permanent, including all key senior and middle leaders.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.

What does the school need to do to improve further?

- Ensure that the day-to-day work of leaders at all levels is underpinned by the vision for rapid and accelerated improvement which is consistently developed through:
 - phase and middle leaders taking full control of their responsibilities by making sure they are fully equipped with the leadership and management skills based on further training and development
 - developing the leadership skills of learning assistants to enable them to consistently stretch the pupils they support.
- Develop teaching further so that the best practice is shared and leads to a higher proportion of outstanding teaching that will enable pupils to make rapid progress over time, in particular boys, the most able, new arrivals and pupils who are disadvantaged by:
 - teachers and support staff consistently communicating high expectations to all pupils, including children in early years
 - setting homework that is creative, challenges pupils to think deeply and develop mastery of skills taught rather than it simply being an add-on to the work covered in lessons.

Inspection judgements

The leadership and management are good

- The pace of change to improve the school's ethos and environment, implement and develop a new vision on school improvement has been rapid. The outstanding leadership of the executive headteacher, who is well supported by leaders at all levels, has led to a quick turnaround for the school. Consequently, morale is very high and the passion for moving the school forward is strong.
- The executive headteacher has been relentless in marshalling and developing a wide range of systems and structures to build capacity among all staff, raise and sustain standards of attainment. As a result of taking bold steps, within one school year, results were high and the rate of pupils' progress was good, with evidence of a small minority of pupils performing exceptionally well. That good level of achievement was comfortably sustained in 2014. The new ways of working are now integrated in the day-to-day running of the school. Parents say the school has been 'transformed'.
- Since the previous inspection, strategic actions have been taken to improve the school's effectiveness. Foremost, staff recognise that the vision for improvement is not a one-off event but one that has to be sustained. Actions to re-shape the school are carefully deliberated to ensure transparency and aid understanding.
- The clarity of roles and responsibilities, combined with re-structuring the senior team and the appointments of key middle leaders, has contributed to the school moving forward quickly. As a result, staff at all levels are more confident about what needs to be done to improve pupils' progress. Senior and middle leaders maintain a clear focus on monitoring teaching and learning, with middle leaders beginning to share the best practice widely.
- The introduction and use of performance management has increased line management and accountability. Staff review is thorough. The setting of ambitious targets is not only backed up by supportive systems to equip staff with better skills, but also leaves them in no doubt that expectations are high and they have a responsibility to ensure that pupils reach exceptionally high standards. The school, however, recognises that there is still more training and development to ensure that all staff are consistently mainlining high expectations.
- Since the last inspection, the school has introduced new and rigorous systems to monitor pupils' achievement and analyse how this can be improved. High quality assessment is enabling teachers and support staff to have a better grasp of pupils' progress. They are using this to pick up potential under-achievement, and target support and/or set more challenging targets for groups of pupils and individuals.
- Strong partnership work, principally with Redbridge Primary School and other local schools, has been a key factor in engaging staff to develop their practice to enhance pupils' learning.
- The school's current approach to assessing pupils' progress using progressively challenging targets is helping pupils to extend themselves in relation to working towards higher levels of attainment. Pupils speak confidently about how well they are doing, the skills they are working on and the level they intend to reach, and what they need to do to get there. Parents agree that the newly-introduced target booklet has raised expectations of what pupils can achieve.
- Highly effective care and support contribute to pupils requiring additional support achieving well. Staff are vigilant; they know the pupils very well and work with parents to ensure that the needs of those with specific disabilities and/or learning needs are met. Vulnerable pupils are well supported through internal one-to-one support and, where necessary, with external agencies. The care and pastoral support for pupils' well-being ensure that identified pupils can make good progress from their starting points.
- Following the last inspection, the school has broadened the curriculum. The information and technology suite has been refurbished and the subject is now taught discreetly. In addition, Russian is taught to Year 6 pupils and all pupils are now learning French. While there is still more to do with creative subjects, there is more emphasis on music, art, design and technology and science. Specialist teaching of physical education, combined with the effective use of the sport premium funding, is leading to pupils becoming more involved in a range of sports, enabling aspiring pupils to think about their future as professional athletes representing the United Kingdom.
- Enrichment activities, including visits to places of interests, are appropriately risk assessed. The range of activities serves to enhance pupils' learning. Parents, however, wish to have more clubs, particularly language clubs.
- The school has successfully ensured that provision for pupils' spiritual, moral, social and cultural development is a strength. Pupils and their parents say that the school prepares them well for living in a diverse society. Pupils say that they learn a lot about other faiths in religious education. The school has created a cohesive community in which pupils respect each other. Occasionally, pupils show slight

