

Inspection of Snape Wood Primary and Nursery School

Aspen Road, Bulwell, Nottingham, Nottinghamshire NG6 7DS

Inspection dates: 3 and 4 July 2023

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

Good

Previous inspection grade

Good

What is it like to attend this school?

Pupils enjoy school and say the 'PRIDE' values help make the school a better place. They say everyone shows the values most of the time. Pupils speak confidently about staying safe. They know who to speak to if they have any worries.

There are high expectations for pupils to achieve well. However, these are not yet realised for all pupils. The curriculum is not yet ambitious enough for all pupils, including those with special educational needs and/or disabilities (SEND).

Most pupils behave well. They understand the traffic light system and know 'it's good to be green'.

Children in the early years get off to a strong start to their education. Most develop the right approach to their learning. They already understand that adults have high expectations of them.

Pupils benefit from a range of extra-curricular clubs. Pupils say that they enjoy attending clubs such as knitting, drama, board games and gymnastics. Leaders have ensured that pupils have opportunities to learn about both the school community and the wider community and understand the importance of respecting each other.

Some parents and carers feel that their children are not set work that is sufficiently demanding. Some parents of pupils with SEND do not feel that their children receive the support they need to succeed.

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

The curriculum is at an early stage of implementation in most subjects, including reading.

Not all teachers fully understand how to teach pupils well. Teachers who are at an early stage of their career receive support to develop their practice. However, some teachers do not use the most effective methods to teach pupils knowledge so that pupils can build their learning over time. On occasions, for example, teachers do not successfully identify and address pupils' misconceptions. This can lead to the creation of further gaps in pupils' learning. Consequently, teachers do not always support pupils to achieve as well as they could. Some pupils refer to their learning as being too easy for them.

Teachers do not always use their checks on what pupils know and understand to inform next steps in their learning. Some pupils struggle to remember their previous learning.

Leaders have prioritised reading. They have introduced a new scheme to teach phonics. This starts in the early years. Teachers have received training to ensure that they teach the scheme consistently. Not all pupils are making the progress they

should with their reading. These pupils get extra support to improve. However, despite this support, some still cannot use their phonic knowledge to read confidently or fluently. Books are broadly matched to pupils' phonic knowledge. Not all pupils read as much as they should. Leaders promote the love of reading, including through the book vending machine, the reading bus and older pupils reading to younger pupils. Leaders encourage pupils to read more widely. They are starting to see more pupils wanting to read for pleasure.

The early years curriculum is ambitious and designed to ensure that children are well prepared for Year 1. Children listen well and show curiosity and enjoyment in their learning. Adults interact well with children. This helps to develop children's communication and language skills. Children understand their current learning well. Most can recall their prior learning. Children enjoy listening to and retelling stories in their own words.

Pupils with SEND do not always access the curriculum well enough. There is inconsistency in how teachers adapt their teaching for pupils with SEND, and in the support that these pupils receive to help them in their learning. They do not reliably get the support they need to make the progress they should.

Leaders ensure that pupils receive the pastoral support that they need. Pupils understand the difference between healthy and unhealthy relationships. They respect pupils' differences. They receive opportunities to learn about different cultures and faiths. They are able to learn about democracy through the pupils' parliament and the personal, social and health education programme. Leaders help pupils prepare for their move to secondary school.

Opportunities for pupils to develop their interests and talents include after-school clubs.

Governors offer support and challenge to leaders. However, they do not always get the information they need to hold leaders to account effectively.

Staff, including early career teachers, enjoy working at this school. They feel well supported by leaders.

Safeguarding

The arrangements for safeguarding are effective.

Leaders ensure that safeguarding pupils is everyone's responsibility. Staff receive training and regular updates from leaders. All staff know how to spot the signs of pupils who may be at risk of harm. Staff and leaders know to report and record concerns, no matter how small. Leaders act swiftly to get the right support for pupils and their families. Leaders work with external agencies to gain support and advice when necessary.

Pupils know about the risks to them in their community. They know how to stay safe

when online, and the risks associated with using the internet.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Leaders have not ensured that all teachers fully know and understand how best to teach the curriculum. Some teachers lack the necessary subject knowledge to be able to teach the curriculum well. Not all teachers routinely plan pupils' next steps in learning so that they build on what pupils already know. As a result, pupils do not always learn as well as they could. Not all pupils can recall what they have learned previously, which can, in turn, create bigger gaps in pupils' learning. Leaders should ensure that all teachers know how best to teach the curriculum across all subjects so that pupils across the different year groups know and remember more and can make secure connections with what they have learned previously.
- Leaders have not ensured that all pupils who are at the early stages of reading receive the support they need. As a result, there are pupils who are not making the necessary progress to become confident readers quickly enough. Leaders should ensure that any support for pupils who struggle to read is precise and effective in ensuring that these pupils develop the necessary reading fluency quickly and securely.
- Not all staff consistently ensure that pupils with SEND access the curriculum well enough. They do not make sure that these pupils routinely receive the support they require to help them learn the curriculum. As a result, pupils with SEND do not always benefit from a good-quality education. Leaders should make sure that pupils with SEND receive the support they need so that they achieve as highly as they should.
- Governors do not always have the information that they need to be able to hold leaders to account. This limits their ability to assure themselves that leaders are undertaking the right actions to bring about the necessary improvement. Leaders should ensure that governors receive the information that they need to help them provide precise challenge and support.

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

Unique reference number	122703
Local authority	Nottingham
Inspection number	10267939
Type of school	Primary
School category	Maintained
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	147
Appropriate authority	The governing body
Chair of governing body	Clare Colmore
Headteacher	Shewley Choudhury
Website	www.snapewood.nottingham.sch.uk/
Date of previous inspection	13 February 2018, under section 8 of the Education Act 2005

Information about this school

- The school provides after-school clubs run by staff.
- The school is a member of the Nottingham School Trust.
- The school does not use the services of any alternative provision.

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. The inspectors discussed the impact of the pandemic and have taken that into account in their evaluation of the school.
- The inspectors held meetings with the headteacher, the deputy headteacher, the assistant headteacher, the key stage 1 lead, the school improvement lead and members of the local governing body, including the chair of governors.
- The inspectors completed deep dives in the following subjects: reading, mathematics, geography and history. The inspectors met with subject leaders,

teachers and groups of pupils. They visited lessons and looked at samples of pupils' work.

- The lead inspector reviewed the school's safeguarding procedures, including the single central record and child protection and safeguarding policies. She met with the designated safeguarding leads.
- The inspectors considered responses to Ofsted's online parental questionnaire, Ofsted Parent View.
- The inspectors considered the views of staff gathered through meetings with groups of staff and responses to Ofsted's online questionnaire for school staff.
- The inspectors observed behaviour in lessons and during breaktimes and lunchtimes.
- The inspectors met with pupils both formally and informally and considered responses to Ofsted's online questionnaire for pupils.
- The inspectors looked at documents relating to self-evaluation, school improvement, attendance and behaviour, the curriculum and governance.

Inspection team

Anita Denman, lead inspector

His Majesty's Inspector

Lee Christopher

Ofsted Inspector

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