

# Wakefield Snapethorpe Primary School

## Inspection report

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<b>Unique Reference Number</b>	133758
<b>Local Authority</b>	Wakefield
<b>Inspection number</b>	328754
<b>Inspection dates</b>	12–13 January 2009
<b>Reporting inspector</b>	Derek Pattinson

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>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School (total)	280
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 Keith Earnshaw
<b>Headteacher</b>	Mr Mark Randall
<b>Date of previous school inspection</b>	16 November 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>	St George's Road Lupset Wakefield WF2 8AA

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<b>Age group</b>	3–11
<b>Inspection dates</b>	12–13 January 2009
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## Introduction

The inspection was carried out by three Additional Inspectors.

## Description of the school

This is a larger than average primary school on the western outskirts of Wakefield. It serves an area of well above average social disadvantage. Most pupils are White British. Numbers of pupils from other ethnic groups and for whom English is a second language are steadily rising, but are still much lower than found nationally. Just under half of the pupils are eligible for free school meals which is much higher than the national average. The proportion of pupils with learning difficulties and/or disabilities is above average. Children start school in the term following their third birthday in the Early Years Foundation Stage (EYFS), which comprises Lower and Upper Foundation classes. A new headteacher was appointed in September 2008. Over the past two years, the school has achieved the Activemark, the Healthy Schools and Eco Schools Bronze Awards and has retained its Investors in People status.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 3

'Friendly' and 'welcoming' are apt comments from parents about this satisfactory and improving school. Pupils' personal development and well-being are good and underpinned by good pastoral care. As a result, pupils develop confidence as they learn to work with others. Achievement throughout the school is satisfactory. When children enter the Nursery their knowledge and understanding are well below what is typical for their age. They get off to a good start in the EYFS because of the good teaching and provision. Standards in English, mathematics and science, although still below average, improved this year for both Year 2 and Year 6 pupils. This is due to improved management systems, more rigorous tracking of pupils' progress and increasingly accurate analysis of data from national tests and assessments.

The quality of teaching and learning and of the curriculum is satisfactory. Almost all staff manage pupils' behaviour well so that lessons are conducted in a calm and orderly manner. Most pupils know what they are required to learn, although sometimes, work is not challenging enough for them. Most teachers give pupils lots of encouragement but do not always keep the pace of lessons brisk, nor use time to best effect to help pupils learn more rapidly. Pupils who have additional learning needs are well supported in lessons by teaching assistants who enable them to make expected progress and to achieve satisfactorily. The curriculum appropriately develops pupils' skills and understanding. Experiences relevant to pupils and good links between subjects to promote learning are increasingly in evidence. However, pupils do not use information and communication technology (ICT) widely enough to support their work.

Behaviour is good, as is pupils' understanding of how to keep fit and healthy. Pupils say they feel safe and that any bullying that occurs is always dealt with swiftly. The pastoral care is warm and supportive and pupils really enjoy school. This, and the efforts the school puts into promoting it, helps explain why attendance is steadily improving and is now satisfactory. Most parents are pleased with the quality of care and education provided.

Leadership and management are satisfactory overall. However, leadership by the new headteacher is good. He is providing clear direction and has started to help senior leaders improve their effectiveness so that they can make informed judgements about what works well and what needs doing most urgently. Staff are united in their determination to provide a good education for all pupils. The monitoring of the school's work is now more rigorous. For example, there is now a greater focus on how well pupils are learning through regular checks on the quality of teaching. However, many initiatives to help drive up standards are recently implemented and have not yet had time to impact fully. The supportive governing body is starting to become involved in checking on the quality of the school's work and performance. Improvements since the last inspection have been satisfactory. As a result of the school's strengths in pupils' personal care and development, the start made in empowering key staff and the increased focus on raising achievement, of which there is already evidence of some impact, the school demonstrates a good capacity to improve further. It provides satisfactory value for money.

