

Inspection of Snarestone Church of England Primary School

Main Street, Snarestone, Swadlincote, Derbyshire, DE12 7DB

Inspection dates: 3–4 March 2020

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Requires improvement

Early years provision

Requires improvement

Previous inspection grade

Requires improvement

What is it like to attend this school?

Snarestone is a friendly school. Pupils say they find lessons interesting. They get along well with each other. They feel safe. When they do have worries, they say that adults will always listen and help.

Not all pupils get a good enough quality of education. Children do not get off to a good start learning phonics. In subjects such as history and geography, the curriculums are not ambitious enough. Some pupils do not know and remember as much as they should.

Staff have high expectations of pupils' behaviour. Pupils behave well. They are friendly to one another. Pupils understand the different types of bullying. Bullying is rare, but when it does happen, staff deal with it straight away.

Pupils value the wide range of visits and activities on offer. They enjoy the after-school clubs and taking part in sports with other schools. Older pupils readily take on responsibilities such as being sports and healthy-food ambassadors.

What does the school do well and what does it need to do better?

Leaders have recently introduced new curriculum plans in most subjects. Some of these plans do not have enough detail about what pupils will know and remember from their work. In history, for example, pupils do not remember important facts from the topics they cover. Leaders have not put in place effective ways to check what pupils are learning in some subjects.

The teaching of phonics for children in the Reception Year did not start promptly at the beginning of this school year. Many children in the class struggle to put together simple letter sounds to read words. Some teachers do not apply the school's phonics policy consistently well in lessons. The books which children in the Reception Year use to practise their phonic knowledge are not always well matched to their reading ability.

Reading for pleasure is at the heart of the curriculum. Topics in other subjects are built around high-quality texts. Teachers read stories to their classes every day. Pupils look forward to these sessions. Many more pupils now enjoy reading. Most pupils we spoke with told us about their favourite books and authors. However, not all pupils read well. Some pupils in key stage 2 lack confidence in reading. These pupils do not read often enough in school. They are not catching up with their peers.

Leaders have worked hard to improve pupils' writing skills over time. Pupils are confident and imaginative writers. Spelling, formerly a weakness, is now a strength of most pupils.

Although children in the Reception Year make a slow start learning phonics, there are strengths in quality of education in the early years. There is a strong focus on ensuring that children learn new vocabulary. Staff use songs, nursery rhymes and 'word of the day' to teach children new words. Children practise their writing skills both indoors and outdoors. They form letters neatly. Children learn and play together happily and sensibly.

Teaching assistants provide sensitive support in lessons for pupils with special educational needs and/or disabilities (SEND). However, some of these pupils are asked to complete work over time that is too demanding. They are not given enough time to gain a secure understanding of what has been taught before moving on to new content. When this happens, pupils with SEND do not achieve well.

Leaders have developed a strong curriculum for pupils' personal development. This includes three residential experiences and opportunities for pupils to learn about different faiths and healthy lifestyles. The curriculum prepares pupils very effectively for life in modern Britain. The school is recognised as a Stonewall champion for its work in celebrating diversity. Pupils enjoy a wide range of after-school clubs. For some, this can be learning a musical instrument or first aid. For others, it is playing nerf wars.

The great majority of pupils work hard in lessons and are respectful of adults and classmates. Learning is rarely disrupted by poor behaviour.

Staff are proud to work at Snarestone. They respect the headteacher. They feel that he always acts in the best interests of pupils.

Many governors are new to the role. They have expertise across a range of relevant areas. Governors make sure that funding is used effectively and efficiently, particularly the additional funding for disadvantaged pupils.

Safeguarding

The arrangements for safeguarding are effective.

Staff do all they can to keep pupils safe. They are alert to the signs that indicate a pupil may be at risk of harm. Leaders ensure that all concerns raised by staff are recorded appropriately. They follow up all concerns thoroughly.

Leaders have secure and effective recruitment systems in place to make sure that staff are suitable to work with pupils. Governors understand their responsibilities. They keep the school's systems under regular review.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some subjects, the curriculum is not well planned and sequenced. Some teachers do not assess precisely enough what pupils know and remember. Some pupils do not build up their knowledge and skills as they move through the school. Leaders should review their curriculum plans. The revised curriculum plans should identify what pupils are expected to learn and remember, and how this will be checked, for each year group.
- Phonics is not taught well enough in the Reception Year. Too many children struggle to blend phonemes. Leaders should ensure that children start learning phonics as soon as they join the Reception Year. Teachers should consistently teach phonics in line with the school's policy. They must check that children have reading books that match their phonics knowledge.
- Leaders do not ensure that weaker readers have enough opportunities to practise and develop their reading skills. As a result, some pupils in key stage 2, including pupils with SEND, do not read as well as they should. Teachers should ensure that they adhere to leaders' expectations and teach reading in line with these. Pupils who fall behind should be given further support so that they become fluent and confident readers.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use Ofsted Parent View information when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	120199
Local authority	Leicestershire
Inspection number	10121198
Type of school	Primary
School category	Maintained
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	83
Appropriate authority	The governing body
Chair of governing body	Suzanne Uprichard
Headteacher	Tim Jewitt
Website	www.snarestoneprimary.org/
Date of previous inspection	16 – 17 November 2017, under section 8 of the Education Act 2005

Information about this school

- The school is a Church of England school in the Diocese of Leicester.
- The school's last section 48 inspection took place in November 2019.
- There has been a high turnover in staffing since the previous inspection.

Information about this inspection

We carried out this inspection under section 5 of the Education Act 2005.

- We met with the headteacher, senior teacher, curriculum leaders, the special educational needs coordinator, five members of the governing body and two representatives of the local authority.
- We examined the quality of education that pupils receive in reading, mathematics, history and science. We visited lessons, scrutinised pupils' work, listened to pupils reading and spoke with pupils and teachers about their lessons.

- A wide range of documents were scrutinised, including those relating to safeguarding, behaviour, the school's plans for improvement and curriculum planning.
- We took account of the 40 responses to Parent View, Ofsted's online questionnaire. There were 12 responses to the staff survey.

Inspection team

Anthony O'Malley, lead inspector Ofsted Inspector

Jane Moore Ofsted Inspector

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Piccadilly Gate
Store Street
Manchester
M1 2WD

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