intolerance of each other's differences but these are challenged immediately by senior leaders. Good emphasis is given to developing pupils' spiritual growth through, for example, collective worship, topic work, poems and other literary writing. Culturally, visits to national institutions, participation in musical activities including playing African drums, piano, brass instruments and choir mean that pupils are exposed to different musical forms.

- The local authority has provided very good support throughout the re-building of the school. Officers maintain a watchful eye, because the intensity of support is no longer needed, based on the significant improvement in pupils' performance and the increased capacity of senior leaders to sustain improvement.
- **The governance of the school:**
 - Governors are very well informed about the school's work and do not rely on the headteacher's report to know the strengths and areas for improvement. They seek out evidence through visits, analysing pupils' progress, aligning themselves to a subject area and key stage when challenging staff and holding them to account. This has been possible because they draw on their pool of specialists' knowledge in education, human resources, child protection, information technology and community when identifying priorities and challenging senior and middle leaders. They have a very good handle on the school's performance based on their consistent approach to comparing performance with similar schools, the national and local averages.
 - They are knowledgeable about performance management and have established clear criteria that progressing up the pay scale is based on outstanding progress. The new policy is rigid. Consequently, in 2013, very few teachers were given a pay award.
 - Governors are knowledgeable about the pupil premium funding. An astute governor champions this provision very well. Detailed knowledge of the rates of progress in each year group means that the governing body speaks authoritatively about closing the attainment gap. Similarly, governors keep the sport funding under review.
 - Safeguarding requirements are monitored and fully met. Other legal duties are secure.

The behaviour and safety of pupils are good

Behaviour

- The behaviour and attitudes of pupils are good because they are keen learners and there is mutual respect between pupils and members of staff.
- In lessons and around the school, behaviour is never less than good, and occasionally it is exemplary. Pupils are happy and the above average attendance demonstrates how much they enjoy attending their school. Nevertheless, records show that occasionally a few pupils make unkind comments about others who are seen as different.
- Pupils have a good appetite for learning, and their industrious approach leads to them being ready to begin working. They stay on course because work is mostly stimulating and pupils want to learn. However, the most-able pupils spoken to say that they could be challenged even more in lessons and in the homework set, particularly when they have mastered a skill.
- Pupils enjoy taking on responsibilities such as ambassadors and monitors. As 'paid' ambassadors, those selected are mature and take their appointments seriously. They act as the voice of the pupils and use this privileged position to look after newcomers, including younger pupils, to support others who are vulnerable, reward pupils as necessary, and represent their school.

Safety

- The school's work to keep pupils safe and secure is good. Pupils feel safe and their parents agree that this is the case.
- Pupils know about different forms of bullying which they link to the work taught in personal and social education, assemblies and the regular fire drills. They are clear that bullying is rare and if an incident occurs it is rare and dealt with promptly.
- The school has not had any exclusion over the last two academic years.

The quality of teaching is good

- Since the last inspection, the consistent drive to bring about improvement means that the quality of teaching is now effective.
- An experienced and enthusiastic group of teachers and better equipped learning assistants have a clear understanding of what constitutes good teaching and learning. They have successfully created classroom

environments to stimulate pupils' zest for learning. Pupils, in turn, say that their teachers' support - 'academic and emotional' - and the range of resources used, including the target booklets, contribute to them learning well.

