

# Inspection of Snowsfields Primary School

Kirby Grove, London SE1 3TD

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Inspection dates: 3 and 4 July 2023

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Outstanding</b>
Personal development	<b>Outstanding</b>
Leadership and management	<b>Good</b>
Early years provision	<b>Good</b>
Previous inspection grade	Good

## **What is it like to attend this school?**

This is a school where pupils are encouraged to be the very best they can be. Pupils are extremely kind to each other. They behave incredibly well in lessons and when moving around the school. Pupils focus well during learning time and are highly motivated.

Respectful relationships between pupils and staff permeate the school. Pupils know that staff will make time to talk to them if they have a worry. This means they feel happy and safe.

Leaders provide many opportunities for pupils to take on positions of responsibility. This includes acting as school councillors, reading buddies, digital leaders and sports leaders. Pupils are proud to support their classmates. For example, digital leaders deliver assemblies on e-safety to pupils across the school. They share the importance of considering their digital footprint.

Leaders value pupils' opinions. They provide opportunities for pupils to debate and consider the views of others. For example, pupils debate different views of humanism and the meaning of life. These experiences help pupils to develop their own ideas and share their opinions.

Leaders provide a wide range of clubs, including, gardening, photography and French. These activities enable pupils to develop their talents and pursue their interests.

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

Reading is given priority here. Pupils have regular opportunities to share their favourite books with their classmates. Older pupils read to younger pupils. These experiences develop pupils' love for reading.

Leaders want every pupil to learn to read fluently and without delay. Training is provided for staff, and as a result, they teach reading well. Staff regularly check the sounds that pupils know. Pupils who find reading difficult are given help to catch up. Pupils read books that are closely matched to the sounds that they know. Therefore, pupils read with developing fluency and have positive attitudes to reading.

Leaders are ambitious for all pupils to achieve well. The curriculum is well structured. Leaders have considered what they want pupils to know and remember from the early years to Year 6. Leaders break down key knowledge into logical steps. For example, pupils in Year 4 are able to describe clothes in French. This is because they have previously been taught the French vocabulary related to colours. Children in the Reception Year confidently count and add numbers up to 10. They use language such as 'more', 'less' and 'adding' when totalling scores in a game. This foundational mathematical knowledge supports children's readiness for Year 1.

Leaders make sure staff have the subject knowledge they need to deliver the curriculum effectively. Teachers typically address pupils' misconceptions within lessons. However, in a few subjects, pupils struggle to remember key knowledge and vocabulary that they have been taught. This is because, in these subjects, leaders and teachers do not have effective strategies in place to check what pupils know and remember over time.

Pupils with special educational needs and/or disabilities (SEND) receive effective support. Their specific needs are identified quickly and accurately. Teachers adapt their approach using resources and additional support. Leaders work effectively with external professionals, such as therapists and educational psychologists. These experts provide training for teachers and teaching assistants. Therefore, pupils with SEND achieve well.

Pupils show very positive attitudes towards their learning. This is because expectations and routines are firmly established. This means that the curriculum can be taught without interruption. Staff help pupils to understand and regulate their feelings. Pupils have been taught 'hand breathing' and explain how this strategy helps them to feel calm.

The provision for pupils' personal development is exemplary. The school's vision, which includes 'working together, empowering everyone and inclusivity' is carefully woven throughout all aspects of school life. For example, older pupils volunteer to help new pupils to settle into life at Snowfields. In addition, sports leaders support their peers to be fully involved in the daily mile run and to enter the local mini marathon with their family members.

Pupils are taught that families may look different. Pupils said that the most important aspect of a family is that they care for you and are always there for you. Pupils are taught about protected characteristics and that everyone has the right to equal and fair treatment. Pupils understand how to identify risks both within and beyond the school. Pupils are taught about the language of consent in an age-appropriate manner.

Governors are ambitious for all pupils. They provide effective support and challenge for leaders. Staff are extremely proud of the school. They value the care and assistance they receive from senior leaders to support their well-being and workload.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders provide safeguarding training for all staff. Staff know how to recognise the signs that a pupil might need help and support. Staff report concerns quickly and leaders make sure these are swiftly followed up. Leaders work effectively with

outside agencies and safeguarding partners to make sure that pupils get the help and support they need.

Pupils are taught how to stay safe within and beyond the school. For example, pupils in Year 6 took part in a workshop about the dangers of county lines. Pupils are encouraged to keep safe online. They know that they should not share personal information. This supports pupils' understanding of how to keep safe.

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

### **(Information for the school and appropriate authority)**

- In a few subjects, pupils struggle to remember key knowledge and vocabulary that they have been taught. This means they have gaps in their learning and cannot apply what they have been taught to their current learning. Leaders should ensure that there are effective strategies in place to check what pupils know and remember from previous learning. Teachers should ensure that they check pupils are remembering key knowledge and skills so that any gaps can be addressed and misconceptions corrected.

## **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.

## **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

<b>Unique reference number</b>	100811
<b>Local authority</b>	Southwark
<b>Inspection number</b>	10255375
<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	193
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Jessica Hodgson
<b>Headteacher</b>	Kate Wooder
<b>Website</b>	<a href="http://www.thebridgesfederation.org.uk">www.thebridgesfederation.org.uk</a>
<b>Date of previous inspection</b>	28 November 2017, under section 8 of the Education Act 2005

## Information about this school

- The school is in a federation with Tower Bridge Primary School and Robert Browning Primary School. The school's executive headteacher works across all schools.
- The school has a resourced provision, for pupils with autism. There are currently fourteen pupils enrolled in this provision.
- Leaders do not make use of any alternative provision.
- The school operates a breakfast club.

## Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.

- Inspectors held meetings with the senior leadership team to discuss school development.
- Inspectors met with representatives of the governing body. They also met with a representative of the local authority.
- Inspectors scrutinised a wide range of documents, including those relating to safeguarding, pupils' personal development and behaviour and attendance.
- Inspectors carried out deep dives in these subjects: early reading, mathematics, physical education and French. For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- Inspectors also considered the curriculum in other subjects.
- The views of parents and staff were also considered, including through Ofsted's online surveys.
- Inspectors reviewed the arrangements for safeguarding by scrutinising records and through discussions with pupils and staff.
- Inspectors reviewed a wide variety of documentation provided by the school. This included leaders' self-evaluation, curriculum information and school policies.

### **Inspection team**

Deborah Walters, lead inspector	His Majesty's Inspector'
Sacha Husnu-Beresford	His Majesty's Inspector
Sylvia Kerambrum	Ofsted Inspector

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