

# Inspection of an outstanding school: Snaith Primary School

Bourn Mill Balk Rd, Snaith, Goole, East Yorkshire DN14 9RD

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Inspection dates:

8 and 9 May 2024

## **Outcome**

There has been no change to this school's overall judgement of outstanding as a result of this ungraded (section 8) inspection. However, the evidence gathered suggests that the inspection grade might not be as high if a graded (section 5) inspection were carried out now. The school's next inspection will be a graded inspection.

## **What is it like to attend this school?**

Pupils in this school speak about feeling happy and safe. There are strong relationships between staff and pupils. These relationships are built on care and respect. Pupils model these important values in how they speak to and treat each other. Pupils have confidence in adults to help them with concerns or worries. The school is committed to developing pupils academically and socially. Pupils develop into well-rounded and considerate individuals who understand the wider world in which they live.

Pupils behave calmly through school and are keen to 'shine'. Staff ensure that pupils follow clear routines. These routines help pupils to make the most of learning time in lessons. Pupils enjoy their lessons. They learn with enthusiasm. They are keen to share their successes. Leaders have high expectations for how pupils should behave and learn. Pupils live up to these expectations. They are proud of their school.

Leaders work with families to promote high attendance. Pupils attend school well. When pupils' attendance is too low, the school takes swift and effective action to improve this. Pupils access an ambitious curriculum. They have regular opportunities to build their knowledge over time in subjects such as history and mathematics.

## **What does the school do well and what does it need to do better?**

Leaders have created an ambitious curriculum for pupils. Where the curriculum is most developed, pupils develop deeper knowledge about concepts that run through that subject. For example, Year 5 and Year 6 pupils speak confidently about democracy and how this has developed over time in specific societies and civilisations. The school has ensured that there are processes for quickly identifying pupils with special educational needs and/or disabilities (SEND). Pupils with SEND access the same curriculum as their peers. In lessons, staff check what pupils have remembered from previous lessons.

Subject leaders have worked with staff in the early years to ensure that the curriculum builds solid foundations from pupils' first experiences in school.

The phonics curriculum is clear and well defined. Staff have received training to deliver the programme. All staff understand the importance of teaching pupils to read. Phonics teaching begins early in Reception. The school identifies pupils who need more support with reading. Some of the support pupils receive does not match closely enough to their gaps in phonics knowledge. This means that some pupils do not close their gaps in phonics knowledge quickly. The school regularly checks how well pupils are learning to read. Some pupils are given books to read that match closely to their level of phonics knowledge. However, some pupils are not given frequent enough opportunities to practise reading books with sounds they are confident in. This means that some pupils do not become as fluent as they could be when reading books containing sounds they have been taught. Pupils enjoy reading. They enjoy listening to their teachers read to them. Pupils speak about enjoying their regular library sessions.

Pupils benefit from a carefully thought-out range of opportunities to develop their characters. Pupils develop a strong moral compass. This is reflected in how they treat each other. It is also reflected in how pupils recognise and respect wider groups in society who may face prejudice and discrimination. Pupils have a secure understanding of British values. As one pupil said, 'People should have the freedom to express themselves in how they want to live their life.' Pupils' spiritual understanding is supported by regular visits from faith leaders from a range of different world faiths. Pupils value the opportunity to take responsibility for making their school a better place. SHINE leaders speak enthusiastically about how they set a positive example for other pupils about how to behave and how to move around school.

Staff are overwhelmingly positive about the support they receive from leaders around workload and well-being. Parents are also effusive in their praise for the school. Governors understand their roles. They understand the importance of remaining strategic in their questioning and challenge of leaders. Governors ensure that the workload and well-being of staff and leaders are given focus. Governors offer challenge to leaders about the school's performance.

## **Safeguarding**

The arrangements for safeguarding are effective.

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

### **(Information for the school and appropriate authority)**

- The support that some pupils receive in phonics is not closely informed by the school's assessments of phonics knowledge. As a result, some support is not as precise as it could be and some pupils do not catch up quickly with their peers. The school should ensure that all pupils who need help with reading are given support that is informed by the assessment of their phonics knowledge gaps.

- Some pupils do not get regular enough opportunities to practise reading words containing sounds they know. This means that some pupils do not get the chance to build their phonics knowledge over time. The school should ensure that pupils are given more frequent opportunities to practise applying their phonics knowledge in their reading books.

## Background

When we have judged a school to be outstanding, we will then normally go into the school about once every four years to confirm that the school remains outstanding. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the first ungraded inspection since we judged the school to be outstanding in March 2017.

## How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

## Further information

You can search for [published performance information](#) about the school.

In the report, 'disadvantaged pupils' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

## School details

<b>Unique reference number</b>	117894
<b>Local authority</b>	East Riding of Yorkshire
<b>Inspection number</b>	10255761
<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	334
<b>Appropriate authority</b>	Local authority
<b>Chair of governing body</b>	Chris Emsen
<b>Headteacher</b>	Helen Calpin
<b>Website</b>	<a href="http://www.snaithprimary.org.uk">www.snaithprimary.org.uk</a>
<b>Dates of previous inspection</b>	2 and 3 March 2017

## Information about this school

- The school does not use any alternative provision.

## Information about this inspection

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the school and has taken that into account in their evaluation of the school.
- To evaluate the effectiveness of safeguarding, the inspector: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- The inspector spoke to a representative from the local authority.
- The inspector carried out deep dives in these subjects: mathematics, early reading and history. For each deep dive, the inspector discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to pupils about their learning and looked at samples of pupils' work.

- The inspector evaluated responses from parents to Ofsted's online survey, Parent View. They spoke with some parents dropping their children off at school. Inspectors also evaluated the responses that staff and pupils made to Ofsted's online surveys.
- The inspector spoke to members of the governing body.

### **Inspection team**

Liam Colclough, lead inspector

His Majesty's Inspector

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