

# Snarestone Church of England Primary School

Main Street, Snarestone, Swadlincote, DE12 7DB

**Inspection dates** 31 October – 1 November 2012

<b>Overall effectiveness</b>	Previous inspection:	Satisfactory	3
	This inspection:	<b>Good</b>	<b>2</b>
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

## Summary of key findings for parents and pupils

### This is a good school.

- Reception children make a strong start to their education and are well prepared for Year 1.
- Pupils make good progress. Standards at the end of Year 6 in English and mathematics are higher than the national averages.
- Teaching is generally good and some is outstanding. Teachers have high expectations of pupils and develop good working relationships in the classroom.
- Pupils behave well in and out of lessons. They enjoy school and are keen to learn. Attendance is above average.
- The headteacher provides strong leadership. Staff work very closely together as a team, supporting the school's aims and values well.
- School leaders and governors are sharply focused on making sure all pupils make even better progress in every year group. They have worked relentlessly to remove weak teaching.

### It is not yet an outstanding school because

- Some pupils have not developed their writing skills as well as their other English skills. Some of their writing is untidy, and there are too many errors in their spelling and punctuation.
- Occasionally, the pace of lessons is too slow and the work is not sufficiently challenging for some pupils.

## Information about this inspection

- The inspector observed five lessons, of which three were joint observations with the headteacher. In addition, the inspector made a number of short visits to other lessons and sampled pupils' work.
- Meetings were held with groups of pupils, both formally and informally, the headteacher, teachers, teaching assistants, members of the governing body and a local authority adviser.
- The inspector also considered the views expressed in 11 questionnaires returned by school staff, along with the 18 responses submitted by parents and carers to the online Parent View survey.
- He scrutinised a variety of school documents, including the school's self-evaluation, the school development plans, behaviour records, and documents relating to the management of teachers' performance.

## Inspection team

Keith Brown, Lead inspector

Additional Inspector

## Full report

### Information about this school

- The school is much smaller than most primary schools.
- It serves the village of Snarestone and surrounding villages.
- A below-average proportion of pupils are eligible for the pupil premium, which provides additional funding for pupils in local authority care and those known to be eligible for free school meals.
- Most pupils are of White British heritage. There are none who speak English as an additional language.
- The proportion of pupils supported at school action is broadly average, and the proportion supported at school action plus or with a statement of special educational needs is above average.
- Pupils are taught in three mixed-age classes.
- The school's most recent results cannot be compared to the government's current floor standards, which set the minimum standards for pupils' attainment and progress, because there were not enough pupils to make such comparisons meaningful.
- In September 2012, Snarestone Cygnets Pre-School opened in a self-contained wing in the same building as the primary school. It is not managed by the governing body of the primary school and is inspected separately.

### What does the school need to do to improve further?

- Build on the strengths in teaching by ensuring that pace and challenge are provided in all lessons.
- Raise standards further and accelerate progress in writing by:
  - improving pupils' spelling and punctuation
  - improving the way pupils present their written work.

## Inspection judgements

### The achievement of pupils is good

- Although numbers are small and abilities vary widely from year to year, most children start at the school with knowledge and skills that are below those typically expected for their age. Good progress is made through the Early Years Foundation Stage and, by the time children are ready to start Year 1, most are working securely in all areas of learning.
- Pupils make good progress throughout Key Stages 1 and 2. By the end of Year 6, pupils' results in the national English and mathematics tests are above average. However, their writing skills are weaker than their reading, speaking, listening and mathematical skills.
- In guided reading lessons, the teachers question the pupils well, helping them to analyse the text they are reading well and to deepen their understanding. Many older pupils read widely. They talk confidently about the stories they have enjoyed and about their favourite authors.
- Pupils practise their mathematical skills well in other subjects, and this contributes to their good progress. In science, pupils are taught how to carry out investigations effectively and draw appropriate conclusions. For example, pupils in Reception and Year 1 studying 'light and dark', quickly learned the difference between objects that emit light and those which reflect light.
- The school has developed well-focused strategies to support those pupils eligible for the pupil premium. Interventions, such as one-to-one tuition, use of additional English and mathematics resources and funding for educational visits, are effective in helping pupils to overcome the barriers they face in their learning. As a result, gaps in attainment and progress between these pupils and their peers are closing.
- Disabled pupils and those with special educational needs achieve well. Their needs are identified early and work set is matched closely to their ability levels. Teaching assistants help pupils by demonstrating skills precisely, teaching subject specialist vocabulary and providing appropriate challenge and encouragement.

### The quality of teaching is good

- Teaching is usually good, and some is outstanding. The teachers plan well for their mixed-age classes, and lessons are usually appropriately matched to pupils' capabilities and prior learning. Work is carefully modified for disabled pupils and those with special educational needs.
- Lessons often challenge pupils to think for themselves. For example, one high-quality English lesson which focused pupils in Years 4, 5 and 6 on flashbacks in a Harry Potter book, was very effective in developing their critical skills. The pupils assessed each other's work at a deep level and received skilful feedback from the teacher.
- Occasionally, teaching has insufficient challenge and the pace of learning is not fast enough. This is typically because the teacher spends too long talking in some parts of the lesson and so pupils' interest wanes.
- Teachers know their pupils well and are making increasingly good use of data which measure pupils' progress. These factors help them to spot quickly any dips in attainment or slowing of progress and to set challenging targets for the pupils. Pupils say their new target bookmarks really help them to know what is expected of them.

