

# Snainton Church of England Voluntary Controlled Primary School

## Inspection report

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<b>Unique Reference Number</b>	121515
<b>Local Authority</b>	North Yorkshire
<b>Inspection number</b>	314019
<b>Inspection dates</b>	19–20 June 2008
<b>Reporting inspector</b>	Robert Robinson

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

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<b>Type of school</b>	Primary
<b>School category</b>	Voluntary controlled
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	51
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr R Williams
<b>Headteacher</b>	Mr S Clothier
<b>Date of previous school inspection</b>	22 November 2004
<b>School address</b>	Pickering Road Snainton Scarborough North Yorkshire YO13 9AF
<b>Telephone number</b>	01723 859229
<b>Fax number</b>	01723 859065

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## Introduction

The school was inspected by one Additional Inspector.

## Description of the school

All pupils in this very small primary school are White British. An average proportion of pupils have learning difficulties and/or disabilities. The socio-economic circumstances of the area are above average. The school is led at present by an acting headteacher because of the unavoidable long-term absence of the substantive headteacher. The school is an Investor in People and it has gained the Basic Skills Quality Mark and the local authority Quality Mark for Inclusion.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 3

Snainton Church of England School provides a satisfactory education for its pupils. Pupils' personal development, including spiritual, moral, social and cultural development, however, is good. Pupils enjoy school and attendance is above average. They behave well and care for one another. Older pupils work well independently even when not directly supervised.

Pupils' achievement is satisfactory. Standards vary from year to year because of differences between very small year groups. Standards are broadly average by the end of Year 6. The present standards of the older pupils meet national expectations with a good proportion on track to reach the higher level. The quality of teaching and learning is satisfactory, as is the curriculum. Pupils behave well and have good attitudes to learning. Time is not lost dealing with misbehaviour in lessons. The pace of learning is sometimes not fast enough, particularly at the beginning of lessons and when pupils come together at the end of a session. Questioning is more effective at these times when it is geared to pupils' differing levels of attainment. Teaching assistants provide additional focused support for pupils with learning difficulties and/or disabilities, and play an important part in helping these pupils work alongside others. Teachers are working to improve the curriculum by linking subjects together with a determined approach to developing English skills in other subjects. Information and communication technology is increasingly being used to support learning, particularly in literacy and numeracy.

Overall, the care, guidance and support of pupils are satisfactory. The school's pastoral care of its pupils is a positive feature. For example, staff work well with outside agencies to provide effective care for vulnerable pupils. Academic guidance is less secure. The marking of pupils' work varies throughout the school and does not provide sufficient information for pupils on how to improve. A tracking system has recently been introduced to help the leadership to monitor pupils' ongoing progress more closely. It provides a wealth of information about the progress of individuals and groups. However, it is not yet used well enough by management and staff to plan future learning and to set targets for individuals.

Leadership and management, including governance, are satisfactory. The school has improved since its last inspection and has satisfactory capacity to continue to do so in the future. There is a strong commitment among staff and governors to improve provision further. Parents are supportive of the school and a typical comment was, 'Snainton School is a very friendly and caring school and very much part of the community.'

## Effectiveness of the Foundation Stage

### Grade: 3

Provision in the Foundation Stage (the Reception class) is satisfactory as are the leadership and management. Skills and knowledge on entry to the Foundation Stage vary from year to year although, on balance, they are at a level typically found for children of this age. Children build soundly on their prior skills and knowledge because the teaching is satisfactory. Improvements have been made recently to the curriculum following the establishment of a well resourced outdoor area. The location of this facility is a distance from the Reception classroom, however, and this creates difficulties linking indoor activities with those outdoors. A broad range of activities are arranged but the planning of lessons does not focus sufficiently on promoting the learning of individuals. Staff plan lessons together but opportunities to check children's progress are not formally recorded and monitored. The assessment and checking of

children's progress are too reliant on incidental observations and verbal reports rather than planned systematic monitoring. Records of the present Year 2 children's progress when they were in Reception are not available so it is not possible to judge the progress they have made since joining the school. Well established induction procedures mean that children settle in quickly and develop positive relationships with adults and other children. Parents are appreciative of this.

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

- Improve the pace of pupils' learning so they make faster progress.
- Ensure consistency of marking and use information from the checking of pupils' progress to set targets for individuals.
- Plan children's learning opportunities in Reception to match their levels of attainment and improve the assessment and recording of their progress.

A small proportion of the schools whose 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 pupils of this age. Pupils' progress is satisfactory throughout Years 1 to 6. Present standards in Year 2 in reading, writing and mathematics are below average because a high proportion of pupils are identified as having learning difficulties and/or disabilities. Standards in Year 6 are currently broadly average in reading, writing, mathematics and science. Standards at the end of Year 6 in the 2007 national tests were well below average. Those pupils who had been identified as having learning difficulties made satisfactory progress from the end of Year 2 to the end of Year 6.

