

Snape Wood Primary and Nursery School

Inspection report

Unique Reference Number	122703
Local Authority	City of Nottingham
Inspection number	327783
Inspection dates	6–7 May 2009
Reporting inspector	Christopher Moodie

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.

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number on roll	
School (total)	244
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
Appropriate authority	The governing body
Chair	Mrs Betty Edmonds
Headteacher	Mrs Jackie Holden
Date of previous school inspection	10 July 2006
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	Aspen Road Bulwell Nottingham Nottinghamshire NG6 7DS

Age group	3–11
Inspection dates	6–7 May 2009
Inspection number	327783

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Age group	3-11
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Introduction

The inspection was carried out by two additional inspectors.

Description of the school

Snape Wood Primary and Nursery School serves a residential area of Bulwell in Nottingham and is average in size. It has Early Years Foundation Stage provision and pupils can start at the school in the term after their third birthday. The majority of pupils are from White British backgrounds and a small number speak English as an additional language. Socio-economic disadvantage in this area is considerably higher than national averages. The proportion of pupils claiming free school meals is well above average. The proportion of pupils with learning difficulties and/or disabilities is average. Children's attainment on entry to the Early Years Foundation Stage is well below that typical of their age. The school provides a breakfast club each morning that is managed by the governing body.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

This is a good school; it has some outstanding features. Strong and purposeful leadership from the headteacher has created a clear direction for school improvement. As a result, pupils are taught in a very caring and welcoming environment that enables them to progress well from the moment that they enter the school. Parents are overwhelmingly supportive of the school and its leadership, and appreciate the very positive role that the school plays within its local community.

School leaders know the school well and plans to make further improvements are in place. Rigorous monitoring means that pupils' progress is tracked effectively on an individual basis. The knowledge and skills that the children start school with are much lower than their national counterparts. As a result of the effective leadership and teaching, pupils make good progress in all parts of the school. This means that by the time they leave at the end of Key Stage 2, standards in English and mathematics are broadly average, while standards in science are above average.

Pupils who need extra help with their work are well supported by a committed team of very capable teaching assistants. Consequently, these pupils make similar progress to others. The teaching is of a good quality, with some that is outstanding. All teachers create a positive atmosphere in their classrooms and pupils enjoy their lessons. Teachers mark pupils' work, but there are inconsistencies in how this helps them to understand how to improve. Assessment data is used well to plan teaching, and the needs of pupils with different abilities are met in the parts of lessons where they work individually or in groups. During the beginnings of lessons, some pupils find the work either too hard or too easy.

Pupils have positive attitudes towards school and their behaviour is good. This is a product of the ethos that the headteacher creates and is spread across the school by every member of staff. Relationships between pupils and staff are very positive. Staff know the pupils very well, and they receive an outstanding level of care and support. This creates a nurturing environment in which pupils learn and flourish. The school has worked hard to improve pupils' rate of attendance. While some improvement has occurred, attendance remains slightly below the national average. The school has worked creatively to offer pupils an outstanding curriculum that reflects their needs and interests. The curriculum is supported by a wide range of after-school activities and is enriched by visits and visitors.

Effectiveness of the Early Years Foundation Stage

Grade: 2

From low starting points children make good progress in the Nursery. They enter the Reception class with skills that are still below those expected. Children maintain good progress because of continued good teaching in the Reception class and enter Year 1 with standards that remain slightly below the expected level. The curriculum is varied and captures children's interests and enthusiasm thoroughly. It allows them to learn new things in practical ways with an adult and to explore and investigate for themselves in the classroom and outdoors. Staff are skilled at assessing children's progress and make sure that the adult-led activities are well matched to children's needs and abilities. The redeveloped outside area is an excellent asset and is timetabled effectively so that both Nursery and Reception children can use it safely. There is a high commitment by staff to children's welfare and safety, so that progress in their personal

development is good. Induction arrangements are good. The school works successfully with parents, carers and outside agencies to ensure that children are cared for well. The Early Years Foundation Stage coordinator leads a strong team of adults effectively to ensure that the curriculum suits the needs of children so that there is a continuous drive to raise attainment.

