



# Snaith Primary School

## Inspection Report

**Unique Reference Number** 117894  
**LEA** East Riding of Yorkshire  
**Inspection number** 280179  
**Inspection dates** 5 October 2005 to 6 October 2005  
**Reporting inspector** Heather Evans

This inspection was carried out under section 5 of the Education Act 2005.

<b>Type of school</b>	Primary	<b>School address</b>	Bourn Mill
<b>School category</b>	Community		Balk Road
<b>Age range of pupils</b>	3 to 11		Snaith, Goole
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01405 860452
<b>Number on roll</b>	220	<b>Fax number</b>	01405 860452
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	Dr Jennifer Mabbut
<b>Date of previous inspection</b>	1 September 2000	<b>Headteacher</b>	Mrs Kate Rowley

<b>Age group</b> 3 to 11	<b>Inspection dates</b> 5 October 2005 - 6 October 2005	<b>Inspection number</b> 280179
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## **Introduction**

The inspection was carried out by two additional inspectors.

## **Description of the school**

This is an averaged sized primary school in Snaith. There are 218 pupils on roll, and 30 children attend part-time in the nursery. The attainment of annual intakes of pupils is broadly average and an average proportion of pupils have learning difficulties. Very few pupils are from minority ethnic groups and none are at an early stage of learning English. A below average proportion of pupils is entitled to free school meals. The new headteacher has been in post since the beginning of September 2005.

## **Key for inspection grades**

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## Overall effectiveness of the school

### Grade: 3

At present, this is a satisfactory though improving school. The school acknowledges this. The teaching is good although there is some inconsistency between classes because, until recently, teachers did not share their skills and methods with colleagues. Pupils achieve well both academically and in their personal development. Standards in English, mathematics and science are above average but the higher attainers could do even better and the school needs to make better use of computers in lessons. The Foundation Stage is effective and gives the younger children a good start to their education. The school cares well for its pupils who are safe, secure and enjoy lessons. The school's leadership and management are satisfactory and strongly improving. The new headteacher is working hard to make improvements with the full cooperation of staff, governors and parents. This is necessary because the school's improvement since the last inspection has been slow. Until this year the governing body has not been sufficiently involved in managing the school. The newly constituted governing body, established this term, is alert to its responsibilities and has been quick to grasp the opportunities for self-evaluation, training and financial management. Value for money is satisfactory because a deficit in the school's finances has been resolved during the past year by prudent management. The school has a good capacity for further improvement.

not applicable

### What the school should do to improve further

- implement their clear plans for the improvement of leadership and management.
- establish a consistent system of assessing pupils' progress to set individual targets.
- ensure that the more able pupils reach their full potential.
- make better use of computers in lessons.

## Achievement and standards

### Grade: 2

Pupils achieve well. They make good progress through the school and standards are above average. When they enter the nursery children's overall attainment is close to average for their age, although many have difficulty with speaking and listening skills. They are helped to be independent and make good progress throughout the Foundation Stage so that they have a good start in Year 1. Pupils continue their good progress in Key Stage 1 and achieve well. The results of national tests taken at the end of Year 2 are above the national average in reading, writing and mathematics. Pupils continue to make good progress in Key Stage 2 and achieve well, reaching above average standards by the time they are ready for secondary school. The results of national tests at the end of Year 6 are consistently above average in English, mathematics and science. Almost all pupils attain the expected level for their age in Year 6. However, the test results show that the proportion who exceed that level is no better than the national average.

Pupils with learning difficulties are well supported in lessons although skilled additional help is sometimes limited. These pupils do as well as they can but some could do more with extra support.

## **Personal development and well-being**

### **Grade: 2**

The school correctly judges pupils' personal development and well-being to be good. Pupils enjoy school and take a very strong interest in all that is going on. Their behaviour is good; they understand the school's rules and routines and know that being part of a community brings responsibilities as well as rights.

Attendance is above the national average and there are very few unauthorised absences. Pupils' spiritual, moral social and cultural development is good and this adds greatly to the ethos and harmony that is characteristic of the school. They feel safe and cared for. They are confident, independent and have a clear understanding of the differences between right and wrong. Pupils recognise that although people come from diverse backgrounds they are all equal. Lessons and other activities prepare pupils well for their future lives; for example, through role-play in drama, they experience how people behave in different situations. Pupils understand the importance of a healthy lifestyle, diet and exercise. Assemblies instil a strong sense of fellowship and shared worth.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

The quality of teaching and learning is good. In most lessons teachers ask probing questions that make pupils think. Learning is fun; pupils are very cooperative and lessons move at a fast pace. Lessons are well planned and pupils work independently and in groups on challenging tasks. They have good opportunities for practical work and investigation. Lessons capture the pupils' interest and challenge their thinking. They expect to succeed and know what they need to do to achieve their objectives. Work is usually completed within the time set. In most lessons, more difficult work is set for those who complete their activities quickly and correctly. At the end of lessons pupils listen carefully to what others have achieved. Pupils praise what they like and sometimes suggest possible improvements.

Teachers know their pupils well and set work for them that is matched to their earlier achievements. Teachers insist on high standards of work. Their assessment shows the pupils the progress that they are making. Written work is marked regularly and teachers praise good work and tell pupils how to improve.

Pupils with the most acute learning difficulties are well supported in lessons. However, others who find learning difficult do not benefit from specialised help but are supported by their teachers who modify work to suit their needs. All staff work hard to help these pupils to achieve their potential.