- Teachers and teaching assistants explain clearly what they want pupils to do. Teachers' good relations with their pupils encourage them to take a full part in lessons and not to feel afraid of making mistakes.
- Pupils all understand the school's 'green to be seen and pink to think' marking system. Teachers increasingly praise high-quality work appropriately and provide clear guidance for improvement. The school recognises that there has been underachievement in pupils' writing and, recently, there has been an increased focus on correcting pupils' spelling, punctuation and written presentation.

### **The behaviour and safety of pupils are good**

- The school is calm and purposeful. The very few pupils who present challenging behaviour are managed well by staff and there is little disruption to learning. The parents and carers who offered views raised no concerns about pupils' behaviour.
- Pupils are eager to learn, and this has been important in the school's improvement. They enjoy everything the school offers and take part whole-heartedly. Relationships are positive throughout the school, and pupils listen carefully to adults and to each other.
- Attendance has increased due to robust action by the school and is now above average. Pupils are punctual and break-times end promptly so that lessons start on time. Pupils play energetically, but with due regard for each other's safety.
- Older pupils take their extra responsibilities seriously. They enjoy being assembly monitors and acting as play coaches at lunchtime. The school council is influential and has raised considerable amounts of money for charities as well as setting up a 'buddy bench' in the playground.
- Pupils have a clear understanding of the different kinds of bullying, including cyber- and prejudice-based bullying. They say that instances are very rare and they are confident that staff would deal well with any situations that arose. The school conscientiously records these very rare occurrences and the action taken.
- Pupils say they feel safe. Parents and carers agree that the school keeps their children safe; it provides a safe and secure environment that is valued and appreciated by all pupils.

### **The leadership and management are good**

- The headteacher provides good leadership. The school's view of its work is accurate and honest. The school development plan sets out clearly how the school intends to reach its ambitious targets.
- There is a good team spirit among the staff, all of whom say they are proud to work for the school. They are highly committed to the school's success.
- Teachers have high expectations of the pupils. Improvements in teaching have been achieved by establishing a rigorous programme of monitoring, alongside well-focused professional development. There is now a solid base of outstanding teaching for sharing more widely across the school, particularly in ensuring that all lessons have a brisk pace and sufficient challenge for all pupils.
- The school uses a detailed tracking system that helps staff to see clearly how well pupils are progressing. Resources are deployed where they are most needed to prevent

underachievement. For example, the well-organised daily sessions for all pupils on the sounds that letters make (phonics) that started in September are already leading to improvements in reading and writing skills.

- The management of teachers is robust, and discretionary pay increments have to be earned. Teachers are held accountable for the progress of pupils they teach, and for the curriculum areas they lead.
- The curriculum is good because it meets the needs of a wide range of pupils, builds effectively on pupils' previous learning and prepares them well for the next stages in their education and later life. Pupils enjoy the regular curricular enrichment days. For example, in a recent 'European Day' pupils learned a lot more about European languages, food, customs and clothing.
- The school's values are promoted strongly through assemblies, lessons and a wide range of art, dance, music and sports activities, as well as by visitors and visits. This broad range of activities promotes pupils' spiritual, moral, social and cultural development well. Pupils, staff and governors are particularly proud of the school gaining the Eco School Green Flag Award recently.
- The local authority has played a useful role in providing support for strategic leadership. It currently provides the school with 'light touch' support because the pupils make good progress. A new governor noted that local authority induction training has given him a good insight into the role of governors.
- **The governance of the school:**
  - Governors receive well-focused analyses of pupils' progress, which allow them to gain a deeper insight into the school's strengths and weaknesses and how it compares to other schools nationally. The governing body increasingly holds leaders to account for the school's performance. The governors work along with senior staff to evaluate the school's performance and set priorities for improvement. They also provide strong guidance for the school, to ensure that its values are maintained and remain prominent. The governing body oversees the management of finances and resources effectively and increasingly ensures that the salary progression of staff is justified. Governors make sure funds arising from the pupil premium are well directed to improve the achievement of these pupils. The school's safeguarding arrangements are rigorously checked by the governor who has responsibility for pupils' safety. As a result, safeguarding arrangements meet current national requirements.

## What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

## School details

<b>Unique reference number</b>	120199
<b>Local authority</b>	Leicestershire
<b>Inspection number</b>	405916

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

<b>Type of school</b>	Primary
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	51
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Debbie Evans
<b>Headteacher</b>	Sally Hunt
<b>Date of previous school inspection</b>	18 November 2010
<b>Telephone number</b>	01530 270598
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