What the school should do to improve further

Raise standards in English and mathematics by:

- improving the quality and consistency of the feedback that pupils receive, so that they know how to improve their work
- ensuring that the opening parts of lessons are suited to the needs of all pupils.

Achievement and standards

Grade: 2

From starting points that are well below average and in some cases are exceptionally low, pupils make good progress in each part of the school. By the end of Key Stage 1 standards have risen and are below average. This progress continues and as pupils leave the school at the end of Key Stage 2 their overall standards are broadly average. Boys under-perform in Key Stage 1 when compared to girls. However, this picture is reversed by the end of Key Stage 2 as boys make more progress than girls and their standards improve at a faster pace. Pupils make the most progress in writing, which the school has tirelessly promoted in all other subjects. In conjunction with a new approach to reading, the school's efforts to improve writing are raising standards in English. The school is aware that raising standards in mathematics is a priority and has comprehensive plans in place to achieve this. School assessment data and work in pupil's books indicate that the school's strategies are beginning to have an impact on standards. The few pupils from minority ethnic backgrounds make good progress. Pupils with learning difficulties and/or disabilities are identified at an early stage of their education and receive effective support which enables them to make good progress.

Personal development and well-being

Grade: 2

The pupils' positive attitudes towards school are reflected in their enthusiasm for their work. The school's nurturing ethos and consistently good adult role models enhance the pupils' personal development so that they are happy and feel secure. Pupils say that bullying is not a problem and that the school has effective ways to handle any incidents. Relationships are good and this is reflected in their behaviour around the school and in classes. Pupils feel safe and are confident that where inappropriate behaviour occurs it is dealt with quickly. Pupils know about healthy foods and they exercise vigorously. They appreciate the many sports activities on offer. Pupils make an outstanding contribution to the school and local communities, taking pride in their school and the local environment. Equally, they enjoy taking on extra responsibilities around their school. For example, the playground buddies actively support those pupils who have no-one to play with. The school council takes its role very seriously and is proud to make decisions for improvement in school. Pupils value the weekly assemblies with the headteacher and are confident that their views will be taken into account in school improvement. Pupils' spiritual, moral, social and cultural development is good. Through the curriculum they have a good understanding of different beliefs and faiths and value different cultures in Britain and around the world. They enjoy opportunities to develop enterprise skills,

such as the group of pupils who buy in food for the playtime tuck-shop and help to prepare and sell it.

Quality of provision

Teaching and learning

Grade: 2

The quality of teaching is good overall. There is some outstanding teaching and little that is satisfactory. Teachers plan activities that are exciting and that motivate pupils. Classrooms are well managed and as a result the overwhelming majority of pupils behave well in lessons. Where pupils' behaviour is not as good, teachers and teaching assistants work calmly and effectively to make sure that it does not interfere with other pupils' learning. In the best lessons work matches the needs of the pupils throughout, and teaching assistants are deployed very effectively to support learning. In these lessons, pupils are challenged to stretch their learning and they relish the opportunity to demonstrate newly acquired skills. Teachers make very good use of assessment data to monitor progress. Pupils are also involved in their own learning and are aware of their individual targets. Teachers often spend a good deal of time marking the pupil's work. The effectiveness of this is inconsistent in its quality and often does not clearly inform pupils about how they can improve their work. Pupils who require additional help are very well supported by teaching assistants who play a significant role in the success of the school.

Curriculum and other activities

Grade: 1

The school has worked hard to review and rewrite its curriculum. It has focused on making the work relevant to its pupils and constantly looks for opportunities to inspire learning. As a result, pupils receive a curriculum of outstanding quality. Pupils are given excellent reasons to practise their writing skills in everything that they do. For example, pupils write lengthy descriptions of themselves in French to send to their pen-pals in Nantes. Pupils wrote vivid descriptions of a piece of art as part of their study of a famous painting. The programme of visits includes residential visits, one of which is to France. International links are beginning to have a positive impact upon pupil's broader understanding of the world, and the school is active in promoting local and national community cohesion. The school offers a large number of after schools clubs, and these are very well attended.

