

Inspection of Snitterfield Primary School

School Road, Snitterfield, Stratford-upon-Avon, Warwickshire CV37 0JL

Inspection dates: 8 and 9 May 2024

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

What is it like to attend this school?

This is a small, friendly school that sits at the heart of the local community. The hardworking and approachable staff know all the pupils well. Relationships between them are caring and respectful. This means pupils feel safe and happy at school.

The school has high expectations for pupils' achievement. Pupils are enthusiastic about their learning and they achieve and behave well. When pupils leave Snitterfield, they are well-rounded, confident individuals who are ready for the next stage of education.

The school's six-character strengths of honesty, resilience, curiosity, community awareness, respect and reflection are central to all areas of school life. Pupils take pride in collecting badges to show when they demonstrate these characteristics. They love school and say their lessons are fun. Classrooms are calm and pupils concentrate on their learning in class. In the playground, pupils play happily and they agree that 'everyone has somebody to play with'. The children in Reception enjoy having the support of their Year 6 buddy at lunchtimes.

Pupils can develop their interests and talents after school with clubs such as sports, coding and chess. At lunchtimes, the gardening club maintains a thriving school garden and pupils enjoy eating the produce they grow.

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

Children flourish in Reception and get off to an exceptionally good start. They respond positively to the clear routines and high expectations of adults. Staff expertly develop children's language, reading and writing skills through a variety of stimulating activities. Adults take every opportunity to embed mathematics into the school day. For example, children collect lolly sticks for good work and behaviour, and when they have ten they exchange them for a sticker. This helps children to recognise number bonds to ten. Children benefit from meaningful learning that translates into imaginative developmental play. For example, after learning about Florence Nightingale, they independently play at hospitals in the outdoor area.

The school has developed a well-planned and sequenced curriculum that meets the needs of pupils in mixed-age classes. Staff use assessment well. Precise checks on what pupils know in reading and mathematics mean that the pupils read books and complete work that is pitched to their needs. This ensures that new learning builds on what pupils already know.

Staff have secure subject knowledge. They deliver information clearly to pupils. Lessons are adapted for the different year groups in each class. For example, Year 3 pupils extended their understanding of calculating fractions of numbers, while the Year 4 pupils converted fractions into decimals. The curriculum is enriched with trips to museums and gardens and makes the most of the history of the local area. Teachers make learning exciting by inviting visitors to school so pupils see how what

they learn is relevant to real life. Visitors from different faiths share their beliefs and cultures, and professionals such as photographers work with pupils in workshops to support their art projects. Pupils learn about current events and news in the wider world. Leaders link this to fundamental British values and pupils have a secure understanding of what it means to live in modern Britain. Pupils are tolerant of others. They value difference and know that everyone should be treated equally.

Pupils are enthusiastic readers and the teaching of reading is prioritised. Pupils read every day. The school has constructed the English curriculum around carefully chosen books. Pupils say they enjoy these texts. Pupils who need help to catch up with reading get the support they need to enable them to do this. Reading volunteers from the community regularly listen to pupils read.

The school provides effective support for pupils with special educational needs and/or disabilities (SEND). These pupils benefit from extra help and adaptations to learning, so they are fully included and learn alongside their peers. Staff collaborate carefully with outside agencies to build the right educational support for pupils. This work begins successfully in the early years and helps pupils to overcome barriers to learning. However, some parents and carers do not feel well informed about the school's provision for pupils with SEND and are unclear about the processes involved in getting extra support.

The school has worked to successfully improve pupils' attendance recently. Nearly all pupils attend regularly. The number of pupils who are persistently absent has reduced considerably over the last year. Pupils love being at school and they have highly positive attitudes to learning. In part, this is because they know that adults value their opinions and listen to them. All pupils contribute ideas for the school council. Councillors have organised charity events, planted trees in the community and contributed towards the school winning an award for ecological work. Individual pupils are able to take on responsibilities, such as road safety officers and house captains. All pupils are expected to help each other and adults, and they do so willingly.

The school is well led by leaders and governors who have a clear and ambitious vision for all pupils to reach their full potential and to become curious and inspired learners. Leaders are mindful of the workload of the staff in a small school and consider their well-being. Staff feel well supported and are proud to work here.

Parents welcome the family atmosphere and sense of community. They value the approachable staff and recognise that this is a school where their children learn well and thrive.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- The school does not always communicate clearly with parents about the processes and provision for pupils with SEND. Some parents of pupils with SEND do not feel well informed about how the school is supporting their child or the processes used to get extra help. The school should ensure that they communicate effectively with parents about this aspect of the school's work.

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' is used to mean pupils with SEND; pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	125521
Local authority	Warwickshire
Inspection number	10322788
Type of school	Primary
School category	Community
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	103
Appropriate authority	The governing body
Chair of governing body	Charlotte Morgan
Headteacher	Rowena Silk
Website	www.snitterfieldschool.org.uk
Date of previous inspection	11 December 2018, under section 8 of the Education Act 2005

Information about this school

- The school is part of the Stratford Rural Schools Federation, which comprises three schools. All three schools share a single governing body.
- The school does not make use of any alternative provision.
- There is an Executive Headteacher, Sarah Plaskitt, who has responsibility for all the schools in the federation.

Information about this inspection

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

Inspections are a point-in-time judgement about the quality of a school's education provision.

- This was the first routine inspection the school received since the COVID-19 pandemic began. The lead inspector discussed the impact of the pandemic with leaders and has taken that into account in this evaluation of the school.

- The inspectors carried out deep dives in these subjects: reading, mathematics and art and design. For each deep dive, inspectors held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to pupils about their learning and looked at samples of pupils' work.
- To evaluate the effectiveness of safeguarding, the inspectors reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- The inspectors held meetings with the executive headteacher, the head of school, curriculum leaders, the special educational needs coordinator and groups of staff. The lead inspector met representatives of the governing body and spoke with a representative from the local authority.
- The inspectors took account of responses to Ofsted's online survey, Ofsted Parent View, the pupils' survey and the staff survey. An inspector spoke informally with parents on arrival to school.
- The lead inspector listened to a sample of pupils in Year 1, Year 2 and Year 3 read to a familiar adult. Inspectors met with groups of pupils from across the school.

Inspection team

Corinne Biddell, lead inspector

His Majesty's Inspector

Sara Arkle

Ofsted Inspector

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