

Inspection of a good school: The Snaith School

Pontefract Road, Snaith, Goole, East Yorkshire DN14 9LB

Inspection dates:

4 and 5 May 2022

Outcome

The Snaith School continues to be a good school.

What is it like to attend this school?

Snaith is a school that does not stand still.

It provides a good quality of education to its pupils, yet it does not rest on its laurels.

Leaders strive for all areas of school to be 'better still'. They are constantly looking at other schools for inspiration and ideas. Staff work very effectively with others in The Education Alliance (TEAL) trust to enhance the experience and opportunities that all pupils have at The Snaith School.

This is a school which pupils are proud to attend. They describe it as a friendly place where differences are not just accepted; they are welcomed and celebrated. Pupils are grateful for the support they receive from staff in school.

Behaviour in lessons is positive. Teachers can teach. Pupils can learn. Behaviour in social areas is calm. Pupils get along well with each other, and with staff. There is sometimes poor behaviour in the school toilets but leaders have taken steps to address this.

Bullying is rare and, when it does occur, pupils are confident to report it. Pupils say bullying is usually dealt with effectively but, sometimes, the steps taken are not shared quickly enough which can be frustrating for pupils and their families.

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

Leaders have reviewed their curriculum model for Years 7 to 9. They decided taking options at the end of year 8 was limiting pupils' education. Pupils now study a broad range of subjects until the end of year 9. Leaders have ensured the new subject curriculums provide a coherent education for pupils not electing to study beyond Year 9.

Leaders have recently provided greater clarity in advice given to pupils and families during the options process. This clarity of guidance has significantly increased the proportion of pupils studying languages at GCSE.

Subject leaders have worked effectively with others in the trust to develop curriculums that are ambitious and well planned. Department meetings focus on how best to teach specific content. This helps ensure that all pupils, including those with additional needs, learn effectively. In some subjects, such as art, this thinking is highly advanced and pupils quickly gain new skills and knowledge that they can apply effectively.

Leaders have ensured that processes are in place to identify those pupils whose reading is at an earlier stage of development. These pupils receive teaching that is precisely tailored to their reading development needs.

Teachers assess pupils' work effectively in lessons and use this information to adapt their teaching. In some subjects, the longer-term assessments used do not fully match the new curriculums. This limits their usefulness to teachers and leaders.

Leaders identified that the previous behaviour policy was being applied inconsistently. This was leading to some poor behaviour as pupils didn't know what was expected of them. The new behaviour policy is clearer. Pupils are now clear about expectations of them. Pupils and staff agree that behaviour has improved. Some pupils and parents feel that parts of the new behaviour policy are overly strict. Leaders know there is a need to improve communication about some aspects of the behaviour policy.

Pupils understand what bullying is. They say bullying sometimes happens in school but they know to report it. Leaders have introduced approaches to better 'keep families and victims in the loop' about steps taken after bullying is reported. Leaders are increasing the number of staff within the pastoral team to make sure that the new approach is used consistently.

Leaders have undertaken an anonymous survey of all pupils in to check their knowledge of common forms of sexual harassment, to understand whether any happen in school and whether pupils would feel confident reporting cases. As a result of the survey, leaders know that incidents are rare but that some pupils would be reluctant to report cases. Working with pupils, leaders have adjusted the Achieving Personal Excellence (APEX) curriculum and developed new ways for pupils to report incidences of sexual harassment.

Leaders know that a 'well' staff is crucial to meeting the needs of pupils. Subject leaders have the professional autonomy to interpret school teaching policies in ways that are appropriate for their subject. This prevents inefficient use of teacher time. Staff appreciate the commitment to their well-being exemplified by the 'TEAL workload charter'. They are happy and proud to work at The Snaith School.

Safeguarding

The arrangements for safeguarding are effective.

Leaders ensure a strong culture of safeguarding. Staff receive annual training and frequent safeguarding updates, including identifying any emerging risks locally and nationally. Leaders check all staff understand the training. As a result, staff are clear about the dangers that pupils face and how to report any concerns to the designated safeguarding leader (DSL).

Pupils know the dangers they may face, including online. They know who to speak to in school if they have worries, or if any issues arise.

The DSL, supported by a full-time safeguarding officer, quickly identify whether pupils require additional support from external agencies. They ensure that pupils and families get the help that they need.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- The new approaches to dealing with bullying are not consistently being applied. This means that some pupils and families are not always kept informed about the steps that have been taken to address the situation. Leaders should ensure that the planned increase in staffing ensures that all pupils and families involved in cases of alleged bullying are informed of steps being taken and the checks that will be made at a later date to confirm that the situation has improved.
- Assessment of longer-term learning, that matches new subject curriculums, is not in place for some subjects. This means that, in those subjects, quality assurance processes are limited to checking whether agreed approaches are being used in the classroom, not the impact of those approaches. Leaders should ensure that suitable assessment approaches are put in place to allow them to evaluate whether pupils have learned the intended curriculum and make any necessary curriculum adjustments.

Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called a section 8 inspection of a good or outstanding school, because it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on a section 8 inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a section 5 inspection. Usually this is within one to two years of the date of the section 8 inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the section 8 inspection as a section 5 inspection immediately.

This is the second section 8 inspection since we judged the predecessor school to be good on 30 March 2011.

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 information from Ofsted Parent View 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	140866
Local authority	East Riding of Yorkshire
Inspection number	10211616
Type of school	Secondary Comprehensive
School category	Academy converter
Age range of pupils	11 to 16
Gender of pupils	Mixed
Number of pupils on the school roll	864
Appropriate authority	Board of trustees
Chair of trust	Mr Richard Swain
Headteacher	Ms Michaela Blackledge
Website	www.thesnaithschool.org.uk/
Date of previous inspection	5 April 2017, under section 8 of the Education Act 2005

Information about this school

- The school is part of The Education Alliance (TEAL) trust.
- The school's senior leadership team includes two TEAL trust vice-principals who are based in the school for three days per week.
- The school has a higher-than-average proportion of pupils with special educational needs.
- The school uses two unregistered alternative providers – Balance, and Action for Change.

Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with school leaders and have taken that into account in their evaluation.
- The lead inspector met with the chief executive officer of TEAL and met with a group of governors.

- Inspectors met with the headteacher and leaders responsible for behaviour and attendance, curriculum, careers and APEX.
- Inspectors met with groups of pupils and spoke to others informally throughout the inspection. They reviewed the 132 responses to the pupil survey.
- Inspectors considered 152 responses to the Ofsted Parent View survey, including free text responses.
- The lead inspector met with leaders for safeguarding and reviewed records of the school's work to protect vulnerable pupils. An inspector looked at the record of vetting checks made on adults who work in the school.
- Inspectors conducted deep dives into the following subjects: art, maths and history. In each deep dive, inspectors met with subject leaders; looked at curriculum information provided by the school; visited a sample of lessons; met with teachers; spoke to groups of pupils about their learning; and looked at samples of pupils' work.
- Additional visits were made to lessons in English, science and constructing the built environment. Inspectors observed behaviour in the corridors between lessons and during social times.
- Inspectors reviewed a range of documentation provided by the school, including logs of bullying incidences, APEX curriculum information and governors' minutes.

Inspection team

Steve Wren, lead inspector

Her Majesty's Inspector

John Linkins

Her Majesty's Inspector

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