Care, guidance and support

Grade: 1

The headteacher sets the tone for the excellent care and consideration provided for each child. There is a very strong community spirit in the school and a shared concern that all should thrive and achieve as well as they can. Adults know pupils and their families very well and are alert to each pupil's needs. The rigorous procedures for child protection meet requirements. Requirements for safeguarding pupils are in place and risk assessments are fully embedded in school practice. The school tracks each pupil carefully, and the systems in place to do this are exemplary. The effective breakfast club operates from 08:00 each morning and ensures that pupils get a healthy breakfast and that their welfare is ensured. Attendance and punctuality are a priority in the school. The school works hard to improve attendance above the satisfactory level with rewards for good attendance for individuals and classes. Pupils are becoming more

confident in assessing for themselves how well they are doing and are very honest in indicating whether they understand the work. Class teachers follow this up effectively.

Leadership and management

Grade: 2

Some aspects of leadership and management are outstanding. In particular the headteacher provides exemplary leadership and is well supported by her senior leadership team. Together they provide a very clear direction for improvement which permeates the whole school. Leaders at all levels have high expectations for the school. This helps pupils of all ages and abilities to make good progress both academically and in their personal development. Parents, pupils and the local community are very positive about the school and recognise the headteacher's role in its continuing success. As one pupil stated, 'the headteacher is a real asset to the school'. The school's systems and procedures for self-evaluation are rigorous and accurate in almost every area. As a result, the school's strengths and weaknesses are clearly identified, and this leads to improvement plans that are focused on key areas. These plans are beginning to have an impact on raising standards. The governing body is exemplary in working with the school and holding it to account for its performance. Governors are very well informed and are committed to providing the best education possible for the pupils. Finances are managed well and the school offers good value for money. Links with external agencies are well developed and the school shows determination in securing high quality services for pupils and their parents. Community cohesion is carefully planned. As a result, pupils are active within their community, and the school is used by parents and the wider community as a learning resource.

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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?	2
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	2

Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	2
How well do children in the EYFS achieve?	2
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?	2
How effectively is the welfare of children in the EYFS promoted?	1
How effectively is provision in the EYFS led and managed?	2

Achievement and standards

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

¹Grade 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

How good are 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
The extent to which learners enjoy their education	2
The attendance of learners	3
The behaviour of learners	2
The extent to which learners make a positive contribution to the community	1
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

The quality of provision

How effective are teaching and learning in meeting the full range of learners' needs?	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	1
How well are learners cared for, guided and supported?	1

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1
How effectively leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	1
How well equality of opportunity is promoted and discrimination eliminated	2
How well does the school contribute to community cohesion?	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	1
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

7 May 2009

Dear Pupils

Inspection of Snape Wood Primary and Nursery School, Bulwell NG6 7DS

Thank you very much for making the team of inspectors feel so welcome at your school. You helped us to find out all about your school and were very polite and kind. We were very pleased to see how well behaved you are in your lessons. You are kind and considerate to one another and should be proud of the high standards that you set.

Mrs Holden and all of the staff at your school are good at making your school a happy and hard-working place for you all. We saw lots of things that we really liked, and noticed how much you enjoy your lessons. The good progress that you make is a result of a real team effort at Snape Wood, and your positive attitudes are a very important part of your learning.

I have asked Mrs Holden and the teachers to make the school even better by concentrating on three areas.

- Helping you to get better at English and Mathematics.
- Marking your work so that you know clearly how to make it better.
- Making sure that you are working at the right level during each part of your lessons.

You can, of course, help them by working as hard as you can.

I would like to pass on my best wishes to all of you, and thank you once again for making my visit so enjoyable.

Chris Moodie

Lead inspector