## **Curriculum and other activities**

### **Grade: 3**

The curriculum is satisfactory and is being overhauled. The school has accurately identified the strengths and where there is a need for improvement. The curriculum meets statutory requirements and provides well for the basic literacy and numeracy skills. At present ICT is not used enough in lessons but new computers are expected shortly. There is good provision for pupils' personal development, particularly through the use of drama, and competitive sports and games for older pupils. Pupils and their parents would like the school to further enrich the curriculum through more clubs and out-of-school activities. The good curriculum for English, mathematics and science and a balanced programme of other subjects makes an effective contribution to pupils' progress.

## **Care, guidance and support**

### **Grade: 2**

The school looks after its pupils well. Strategies to promote good behaviour are effective. Teachers know their pupils well and do their best to help them to grow in confidence and maturity. Until very recently the monitoring of pupils' progress and achievement was left to individual class teachers. In some classes, individual pupils are set targets but this practice is not based on a common system. However, most children know how they are doing and what they need to do to improve further. Procedures for safeguarding pupils' health, safety and well-being are in place and the school prepares the pupils well for the next stage of their education.

## **Leadership and management**

### **Grade: 3**

Leadership and management are satisfactory and improving. This matches the school's self-evaluation. The new headteacher has been in post since the beginning of September 2005. She demonstrates very clear vision and dedication and together with the deputy headteacher has begun an extensive programme of improvement, including the establishment of new policies and management procedures.

The staff recognises that much needs to be done but morale is high and the will to work together as a team is strong. The headteacher has ambitious but attainable expectations based on the existing good teaching and achievement. She sets very high standards. She values the staff's talents and supports them in their work; staff say that she has made a big difference to the school.

The headteacher, staff and governors have analysed what the school needs to do to make systematic improvement. The school is calm and pupils enjoy lessons. The school is developing positive links with outside agencies to help and support its endeavours. Parents are enthusiastic about the new initiatives and are beginning to make very positive contributions.

The deputy headteacher supports the headteacher well and carries out his management tasks effectively. The subject leaders are just beginning to accept the full implications of their role and are benefiting from training and working more collaboratively. Governors also recognise that they need to take a more active role in the management of the school and this is to be the next step in the school's improvement plan. The chair of governors is newly appointed and is providing loyal and effective support. She offers informed leadership for the newly constituted team of enthusiastic governors who bring a range of experiences and expertise to the school.

The headteacher, the deputy and the chair of the governing body know the school well. They have the support of the entire staff and are ambitious for the school's renewal and success.

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## Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	<b>School Overall</b>	<b>16-19</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	3	NA
How well does the school work in partnership with others to promote learners' well-being?	3	NA
The quality and standards in foundation stage	3	NA
The effectiveness of the school's self-evaluation	3	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	No	NA

### Achievement and standards

<b>How well do learners achieve?</b>	2	NA
The standards <sup>1</sup> reached by learners	2	NA
How well learners make progress, taking account of any significant variations between groups of learners	2	NA
How well learners with learning difficulties and disabilities make progress	3	NA

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	2	NA
The attendance of learners	2	NA
How well learners enjoy their education	2	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	3	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	2	NA

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	2	NA
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	3	NA
<b>How well are learners cared for, guided and supported?</b>	2	NA

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	3	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	3	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3	NA
How effectively and efficiently resources are deployed to achieve value for money	3	NA
The extent to which governors and other supervisory boards discharge their responsibilities	3	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

<b>The extent to which schools enable learners to be healthy</b>	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	No
<b>The extent to which providers ensure that learners stay safe</b>	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
<b>The extent to which learners make a positive contribution</b>	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
<b>The extent to which schools enable learners to achieve economic well-being</b>	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

## Text from letter to pupils explaining the findings of the inspection

Alexandra House  
33 Kingsway  
London WC2B 6SE  
T 0207 421 6800  
F 0207 421 6707

[www.ofsted.gov.uk](http://www.ofsted.gov.uk)

Snaith Primary School  
Bourn Mill  
Balk Road  
Snaith  
Goole  
DN14 9RE

October 7th 2005

Dear Pupils,

The inspection team enjoyed their visit to your school. We were made very welcome. Thank you for all your hard work. A special thanks to those who talked with us. We had a wonderful time and think you have a happy school.

Many things are good, particularly the following:

You work and learn in a happy place and it is good to see that you get on well with one another. Your work in English, mathematics and science is good.

You welcome children from other schools into your classes very readily making them comfortable and helping them to fit in, work well and make friends.

All the staff are now working as a team and think the school is a good place to be – they care for you well and want you to do as well as you can.

Your headteacher, Mrs Rowley, has done well in helping everyone work together and to sort out some of the difficulties that she faced when she started at the school.

Except when you are ill you come to school everyday and behave well; this is why you succeed in your tests.

There are still things the school needs to do but we think that Mrs Rowley and all the staff will work hard to do these and you can help:

Although most of you do well already, some of you could work harder and do even better in English, mathematics and science as well as in other subjects.

You say that you need to have more time to use computers in lessons in all subjects and we agree with you and so do your teachers.

Your teachers are ready to make lessons even more interesting and to use all sort of ways to help you learn, including checking what you need to do next to help you to learn better.

The new governors are ready to work with your teachers help to make sure that all of the good ideas in the plans they have agreed happen as quickly as possible.

Thank you  
The inspection team  
Annex B