



# Snitterfield Primary School

## Inspection Report

**Unique Reference Number** 125521  
**LEA** Warwickshire  
**Inspection number** 281951  
**Inspection dates** 31 January 2006 to 31 January 2006  
**Reporting inspector** Champak Chauhan HMI

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

<b>Type of school</b>	Primary	<b>School address</b>	School Road
<b>School category</b>	Community		Stratford-upon-Avon
<b>Age range of pupils</b>	4 to 11		Warwickshire CV37 0JL
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01789 731301
<b>Number on roll</b>	103	<b>Fax number</b>	01789 731301
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	Mr Richard Hobbs
<b>Date of previous inspection</b>	4 December 2000	<b>Headteacher</b>	Mrs Susan Ogden

<b>Age group</b> 4 to 11	<b>Inspection dates</b> 31 January 2006 - 31 January 2006	<b>Inspection number</b> 281951
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## Introduction

The inspection was carried out by one of Her Majesty's Inspectors and an Additional Inspector.

## Description of the school

Snitterfield Primary is a small school in the village of Snitterfield, near Stratford-upon-Avon. Pupils are taught in four mixed-age classes. There has been significant staffing disruption with the long term illness of two teachers and the consequent use of temporary teachers. Pupils come from relatively advantaged socio-economic backgrounds and the number eligible for free school meals is considerably below the national average. The number identified as having learning difficulties or disabilities is broadly average. There are very few pupils from minority ethnic backgrounds. When they start in the Foundation Stage, the pupils' attainment is broadly average.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 3

The school's effectiveness is satisfactory. Pupils' attitudes and behaviour are strengths and they thoroughly enjoy their learning. Pupils in the Foundation Stage are offered a sound quality of education and they attain standards that are broadly average. Pupils make good progress in Key Stage 1 and make good progress in English at Key Stage 2. However, pupils' progress in mathematics and science in Key Stage 2 is uneven, and national test results in mathematics were too low in 2005.

The teaching and learning are broadly satisfactory, with instances of good practice. Where the teaching and learning are good, teachers plan and organise the lessons and activities well. The needs of the various ages and abilities are taken into account to enable all pupils to make good progress. However, the teaching and learning for pupils in Years 3 and 4 are inadequate. The headteacher provides clear leadership and direction, and the school is managed well. She has good knowledge and understanding of the school's strengths and weaknesses, and the school's evaluation of its effectiveness was the same as that of the inspectors. She has taken appropriate action to improve provision, including the planning and teaching. The areas for improvement in the last inspection have been suitably tackled and the school has made good progress in improving provision for information and communication technology (ICT). These actions show the school has the necessary capacity to improve. Overall, the school provides satisfactory value for money.

### What the school should do to improve further

- Improve pupils' progress in Key Stage 2, particularly in mathematics but also in science.
- Improve the overall quality of teaching and learning.

## Achievement and standards

### Grade: 3

The pupils' test results need to be interpreted with care because only small numbers are entered each year. Overall, pupils' achievement is satisfactory. Children start school with attainment levels broadly in line with those expected for their age. Recent improvements in the Foundation Stage mean that children make satisfactory progress, with most reaching the levels expected of them by the end of the year. Pupils make good progress in Years 1 and 2, and in 2005, standards in the national tests were above average in reading, writing and mathematics. Standards are average at the end of Key Stage 2. However, pupils do not progress as well as they should in Years 3 and 4. Consequently, and in spite of good achievement in Years 5 and 6, pupils' progress in Key Stage 2 is not as good as in Key Stage 1. There is too much variation between subjects. Progress is good in English. It is satisfactory overall in science but not good enough for the younger pupils in Key Stage 2. Progress in mathematics is inadequate and in 2005, pupils did not reach the challenging targets set for them. Higher-attaining pupils did not all reach their potential in the Year 6 national tests in mathematics and

science in 2005. Pupils with learning difficulties or disabilities achieve as well as their peers.

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

### **Grade: 2**

The pupils' attitudes and behaviour are strengths of the school. They settle down quickly to their lessons, many speak fluently, they thoroughly enjoy their learning and most are highly motivated. Their enjoyment of learning is reflected in the school's attendance rate which, in 2004-2005, was above that achieved by other schools nationally. Pupils' moral and social development is good, although their spiritual development is not as strong. Pupils have an acute sense of right and wrong. They work well with each other and with the adults. Older pupils take individual responsibility by acting as 'buddies' for the younger pupils, and by acting as class helpers. They do this well and with pride. Pupils' cultural development is generally good. The school invites a range of external agencies to help extend provision; for example, the Royal Shakespeare Company has come in to help develop the pupils' choral speaking. However, their understanding of life in a culturally diverse society is more limited. Pupils adopt safe practices and embrace healthier lifestyles. For example, younger pupils and their parents have participated in a 'Kerbsafe' project about road safety. The school council is very active and pupils participate willingly. It has been instrumental in helping improve school meals so that pupils are eating more healthily. The pupils are well prepared for their future economic well-being because of their individual responsibilities in school and their good literacy and ICT skills, although numeracy skills need improvement.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 3**

