Inspection of a good school: Snaresbrook Primary School

Meadow Walk, South Woodford, London E18 2EN

Inspection dates: 2 and 3 July 2024

Outcome

There has been no change to this school's overall judgement of good as a result of this ungraded (section 8) inspection. However, the evidence gathered suggests that the inspection grade might be outstanding if a graded (section 5) inspection were carried out now. The school's next inspection will be a graded inspection.

What is it like to attend this school?

Snaresbrook Primary is a 'kind' school. This is encapsulated in the way adults and pupils treat each other. Pupils know that expectations are high for every aspect of school life. Pupils, including those with special needs and/or disabilities (SEND), are motivated by the exciting possibilities for learning and achievement. They have confidence in the staff who support them in reaching these aspirations.

Pupils' behaviour is exemplary. In lessons, they work productively both together and individually. Pupils feel safe knowing they will be listened to if they have any concerns.

Pupils take advantage of the wide range of opportunities for their personal development. There is something for everyone in the many interesting and engaging clubs on offer, from crochet and chess, to dance and tennis. Pupils enjoy the many trips that enrich classroom learning, such as to a real-life mini city, local Crown Court, a zoo, museums in the capital and a farm.

Parents and carers are extremely positive about the school. They appreciate the way their children are challenged, supported and encouraged by all the staff. One parent summed up the views of many in saying, 'Snaresbrook is a wonderful school, caring, supportive and encouraging.'

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

The school has carefully devised a curriculum that is highly ambitious for all pupils and builds their knowledge effectively. Staff regularly revisit key concepts and ideas. As a result, pupils remember facts and connect their learning over time. For example, Year 4 pupils learn about Anglo-Saxon punishments, and this is built upon effectively when older pupils recall and compare the range of punishments from different historical time periods

they have studied. As a result, pupils achieve highly. Subject leaders regularly check that the curriculum is engaging, meaningful and knowledge-rich for pupils. On occasion, foundation subjects require further work to ensure they meet the school's high expectations.

It is evident that the school places a high priority on ensuring pupils gain the skills to read so they can quickly access the high-quality texts they have chosen. Children start to learn to read as soon as they begin school. Well-trained staff make sure that pupils practise their reading using books that closely match the sounds they know. Teachers regularly check the letters and sounds that pupils know. If pupils fall behind, they receive extra support to help them catch up quickly. Pupils are helped to become fluent readers by the end of Year 1.

Teachers show they have strong subject knowledge and can teach the approach confidently. Their explanations are clear. Appropriate support from highly skilled adults is in place for pupils with SEND. As a result, all pupils build on strong foundations. This begins in the early years; for example, the progression of repeated pattern from Nursery and Reception, using coloured paint to represent pattern on a snake, to older pupils working on complex challenges using the Fibonacci sequence.

The school works hard to improve attendance rates. There are robust strategies in place to support families so that their children attend school more regularly than in the past. Attendance is currently in line with the national average.

The school's personal development curriculum has been meticulously planned to ensure that pupils' knowledge and understanding deepen and build over their time at school. Pupils are taught how to keep themselves safe, including online. Pupils contribute to the school community through a variety of leadership opportunities. These include the school council, playground buddies, gardening, library monitors, phonics monitors and energy monitors.

The governing body understands the strengths and priorities of the school and carries out its role effectively. It has a clear strategic vision and provides appropriate challenge and support. The school has developed extremely strong relationships with parents. Parents can access several workshops to help support their children at home, including reading, online safety and emotional coaching. Staff love working at Snaresbrook. Staff turnover is low and morale is high.

Safeguarding

The arrangements for safeguarding are effective.

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 an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the second ungraded inspection since we graded the school to be good in October 2018

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 special educational needs and/or disabilities (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	102832
Local authority	Redbridge
Inspection number	10323339
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	459
Appropriate authority	The governing body
Chair of governing body	Kerensa Heffron
Headteacher	Nicola Hedges
Website	https://snaresbrook-redbridge.secure-dbprimary.com/redbridge/primary/snaresbrook
Date of previous inspection	19 October 2018

Information about this school

- The headteacher took up post in September 2023.
- The school does not currently use any alternative provision

Information about this inspection

- 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 inspector discussed the impact of the pandemic with the school and has taken that into account in her evaluation of the school.
- The inspector met with the headteacher, members of the senior leadership team and a range of staff. She also met with members of the governing body and a representative from the local authority.
- The inspector carried out deep dives in the following subjects: early reading, mathematics and history. For each deep dive, the inspector spoke to subject leaders,

visited a sample of lessons, spoke to teachers, held discussions with pupils and looked at samples of pupils' work. The curriculum in other subjects was also considered.

- To evaluate the effectiveness of safeguarding, the inspector: 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 inspector considered the views of parents, from the online survey.

Inspection team

Sara Morgan, lead inspector	Ofsted Inspector

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