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

### **Grade: 2**

Pupils are polite and courteous. They care for one another well. Behaviour in lessons and in the playground is good. Pupils report that they enjoy school and bullying is not an issue. Occasionally a few pupils are reticent learners and need skilful teaching to draw them into discussion. Attendance is above average. Pupils are currently working towards achieving the Healthy Schools Award. They show a growing awareness of healthy lifestyles. The gardening club is a popular extra-curricular activity. Pupils take on responsibility as classroom monitors and have opportunities to become school councillors. They fulfil their responsibilities well. Pupils are proud to have organised the raising of money for play equipment for the local recreation ground as well as money for a national children's charity. Pupils are adequately prepared for future education because of their sound grasp of basic skills and good attitudes to learning.

## Quality of provision

### Teaching and learning

#### Grade: 3

The quality of teaching and learning is satisfactory, which matches pupils' progress over time. In most lessons, teachers plan to meet the needs of all groups of pupils. However, when pupils are taught in whole-class groups the questioning is not always specific to individual pupils' level of attainment. At these times the pace of learning is not fast enough. When pupils are working independently or in small groups, they make quicker progress. This is because of their good attitudes to learning and timely and helpful interactions with teachers and teaching assistants. Pupils are rarely encouraged to discuss their learning with others to consolidate and clarify their understanding. Information and communication technology is used effectively. For example, a computer program challenged pupils to extend their mathematical investigation skills. Teachers manage pupils' behaviour well and relationships between pupils and adults are a strength of the school.

### Curriculum and other activities

#### Grade: 3

Currently, the curriculum is being reviewed. Themes, linking subjects together, are being developed with a strong emphasis on providing increased opportunities to practise and extend literacy skills through purposeful and enjoyable activities. A broad range of out-of-school visits, including a residential, adds excitement to learning. Sometimes, opportunities are missed to link visits to curricular themes at appropriate times. For example, a visit to the seaside was arranged to take place after a study of the coast rather than at the start of or part-way through the topic. Visits and visitors are used well to foster pupils' cultural development. For example, a visiting clergyman encouraged older pupils to make contact with pupils in a deprived area in South Africa. Other pupils gained a better understanding of Indian cooking through a visit to a museum. Extra-curricular opportunities, particularly those involving sporting activities, have been enhanced through clubs and links with other local schools.

### Care, guidance and support

#### Grade: 3

Systems in place for child protection and safeguarding procedures meet government requirements. Health and safety arrangements promote a safe and caring learning experience for pupils. Members of staff know the pupils and their families well. Parents appreciate the strong pastoral care for their children. Pupils with learning difficulties and/or disabilities are given effective support from teachers, teaching assistants and outside agencies. The marking of pupils' work is variable and currently the marking policy is being reviewed. Best practice shows pupils how well they have done and what they must do to improve. Other marking lacks suggestions for improvement. Limitations in the presentation of work, such as absence of dates and titles linked to the learning intention, make the checking of pupils' work over time difficult. A learning log is being trialled for older pupils. This provides valuable guidance for pupils and parents, and information about pupils' progress. In addition, it helps pupils to see what they must do to reach the next step of learning. Systems have been introduced recently to map pupils' progress each term, linked to the National Curriculum. This information provides valuable detail. However, it is not yet used sufficiently to set targets for individual or groups of pupils.

## Leadership and management

### Grade: 3

The acting headteacher has risen to the challenge of providing continuity and stability during the unavoidable absence of the headteacher. Governors and staff work closely together to improve pupils' learning. Much has been achieved this academic year to tailor systems to track pupils' progress although the school is at an early stage of evaluating precisely pupils' progress from entry to Reception through to the end of Year 6. The school development plan sets out appropriate areas for improvement. Lesson observations by senior managers are in place but subject leaders have few opportunities to work alongside colleagues. The leadership has an accurate view of pupils' achievement and standards, the quality of teaching and learning and pupils' personal development. The school is over-generous in judging the impact of leadership. However, school leaders are actively seeking to improve provision.

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## 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?	3
The effectiveness of the Foundation Stage	3
The capacity to make any necessary improvements	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 disabilities make progress	3

### Personal development and well-being

How good is the overall personal development and well-being of the learners?	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
How well learners enjoy their education	2
The attendance of learners	2
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

How effective are teaching and learning in meeting the full range of the learners' needs?	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?	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.

## Annex A

**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 tackled so that all learners achieve as well as they can	3
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

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

Thank you for welcoming me to your school and being so polite and friendly. I enjoyed my inspection and I want to share with you what I 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 you enjoy school and I am pleased that your attendance is above average. You have a good understanding of how to keep healthy and are working towards gaining the Healthy Schools Award. Your behaviour is good and you relate well to one another. I was impressed by the way the older pupils worked independently when not directly supervised by a teacher. Your parents are pleased you attend this school. Standards by the end of Year 6 are broadly average and you make satisfactory progress in your learning. This is because teaching, the curriculum, and leadership and management are also satisfactory. To help you make faster progress and reach higher standards I want the school to improve the pace of your learning in lessons. The marking of your work varies from class to class. I have asked the teachers to mark your work in a similar way throughout the school. The marking should celebrate what you have done well and suggest ways that you can improve. The senior leaders have introduced a way to track your progress this academic year. Teachers need to use the information better to set targets for each one of you. This should help to speed up your learning.

In Reception children make satisfactory progress and reach expected standards by the time they start Year 1. Your parents are pleased with the way the school settles the youngest children into school life. However, I want the learning in Reception to match more closely each child's level of attainment. In addition, I have asked the school to improve the way it checks and records the Reception children's progress.

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