## Effectiveness of the Early Years Foundation Stage

### Grade: 2

Provision in the EYFS is good and well led and managed, helping children to achieve well. On entry to Lower Foundation, children's skills and understanding, particularly their personal and

communication skills, are much lower than those typically found. They settle happily and get off to a good start. Good teaching across the EYFS enables them to make good progress. By the end of Upper Foundation, children develop skills that are close to those nationally expected, except in reading and writing. The good use of the spacious and stimulating indoor and outdoor areas encourages children to make choices, to learn, to share and to become increasingly independent in their work and play. The easy access between indoor and outdoor activities provides children with many first-hand experiences and is particularly effective in promoting good learning. Staff have high expectations, provide well planned and purposeful activities and promote good social skills. As a result, children gain positive attitudes to learning and develop confidence. At the beginning of the day, children arrive ready to take part in the many interesting activities. They respond well to the warm welcome provided by staff in a relaxed and calm atmosphere. In Upper Foundation, carefully selected and varied activities secure children's interest. Teaching and learning are good because staff know the children well and ensure that learning is fun. For example, when they order the 'Three Bears' bowls and spoons according to size to taste the porridge they have helped to make. Committed, diligent staff provide good quality care and the most recent requirements regarding children's welfare are fully met. As a result, children are safe and feel secure. Nursery nurses and teaching assistants make a good contribution to children's learning and personal development, taking time to listen to them and to forge good relationships.

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

- Raise standards in English, mathematics and in science.
- Improve teaching so that all pupils are appropriately challenged.
- Provide more opportunities for pupils to write in all subjects, and to use ICT to support their learning.
- Develop further the skills of senior staff in monitoring the work of the school in order to help raise standards and achievement, and of governors to enable them more effectively to check on the quality of the school's performance.

A small proportion of 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 pupils' standards are below average by the end of Year 6, their achievement is satisfactory. Pupils' progress has been uneven and sometimes inadequate over recent years. However, pupils, including those with learning difficulties and/or disabilities and those who speak English as an additional language, now make satisfactory progress as they move through the school. Provisional test results and school data relating to pupils' performance at the end of Key Stage 2 in 2008 indicate that standards were below average in English, mathematics and science, as they are at the end of Key Stage 1. This demonstrates an improvement from 2007 when standards were well below average. In 2008, more pupils reached the expected Level 4 in mathematics, science and especially in English, compared to the previous year. However, few pupils attained the higher levels. Rigorous procedures are now in place to measure all pupils' progress and strategies have been introduced to help to drive up standards. As a result, the school can demonstrate that the rate of progress in most year groups is improving and the number of pupils underachieving is steadily declining.

## Personal development and well-being

### Grade: 2

Pupils enjoy school, 'because teachers make learning interesting and fun.' They say they feel safe and that any bullying is quickly dealt with. Pupils from different backgrounds get on well and respect each other. As a result, most pupils develop positive attitudes and behave well. Discussions and assemblies enable pupils to reflect on their own and other people's experiences. They appreciate recognition of their efforts and have a good understanding of school rules, which helps them develop a sense of right and wrong. This has a positive impact on their learning and on their willingness to collaborate with others. Pupils have a good awareness of how to live healthily and show a developing understanding of how the way they live can affect the world they inhabit. They enjoy the many opportunities for physical exercise. Attendance is satisfactory and slowly improving because of the school's efforts to convince pupils and parents of its importance. The school council gives pupils a voice in school life and its members are proud of the part they played in the selection of the new headteacher. Pupils make a positive contribution to the school and wider community by taking on responsibilities and through fundraising activities, such as its support of charities. Pupils' spiritual, moral, social and cultural development is good. Most pupils achieve a good understanding about their rights and responsibilities. They develop confidence and self-esteem because their different achievements are valued, celebrated and rewarded. Pupils make satisfactory progress in developing important skills to help them prepare for their later lives.

## Quality of provision

### Teaching and learning

#### Grade: 3

Good relationships and effective management of pupils' behaviour ensures that most lessons run smoothly. 'Teachers always listen and help us', is a typical comment by pupils. Most teachers spell out clearly what pupils are required to learn in lessons, which helps them succeed. Teachers give pupils lots of encouragement, which helps keep them interested and involved and ensures that most try hard. In the best lessons, the pace is brisk and teachers are enthusiastic. As a result, pupils are engaged in lively learning and a buzz of industrious activity is evident. However, the pace in some lessons occasionally drops so that learning is not as rapid as it could be. Sometimes, pupils have to sit for too long listening to their teacher before they begin group work or working individually. Teachers do not always set work that is sufficiently challenging to help pupils make the best possible progress. As a result, pupils' progress slows. Teaching assistants make a positive contribution to the work of the pupils they support, which enables those pupils to make similar progress to their classmates.