Satisfactory teaching underpins pupils' learning. However, there is too much variability in the quality of teaching from class to class. This means that pupils do not make steady progress through the school. Teaching in the Foundation Stage is satisfactory, with warm relationships between the staff and children ensuring that the latter approach their learning tasks confidently. In Years 1 and 2, teaching is good. Lessons move at a good pace and much is achieved by pupils in a short time. In Years 3 and 4, however, the teaching is inadequate. Although pupils are attentive and hardworking, they are not making the progress that they should because lessons are not planned well. Good teaching in Years 5 and 6 helps pupils to catch up on the earlier gaps in their learning. Particular strengths include very good questioning to extend pupils' understanding; and the expectation that pupils will work independently, and think for themselves. Assessment procedures are satisfactory. More established teachers have a clear view of how well pupils are progressing. Not all teachers, however, are using their evaluations of how well pupils are doing to help them to move forward. Pupils

with learning difficulties or disabilities are supported well and benefit from the additional help from the teaching assistants.

## **Curriculum and other activities**

### **Grade: 3**

The curriculum is satisfactory. Work in different subjects matches pupils' learning needs and the school manages well the challenge of planning work for mixed-age classes. Recent improvements in the accommodation for the Foundation Stage make it easier for staff to plan for all areas of learning. Currently, the activities available in the outside area are more stimulating than those inside the Reception classroom. In some classes, there are good links between subjects which help to bring learning alive. A chocolate-melting investigation, for example, was used as a basis for a literacy lesson. The school has recognised the need to plan more problem-solving activities into the mathematics programme.

Work in lessons is enhanced by a range of visits and visitors. There is a satisfactory range of out-of-school clubs and a full programme for personal, social and health education which helps pupils to learn about staying healthy and safe.

## **Care, guidance and support**

### **Grade: 3**

The care, guidance and support for learners are satisfactory. Staff know the pupils well and provide good personal support and guidance. Children settle very easily into school because of the good support that staff and older pupils provide. However, the academic guidance that pupils are given is more variable. Some pupils, for instance, are very clear about their targets for improvement. However, staff absence this year has made it more difficult to track and evaluate some other pupils' progress in order to provide additional support. Nonetheless, pupils with learning difficulties or disabilities do not fall through the net and are supported well. There are sensible procedures in place to make sure that pupils are safe and healthy at school. These include appropriate child protection procedures which continue to be strengthened, and health and safety checks. A recent audit by the local authority has identified the need for further work on risk assessments.

## **Leadership and management**

### **Grade: 3**

The headteacher provides clear leadership to the work of the school. She has good and accurate knowledge and understanding of the school's strengths and weaknesses through the use of a proper cycle of checking on its work. However, the particular problems with staffing recently have put additional pressures on the school and on the headteacher's time in this relatively small school. As a result, self-evaluation has not yet fully involved parents and pupils. This is a weakness. The headteacher has worked hard in trying to improve provision since her arrival two years ago, with the

impact shown in improved progress in English and especially in writing. This demonstrates that the school has the necessary capacity to make further improvements.

The governing body meets regularly, discusses all pertinent issues and is kept informed of developments by the headteacher. The chair of governors has a good understanding of the school's strengths and weaknesses.

Parents are very supportive of the school. A very few, however, feel that communications between the school and parents could be strengthened, for example about why classes are taught in mixed ages, or why there are not enough sports offered as extra-curricular activities.

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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	Yes	NA

### Achievement and standards

<b>How well do learners achieve?</b>	3	NA
The standards <sup>1</sup> reached by learners	3	NA
How well learners make progress, taking account of any significant variations between groups of learners	3	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	1	NA
The attendance of learners	1	NA
How well learners enjoy their education	1	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	2	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	3	NA

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	3	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>	3	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	2	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	Yes
<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**

Thank you for welcoming us to your school on Tuesday 31 January 2006. Both Mrs Lacey and I enjoyed talking with you and the staff. I would like to say below what we thought about your school.

What the school does well

• You all try hard and enjoy your learning. • You do especially well in Years 1 and 2, and test results last year were higher than lots of other schools. • The oldest pupils do particularly well in English and again; the test results in this subject were good. • You should be proud of your behaviour and the way you work together. • There is some good teaching in the school and adults support you well. • Your headteacher, Mrs Ogden, checks up on the school's work regularly and knows what is good and what needs further improvement.

What needs to be improved

• Pupils in Years 3 and 4, and 5 and 6 need to do much better in maths, and progress in science also needs to improve. • To help this happen, we are also asking the school to improve some of the teaching to be as good as the rest.

I wish all of you the best for the future.