

# Snape Community Primary School

## Inspection report

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<b>Unique Reference Number</b>	121323
<b>Local Authority</b>	North Yorkshire
<b>Inspection number</b>	313947
<b>Inspection date</b>	13 November 2008
<b>Reporting inspector</b>	Robert Robinson

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School (total)	27
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Gareth Jones
<b>Headteacher</b>	Mrs C Mobbs
<b>Date of previous school inspection</b>	3 May 2005
<b>Date of previous funded early education inspection</b>	Not previously inspected
<b>Date of previous childcare inspection</b>	Not previously inspected
<b>School address</b>	Snape Bedale North Yorkshire DL8 2TF
<b>Telephone number</b>	01677 470380
<b>Fax number</b>	01677 470380

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## Introduction

The inspection was carried out by two Additional Inspectors.

## Description of the school

This is a very small primary school. Year groups vary in size from one to seven pupils. All pupils are White British. An above average proportion of pupils have learning difficulties and/or disabilities. Early Years Foundation Stage (EYFS) children in Reception are taught alongside Year 1 and 2 pupils. Pupils in Years 3 to 6 are taught together. No pupils are eligible for free school meals. The socio-economic circumstances of the area are more favourable than average. The school has gained the Basic Skills Quality Mark, a Healthy Schools Award and the local authority Inclusion Quality Mark. Since the last inspection there has been a complete change of teachers, including headteacher. Unavoidable absences of staff have been high during the past two years.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 3

Snape Community Primary School provides a satisfactory education for its pupils. Pupils' achievement is satisfactory. The care, guidance and support provided for the pupils are good and this assists their good personal development, including their good spiritual, moral, social and cultural understanding.

Standards at the end of Years 2 and 6 are overall broadly average and have been so since the last inspection. However, they do vary significantly from year to year because of the small number of pupils in each year group. Test results, confirmed by inspection evidence, show that writing is the weakest aspect. In the 2007 tests no pupils reached the higher level expected of them in writing at the end of Years 2 and 6 although some pupils did in reading, mathematics and science. Present standards are broadly average and writing remains an area for improvement, particularly for the higher attainers.

The quality of teaching, learning and the curriculum are satisfactory. Relationships are harmonious between pupils and teachers. In lessons seen and from examination of pupils' work, the planning of learning opportunities is not always linked closely enough to pupils' prior levels of attainment to enable them to learn effectively. For example, pupils of different levels of attainment and ages do the same tasks. Teachers know the pupils well and teaching assistants provide good support for small groups of pupils and for those with learning difficulties and/or disabilities. Information and communication technology (ICT) is used effectively to assist pupils' learning in other subjects. The marking of pupils' work does not sufficiently inform pupils how well they have done or show them what they must do to improve. Written comments on half-termly assessed pieces of writing are not shared with pupils. Furthermore, targets set for pupils are not helpful enough to enable them to see how they can reach the next national curriculum level.

The pastoral care of pupils is a strength. As this is a very small school staff know their pupils and families well. Pupils gain in confidence as they move through the school. They are proud of their school. Bullying is not an issue. Pupils' behaviour is good. They gain a good understanding of healthy lifestyles, for example through a range of sporting activities as well as growing fruit and vegetables in the school allotment. Pupils' superb attendance rates support their undoubted enjoyment of school. All pupils have a voice in the running of the school as each one is a member of the school council. They learn about major world faiths and gain a good awareness of multicultural issues in Britain today. Visits to a cathedral, mosque and temple enhance their understanding of the similarities and differences between different faiths. Links with pupils in Uganda help them to find out about the lives of children in other areas of the world. By the time pupils leave the school they are soundly prepared for the next step of education because of their good attitudes to learning and their satisfactory grasp of basic skills.

The leadership and management of the school are satisfactory. The headteacher has a high teaching commitment together with leadership and management responsibilities. There is no defined management structure with clear lines of responsibility to provide greater support for the headteacher. Governance is satisfactory. Governors are well aware of issues in the school and use their expertise to assist its smooth running, such as dealing with accommodation matters. Although the monitoring of performance is satisfactory, the school has an over-optimistic view of its effectiveness, particularly in respect of pupils' progress and standards.