### Curriculum and other activities

#### Grade: 3

The curriculum is well planned, increasingly creative and meets the needs of most pupils. However, more able pupils are not always given appropriate work which allows them to achieve their best. The school has started to make useful links between subjects to help bring learning more alive. Pupils in Key Stage 2 enjoy learning French and are becoming increasingly confident in that language. However, ICT is not used widely enough to support work in other subjects. Writing is not emphasised strongly enough in a range of subjects in order to help improve its quality. The curriculum is enriched by a good range of clubs such as gardening, eco-warriors

and sporting activities, which pupils of all ages enthusiastically support. Pupils' personal development is embedded in the school's work. Older pupils look forward to attending their residential visit to Hornsea. Visits and visitors are well used and help to enrich the curriculum. Special theme times dedicated to art and culture, such as the Chinese New Year and a French day, add enjoyment and relevance.

## **Care, guidance and support**

### **Grade: 2**

This is a caring school; pupils know that if they are unhappy, there is always someone to turn to. Pupils say, 'teachers listen if you have a problem'. The learning mentor, along with other colleagues and outside agencies, is effective in helping troubled pupils settle into school life. This supports their learning and that of their classmates. Child protection, health and safety procedures and systems for safeguarding pupils all meet current requirements. Procedures to identify and support pupils at risk of underachievement, those who are at an early stage of speaking English and those with learning difficulties and/or disabilities are effective and help pupils to make satisfactory progress. Improving attendance remains a priority and strategies to reduce the numbers of pupils with high absence are beginning to have a positive impact.

Academic guidance is satisfactory. Pupils are increasingly involved in assessing their own work to help them understand what they must do to improve. They have targets in English and mathematics to help steer their learning, although some do not know them well enough. Teachers' marking increasingly indicates what pupils should do next, as well as acknowledging what they have achieved. In the best practice, pupils discuss their work with each other and their teachers and act upon the advice they receive.

## **Leadership and management**

### **Grade: 3**

The new headteacher is developing shared responsibility and accountability at all levels. As a result, there is clear direction, good team spirit, effective communication and an emphasis on raising standards across all years. Senior and subject leaders are being empowered to enable them to monitor more effectively the school's work and performance. However, much of this work is still in its early stages. The rigorous tracking of pupils' progress is enabling teachers to check how well they are doing. Data from national tests are now analysed increasingly closely to help teachers identify and overcome weaknesses in pupils' learning and to help them set realistic and challenging targets. Regular and thorough checks are now made on the quality of teaching to help evaluate how well pupils are learning. Priorities are the right ones to help the school move forward. However, many of the strategies to improve provision and pupils' performance have had insufficient time to have a full positive effect. The school makes a satisfactory contribution to community cohesion because it is successfully improving links with parents and the local community. Governors, led by an experienced chair person, are supportive of the school. Under the headteacher's guidance, they are now seeking to strengthen its academic performance and to check rigorously the quality of its work.



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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?	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?	2
How effectively is provision in the EYFS led and managed?	2

**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

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<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	3
The behaviour of learners	2
The extent to which learners make a positive contribution to the community	3
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?	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

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

I am writing on behalf of the inspection team to thank you very much for making our visit so enjoyable and for taking time to talk to us and to answer our questions. We thought that you would like to hear what we found out about your school.

These are some of the good things we found.

- Most of you are friendly, kind and polite towards each other, to your teachers and other adults who work with you.
- You enjoy coming to school because you feel safe and you like your teachers and other adults.
- You know how important it is to be fit and healthy.
- Staff organise visits, visitors, different clubs and exciting events to help make learning more interesting for you.
- All adults care for you well.
- Your new headteacher is making lots of changes to help you learn more quickly.

You go to a satisfactory and improving school. To help your headteacher and staff to improve your school I have asked them to do the following things.

- Help you improve your work in English, mathematics and science so that you make faster progress.
- Always provide interesting lessons which challenge you and to make sure that they give you time to complete your work. You can help them by always trying hard and by telling your teachers if the work they give you is too easy or too hard.
- Make sure you use ICT more often to help you learn, and that you practise your writing more in all your subjects.
- Ensure that the school's leaders, managers and governors do all they can to help you do even better work.