- The emphasis on teaching basic literacy and numeracy skills as discrete subjects and cross-curricular has led to pupils making better progress. Targeted teaching of phonic skills (the sound letters make) is contributing to pupils from as early as Year 1 using the sounds to spell complex words that are recognisable. The good attention to grammar, punctuation and spelling is evident in the majority of pupils achieving well in these areas, using technical features accurately in the national tests.
- Revision of the teaching of the curriculum has led to closer scrutiny of how reading and writing and mathematical skills are taught. Teachers have begun tackling different components of reading as the weaker aspect of English, in particular interpreting texts accurately and writing with greater precision. Closer attention to vocabulary, in-depth reading and understanding of how writers use language are beginning to help pupils to improve their comprehension and writing skills. Similarly, in mathematics, the quality of teaching is much improved because the analysis of results and training for teachers to clarify misconceptions have led to teachers using more targeted questions to help pupils understand identified weaknesses. Teaching is linked well to ability groups, particularly in mathematics in Year 6 through setting pupils and additional booster sessions for all pupils. The most-able pupils enjoy the setting in mathematics but say that work could be more challenging.
- Teachers' passion for teaching has a positive impact on pupils' learning. Pupils' progress is now never less than good because expectations are high, lessons begin promptly, and resources are carefully selected and linked to the planned work. In addition, displays support learning and teachers use a good range of questions to stretch pupils to think about the skills being taught. As a result, teachers are able to identify how well pupils are learning and to speed up learning or address misconceptions. Teaching assistants are well deployed and the quality of marking is constructive and helps pupils to know how to improve their work.
- Most teaching is, however, not outstanding because, whilst expectations are high, all teachers are not constant in maintaining high quality teaching in relation to bringing the best out of pupils.
- Diagnostic and constructive marking helps pupils to know what to aim for next.

The achievement of pupils is good

- In 2013, the vast majority of pupils of pupils achieved well above average standards and progress overall was good. This significant improvement in pupils' progress was the best for the last three years and placed the school in the top 10% of local authority schools. These results were sustained in 2014, with 92% of pupils in Year 6 reaching the standard expected nationally. In Key Stage 1, results have consistently been above average.
- Pupils arrive in Year 1 and Year 3 with attainment that is either above or slightly better than average. Since the previous inspection, as a result of effective teaching, the overwhelming majority of pupils now make good progress.
- The 2013 results showed that achievement was stronger in reading and mathematics than in writing. Nevertheless, the above average results mask the slower progress of some groups of pupils.
- The gap in attainment between the average point scores for pupils identified as disadvantaged and other pupils closed considerably, with pupils being at least one year ahead with similar pupils nationally in mathematics, reading and writing. However, when their achievement is compared with other pupils in the school they were at least two terms behind. Current progress reports show that this group is making similar progress to other pupils in the school.
- In 2013, by the end of Key Stage 2, the most able pupils were at least one term ahead of similar pupils nationally, particularly in mathematics and reading. Although the majority of them attained Level 5, none reached the highest level. However, in 2014, a small minority of pupils attained Level 6 in mathematics based on targeted teaching. Pupils' achievement in writing, grammar, punctuation and spelling was similar to the national average.
- Similarly, in Key Stage 1, a significant proportion of the most able pupils reached Level 3 in writing, but the proportion attaining a similar standard in reading and mathematics was not significantly different to average.
- In 2013, pupils' achievement in the Year 1 phonics screening check was in line with the national average. Increased emphasis on teaching phonics has led to significant improvement in developing language skills in the early years and Key Stage 1, with subsequent higher results in 2014. Overall, virtually all pupils in Years 1 and 2 met the standard required.

