



Snape Wood Primary and Nursery School

Inspection Report

Unique Reference Number 122703
LEA CITY OF NOTTINGHAM LEA
Inspection number 285547
Inspection dates 10 July 2006 to 11 July 2006
Reporting inspector Mr. John Brennan AI

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

Type of school	Primary	School address	Aspen Road
School category	Community		NG6 7DS
Age range of pupils	3 to 11		
Gender of pupils	Mixed	Telephone number	0115 9159146
Number on roll	205	Fax number	0115 9159147
Appropriate authority	The governing body	Chair of governors	Mr.Mark Bligh
Date of previous inspection	1 July 2004	Headteacher	Mrs. Jackie Holden

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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

This averaged size school serves families in and around the area of Bulwell. The local area contains a largely socially deprived population and this is reflected in the school's intake. A higher than average number of children are entitled to free school meals. Most children are of White British heritage. Approximately 20% are from minority ethnic backgrounds. A very small proportion of children are at the early stages of learning English. A broadly average and rising number of pupils has learning difficulties and/or other disabilities. Children enter the Nursery with well below average attainment, especially in speech and language. The school has received an award from the Arts Council in recognition of its work in the arts and has recently been awarded Healthy School status.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

It is easy to see why a parent commented 'I am happy and pleased with Snape Wood school.' This is a good school, giving good value for money. It is well led, with the new headteacher ensuring that the school has improved well since the last inspection. It is a sign of the school's continuing ambition that it is modest in its assessment of how good it is. Governors and other staff also play a full part in leading the school forward. It has the full confidence of parents, and pupils really like the school. Good provision in the Foundation Stage ensures children progress well. However, outdoor learning is not as well promoted as indoor learning, planning is not always sharply focussed and equipment is somewhat limited. Standards are still below expected levels when children join Year 1. Good teaching ensures that pupils achieve well in other year groups. Standards are broadly average when pupils leave the school. The heart of the school's success is in fostering literacy skills, which are successfully interwoven throughout the curriculum. Pupils achieve well in acquiring key mathematical skills but higher attaining pupils in particular, are not given enough opportunities to use them in solving taxing problems. The display and celebration of pupils' work is stunning; art work is of a very high standard. Pupils' personal development is good. They enjoy school, behave well, work hard and readily take on responsibility. Pupils seize on opportunities to take part in the good range of clubs on offer. Despite very good efforts by the school to encourage attendance, it is still below average. The school provides well for vulnerable pupils. Within the caring environment, standards continue to rise and the school, having once needed extra help itself, now helps others. It is well placed to improve further.

What the school should do to improve further

- Give greater emphasis to problem solving in mathematics. - Implement plans to improve outdoor learning in the Foundation Stage.

Achievement and standards

Grade: 2

Pupils achieve well to reach standards that are broadly average. Children in the Foundation Stage progress well in learning to read, write, count and, in their personal development. Despite this, standards are still below expected levels at the end of Reception. Language acquisition and its use are the principal areas of success. Pupils achieve well and an increasing number of pupils write convincingly, use books well, justify their views and reflect on the views of others. The language rich environment suits the needs of the small number of pupils who are at the early stages of learning English, who, as a result, achieve well. Well deployed teaching assistants and the emphasis given to language mean that pupils who have learning difficulties also achieve well. The school sets and meets challenging targets; results have increased a little each year. Standards in Year 2 are broadly average. Results in the 2006 Year 6 national tests are the highest they have been for some years and also point to broadly average

standards. Pupils also progress well in mathematics, especially in the acquisition of basic skills, but they are not given enough opportunities to solve demanding problems. As a result, higher attaining pupils do not always put key skills to good enough use and could do better. Success in the arts can be seen in vibrant artwork, strikingly displayed, and the joy with which pupils sing.

Personal development and well-being

Grade: 2

Pupils' personal development and their spiritual, moral, social and cultural development are good. Pupils enjoy school and have good attitudes to their work. Pupils understand and adhere to school rules and so behave well and make the most of their time at school. They say that there is little bullying or racism. Any incidents are thoroughly investigated. Despite very good efforts to encourage all pupils to attend regularly, attendance is below average and some pupils still arrive late. Pupils take responsibility seriously, for example in their roles as 'peace makers.' The school council is keenly involved in decision-making and its views are taken seriously and acted upon. For example, it has been very successful in a waste-recycling project in which pupil responsibility extends to the environment. Pupils also contribute well to the community, raising sums of money for a range of charities. They know how to keep safe and, through successful efforts to seek accreditation as a Healthy School, pupils increasingly eat healthily and are active. The rate, at which pupils acquire key skills, including using computers, and the opportunities they have to work together, prepares them well for the future.