Parents are very supportive of the school and see the school as a focal part of village life. The school has moved forward since the last inspection despite changes of staffing and unavoidable staff absences. It has satisfactory capacity to continue to improve.

## **Effectiveness of the Early Years Foundation Stage**

### **Grade: 3**

Provision in the Early Years Foundation Stage (EYFS) is satisfactory. The small number of entrants each year results in wide variations in attainment on entry. Over time, attainment on entry is broadly as expected for children of this age as is the case for the present group in Reception. Although staff do not visit children in their previous educational settings, the children quickly settle into the school routines and make satisfactory progress in their learning. By the end of the EYFS most are working at levels typical for children of this age. Pastoral care and the welfare arrangements for the children are good. As a result, children's personal, social and emotional development is fostered well. The quality of teaching is satisfactory as are the curriculum and leadership and management. The curriculum has improved since the last inspection, particularly outdoor learning because of enhanced all weather outdoor facilities. Both indoors and outdoors, however, activities are not always planned precisely enough to match children's prior attainment in order to maximise their learning. Regular checks are made of how children are progressing and parents are kept informed of their children's progress. Parents appreciate the start their children have at the school.

### **What the school should do to improve further**

- Improve standards in writing, particularly for higher attainers.
- Ensure that pupils have a greater understanding of how well they have done and what they must do to improve their work.
- Match activities for pupils, including the children in the EYFS, more closely to their prior attainment to enable them to learn effectively.
- Review the leadership and management structure of the school to provide greater support for the headteacher.

A small proportion of schools where overall effectiveness is judged satisfactory but which have areas of underperformance will receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

## **Achievement and standards**

### **Grade: 3**

Although there is considerable variation on the part of individual pupils, overall, standards on entry into Year 1 are broadly as expected for their age. Pupils' achievement is satisfactory. They make satisfactory progress, including pupils with learning difficulties and/or disabilities, from Year 1 to Year 6. In the national tests at the end of Year 2 since the last inspection standards have been broadly average, although standards in writing have been consistently lower than those in reading and mathematics. No pupils have reached the higher Level 3 during the past three years. Standards in Years 6 are broadly average but standards in writing are lower than in reading. No pupils have achieved the Level 5 in the past two years.

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

### **Grade: 2**

Pupils have positive attitudes and work well together. They are considerate, sociable and confident. Pupils report they feel safe in school and know who to go to if they are worried about anything. They are aware of the benefits of healthy eating and exercise. They enjoy preparing and eating the foods they have grown themselves. They benefit from the use of the local swimming pool and the partnership with a secondary school which provides them with a range of sporting opportunities. Pupils take their responsibilities seriously and enjoy helping around the school. Good links with the local churches and community support pupils' spiritual and cultural development. They play an active part in fund-raising for national charities and collecting gifts for less fortunate children, such as through the Christmas Shoe Box Appeal for Romanian children. Preparation for future learning is satisfactory, reflecting their competent social skills and average standards in basic skills.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 3**

The quality of teaching is satisfactory and this matches pupils' achievement over time. Questioning is used effectively to check understanding in whole-class discussions. Teachers manage pupils' behaviour well. Relationships between pupils and adults are a strength of the school and enable pupils to contribute freely in lessons. Tasks are not always planned to match pupils' individual learning needs to enable them to learn well enough. Occasionally, the teaching is mundane and does not capture pupils' interests well enough for them to learn at a fast enough pace. Pupils with learning difficulties and/or disabilities benefit from support from teachers and teaching assistants to help them make satisfactory progress in their learning. Written targets are set for pupils in Years 3 to 6 but not for younger pupils. These are not focused closely enough to levels of the National Curriculum to help them improve their work. Typical comments in marking such as, 'To maintain this level of work and get even better' do not help pupils to appreciate what they have actually done well and what they must do to improve further.

### **Curriculum and other activities**

#### **Grade: 3**

Basic skills are developed soundly, though the curriculum does not challenge pupils, particularly higher attainers, to reach higher standards in writing. Opportunities to write at length in other subjects are limited, such as when worksheets encourage short responses or when all pupils in a class copy from the whiteboard. Pupils' personal development is supported well through initiatives to extend their cultural understanding of the local, national and international communities. A broad range of out-of-school visits, including a residential, adds excitement to learning. A good range of extra-curricular opportunities are enthusiastically supported by pupils, particularly sporting activities, through clubs and links with other local schools.