- Whereas disabled pupils and those who have special educational needs, in particular those with a statement and those at school action, were ahead of similar groups nationally by over one term, those supported at school action plus were at least three terms or more behind similar pupils nationally in mathematics, reading and writing. The school's current information on the progress shows that the rates of progress of all groups with additional needs are now rapid and better than the national average for similar pupils. This improvement is linked to effective teaching, targeted strategies to improve reading and training based on the strong management of the provision.
- Boys made slightly slower progress than girls and the progress made by most pupils from minority ethnic groups was better than similar groups nationally, particularly those of Pakistani and Bangladeshi backgrounds. The school has introduced a range of initiatives to ensure groups of boys, as well as the few identified groups who are either in line with or below similar groups nationally, can make faster progress. Careful analysis and interpretation of assessment data ensure that all groups have equal opportunities to achieve.
- Since the start of the new school year, recent information on pupils' achievement shows that most pupils are beginning to make faster progress. The school has identified underlying reasons for pupils not making rapid progress in all areas of their work, based on their analysis of information on their progress over time.
- The previous inaccurate use of assessment when pupils enter the school has been addressed. Reading is now given a high profile, and books to engage boys have been bought. Boys in discussion indicated that the 'books were girlie', but they can now read books that are interesting, relevant and engaging. Emphasis on developing mathematical concepts is also being tackled, and there is increased attention to using specialist teachers to ensure that more of the most-able pupils can achieve the highest levels in reading and mathematics.

The early years provision

is good

- Provision in early years has improved rapidly under the highly effective leadership and management of the new leaders and other staff working in the setting.
- Senior leaders have introduced new, but rigorous, systems to measure children's skills on entry and as they progress from Nursery to Reception and Year 1. New procedures and structures are enabling staff to monitor children's progress over time. Consequently, the school has far more information on children's progress to assess how well the children are learning. Effective procedures are in place to ensure that the information is moderated with the main partner school and with support from the local authority.
- New systems to monitor and track children's progress have helped teachers to identifying weaknesses in learning requiring targeted support. Teachers now have a clearer approach to setting more challenging work for groups of children who are at a good level of development.
- Senior leaders have made sure that parents are working closely with the school when children enter early years. Regular meetings and training with parent are now routinely carried out. Close partnership work with parents is contributing to their understanding of their child's readiness for school and making the transition to Reception and Year 1. The emphasis on working with parents to develop children's phonic skills for the next stage of their learning is very good. Plans are in place to organise and run workshops for parents.
- The school is ensuring continuity in children's learning through research work and developing links with other nurseries and children's centres to identify children's starting points. These positive features, when combined with the effective tracking system, mean that staff can target support when children enter the nursery and as they progress through the setting.
- Whereas in 2013, 45% of children achieved a good level of development, targeted supported contributed to over two thirds achieving similar levels in 2014. While this was a good increase, the school feels that children could achieve even better outcomes and higher targets have been set. For example, the target for disadvantaged children has been increased above the national average for similar groups.
- The school has made changes to the curriculum which is well organised and meets the needs of children very well. For instance, the school has increased the amount of time allocated to teaching mathematics. Children are achieving well in mathematics based on the use of practical and engaging activities which help them to recognise and use basic mathematical symbols accurately when solving problems.
- Children develop skills well through the good provision of resources and activities inside and outdoors. Staff intervention is timely in relation to helping children to solve queries, explore further points of interest and develop their language, mathematical and social and emotional skills. This is linked to the effective questioning skills of adults exploring work with children. They have a very good working knowledge of

children's progress and therefore target questions very well.

- High expectations and well established routines contribute to children behaving well and developing good relationship with adults and each other, particularly as adults show them how to take turns and share.

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	102832
Local authority	Redbridge
Inspection number	447373

This inspection was carried out under section 8 of the Education Act 2005. The inspection was also deemed a section 5 inspection under the same Act.

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	468
Appropriate authority	The governing body
Chair	Sean May
Executive Headteacher	Carel Buxton
Date of previous school inspection	5–6 June 2013
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