Quality of provision

Teaching and learning

Grade: 2

The quality of teaching and learning is good. Teachers are quick to praise and encourage pupils, classrooms are calm and pupils give their best. Teachers employ varied techniques to constantly spur pupils on to explain their thinking. Understanding is probed and deepened by questions that cause pupils to ponder. Computers are used well to add interest and clarity to demonstrations. Accuracy in assessment ensures that teachers know their pupils and their needs so that work well pitched. The most successful teaching sets pupils lively and engaging tasks. In the Foundation Stage this is achieved by linking a variety of practical tasks across themes. Planning, especially for learning indoors, often includes key questions and describes exactly what pupils are to learn. Planning for learning outdoors is not as detailed, so staff are not as successful at drawing out learning from activities. English lessons are often thought provoking. For example, in Year 6, pupils, posing as detectives, avidly searched fragments of texts for clues to the perpetrator of a crime before confronting the culprit with written evidence of their guilt. Such enterprise in teaching is yet to be consistently applied to mathematics. Here, teaching and learning are biased toward acquiring key skills rather than the thoughtful use of them through investigational work.

Curriculum and other activities

Grade: 2

The curriculum is good. It is planned effectively so that all pupils, including those with learning difficulties and disabilities, and those for whom English is not their first language achieve well in a stimulating and language rich environment. Displays around the school are outstanding. They motivate pupils by celebrating work, act as a source of information and trigger further investigations. Strong links are made across subjects but most especially in language. For example, after studying the film 'Oliver,' pupils wrote diaries from the point of view of child workers, considered the rights and wrongs of such work and skilfully used computers to publish fact sheets about this practice. Such work can be found in each and every classroom. Learning in the Foundation Stage successfully balances child led and adult activities. Good self-evaluation has revealed a need to better promote learning outside. Plans exist to extend equipment and the space available. There is a high take up of the varied range of clubs. These add significantly to the pupils' experiences of school and enhance learning. The good programme of personal, social and health education helps pupils learn how to stay safe and healthy and to care for others.

Care, guidance and support

Grade: 2

The school takes good care of pupils. As one boy said, 'this is a happy school because the teachers are nice and everyone respects each other.' The school is well aware of the complex needs a significant number of pupils have and provides well for varying need. Emotionally vulnerable pupils are given sensitive and personal counselling, helping them make the most of school. Close tracking of pupil progress identifies key learning targets. These help older pupils have a good understanding of how to improve their work. However, targets for younger pupils are phrased in language too difficult for them to understand. Child protection procedures are closely followed and arrangements for safeguarding pupils' safety and welfare are robust. Partnerships with parents and outside agencies are very good. Parents are promptly notified of any issues or concerns. A very good programme ensures smooth transition to secondary schools.

Leadership and management

Grade: 2

This is a well-led school. The relatively new headteacher leads the school with energy and perceptiveness, extending improvements began by her predecessor and adding her own. The school lives up to its motto, 'Working together to achieve success.' All in the school share a common purpose. This includes pupils because as one member of staff said, 'we don't change a thing without talking to the children about it first.' The school has the full confidence of parents. Effective governors are vigilant to, as one said, 'check that the school doesn't slip back.' They offer it considerable support and backing. Very informative systems for tracking pupils' progress, and an understanding of the context of the school, result in well chosen improvement priorities,

captured in a brief but pertinent improvement plan. Key improvement areas, such as those for the Foundation Stage, are based on an accurate self-audit, including well targeted observations of teaching and learning. Key staff have been equipped with essential leadership skills. Many lead their areas effectively. The assistant head ensures that assessment information is 'gone over with a fine tooth comb' and that pupils who have particular needs are well provided for. Developing literacy has taken the bulk of thinking, training and monitoring time. This has proved successful. However, relatively little attention has been given to mathematics. Key weaknesses are well known but actions to address them are not widespread enough. The school has moved from one that needed support to one that now supports other schools. It has good capacity to improve further.

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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>	School Overall	16-19
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	2	NA
The effectiveness of the school's self-evaluation	2	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

How well do learners achieve?	2	NA
The standards ¹ reached by learners	3	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	2	NA

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	2	NA
The attendance of learners	3	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	2	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	2	NA

The quality of provision

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

¹ 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

How effective are leadership and management in raising achievement and supporting all learners?	2	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	2	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2	NA
How effectively and efficiently resources are deployed to achieve value for money	2	NA
The extent to which governors and other supervisory boards discharge their responsibilities	2	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

The extent to which schools enable learners to be healthy	
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
The extent to which providers ensure that learners stay safe	
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
The extent to which learners make a positive contribution	
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
The extent to which schools enable learners to achieve economic well-being	
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 your help when we visited your school recently. We really enjoyed our visit because everyone was so helpful and friendly. It was like being part of one big happy family. We would like to share with you what we thought about your school. We could see that this is a school that just gets better and better every day. Your headteacher and staff are working hard to make it the best it can be. You too play a big part in making this school successful. The school council works very well and we were impressed with how well you behave, get on with each other and how hard you work. We were struck by the wonderful displays of your work. Every time we turned a corner there something else to see. It was like entering Aladdin's Cave! The artwork was beautiful. We were particularly impressed by how many different ways you write. We could see how much you enjoy literacy lessons because the work is really interesting. We have asked the school to look at how mathematics lessons might also be made as interesting by giving you more problems to solve. The classrooms are colourful and there are lots of things for you to do, including plenty of clubs, which we could see many of you have joined. We did feel it was pity that some children are not getting to school everyday and so miss out on some exciting things. We liked the Nursery and Reception classrooms and all that went on in them but we think that the outdoor space for the children in the Nursery and Reception could be more interesting and have asked the school to do something about this. Thank you once again for your help and good luck in the future.