## Care, guidance and support

### Grade: 2

Parents appreciate the good level of care provided for their children. Staff know the children and their parents well. Good arrangements with other agencies enable pupils with learning difficulties and/or disabilities to be provided with specialist help to help them to work alongside other pupils. All health and safety, risk assessments and child protection procedures meet government requirements. Parents are kept well informed of their children's personal and academic development. Although pupils' progress is checked appropriately, the information arising is not used well enough to celebrate pupils' achievements and to detail what they must do to improve. For example, pupils write half-termly lengthy pieces of writing but the assessment of this work is not shared with pupils to identify strengths and area for improvement.

## Leadership and management

### Grade: 3

The headteacher fulfils her wide range of teaching, leadership and management responsibilities satisfactorily. There is much goodwill in the organisation of the management of the school, particularly at times when the headteacher is absent. Subject leaders support the management of subjects satisfactorily but unavoidable absences of staff have been a barrier to greater improvement. The governors support the headteacher through regular visits and help with accommodation matters. However, the governors have not identified a management structure within the staff to highlight clear lines of responsibility to assist the headteacher with specific duties. The systems in place to track pupils' progress are well established and thorough. The information gained from this, however, is not used well enough to set targets for teachers to challenge them to improve pupils' rate of progress. The governors have ensured that the areas for improvement identified at the last inspections have been acted upon. The outdoor accommodation has been improved for the children in the EYFS. The opportunities for pupils to gain a better knowledge and understanding of life in a multicultural society are now good.

**Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).**

## Annex A

## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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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?	3
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well being?	2
The capacity to make any necessary improvements	3

### Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	3
How well do children in the EYFS achieve?	3
How good are the overall personal development and well-being of the children in the EYFS?	2
How effectively are children in the EYFS helped to learn and develop?	3
How effectively is the welfare of children in the EYFS promoted?	2
How effectively is provision in the EYFS led and managed?	3

### Achievement and standards

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

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

## Personal development and well-being

<b>How good are the overall personal development and well-being of the learners?</b>	2
The extent of learners' spiritual, moral, social and cultural development	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	2
The extent to which learners enjoy their education	2
The attendance of learners	1
The behaviour of learners	2
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	3

## The quality of provision

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

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3
How effectively leaders and managers use challenging targets to raise standards	3
The effectiveness of the school's self-evaluation	3
How well equality of opportunity is promoted and discrimination eliminated	3
How well does the school contribute to community cohesion?	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
The extent to which governors and other supervisory boards discharge their responsibilities	3
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

**Annex B****Text from letter to pupils explaining the findings of the inspection**

Inspection of Snape Community Primary School, Bedale, DL8 2TF

Thank you for welcoming the inspection team to your school and being so polite and friendly. We enjoyed our inspection and I want to share with you what we thought about your school.

You are provided with a satisfactory education. Staff know and look after you well. Your personal development is good. I noted that you enjoy school and have a good understanding of how to live healthily. I am pleased that your attendance is superb. Your behaviour is good and you relate well to one another. The quality of teaching, the curriculum and the leadership and management are satisfactory.

You make satisfactory progress in your learning, including those of you in the Early Years Foundation Stage (EYFS). Standards by the end of Year 6 are broadly average. However, too few of you are reaching the higher levels in writing. I have asked the school to improve standards in writing, particularly for those of you who learn quickly. I also want the teachers to ensure that you have a greater understanding of how well you have done in your work and what you must do to improve.

To help you to learn better, including those of you in the EYFS, I have asked the school to make sure that when teachers plan work for you in lessons it is always linked closely to what you have previously achieved and helps you to learn better.

The headteacher has many responsibilities as a teacher and leader of the school. I have asked the governors to look into how the school is led and managed to provide more assistance for the headteacher.

I appreciated talking to you about your work and watching you learn. I trust you will help the headteacher to continue to improve the school. I wish you well for the future.