

# Inspection of Snaith Primary School

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

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Inspection dates:	24 and 25 June 2025
The quality of education	<b>Outstanding</b>
Behaviour and attitudes	<b>Outstanding</b>
Personal development	<b>Outstanding</b>
Leadership and management	<b>Outstanding</b>
Early years provision	<b>Outstanding</b>
Previous inspection grade	Outstanding

Until November 2020, the school was exempt from routine inspection because it was judged as outstanding for overall effectiveness at its previous inspection under section 5 of the Education Act 2005. The school has not been inspected under section 5 of the Act since March 2017. The school received an ungraded inspection under section 8 of the Act on 8 and 9 May 2024. Since September 2024, schools have not been awarded an overall effectiveness grade.

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

Leaders, pupils, staff and families are very proud of their exceptional school. Pupils love coming to school. They feel welcome and valued here. The school creates a caring and compassionate environment where pupils feel safe and cared for. The school's motto of 'Let's shine' is evident in all parts of school life. Pupils thrive and grow as well-rounded, confident individuals. There are extremely positive and trusting relationships between staff and pupils.

High-quality pastoral care is a key feature of the school's work. Skilled staff help pupils to understand and manage their feelings independently. Through the curriculum, pupils learn how to manage risk, including when online. Pupils know how to keep themselves physically and mentally healthy. They learn how to demonstrate a deep understanding of their responsibilities to others and the wider world.

The school has high expectations of pupils' work and behaviour. Pupils rise to meet these expectations. Their behaviour is exemplary. Children in the early years settle into routines quickly. They work and play together harmoniously. Pupils enjoy their learning, free from disruptions. No learning time is wasted. By the time they reach Year 6, pupils achieve well above national expectations. They are exceptionally well prepared for their transition to secondary school.

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

Highly effective, inspiring leadership means there is no complacency in this school. There is a strong determination to improve this excellent school even further. Leaders and governors are resolute that all decisions they make are in the very best interests of the pupils. Staff are tremendously positive and are proud to be part of a creative, strong, supportive team.

Across subjects, the school's curriculum is coherently designed. Pupils build on their impressive knowledge as they move through the school. They learn and use rich vocabulary. Skilled teachers use their checks on what pupils remember to design and adapt activities. This means that pupils build their new learning on solid foundations. Pupils make new links and connections with what they already know. Pupils produce work of an exceptionally high standard.

Reading is central to the school's excellent curriculum offer. Interesting, diverse and challenging texts are used to support the delivery of knowledge across subjects very effectively. Children in the early years vote on the book the teacher reads. This helps them to develop their love of books. Enjoyment of reading is promoted consistently as pupils continue through school. Pupils speak enthusiastically of the texts they read. Staff have the expertise to deliver the phonics programme very effectively. They provide tailored support for pupils who need extra help. This builds pupils' confidence considerably, helping them to become fluent, accurate readers.

Children in the early years have a strong start to their education. The early years provides them with a secure foundation for their learning and development. Children display high levels of engagement and concentration. They develop a love of learning through the curriculum. Staff support children to follow the school's rules and routines from the start. Children quickly develop exceptional attitudes and behaviour. They are well prepared for Year 1.

The school is relentlessly ambitious for disadvantaged pupils and pupils with special educational needs and/or disabilities (SEND) to achieve well and flourish. Staff carefully adapt work so that pupils with SEND learn the same curriculum as their peers. The school identifies and meets the needs of these pupils well.

The school promotes pupils' personal development exceptionally well. It offers pupils an extensive range of opportunities to broaden their horizons, such as being part of the pupil council, being a reading representative and being a 'Shine leader'. There is also a comprehensive calendar of trips, visits and other special events. Older pupils support younger pupils in school. For example, older pupils serve younger pupils their school lunch. They sit and talk to the younger pupils about their learning. In this way, pupils leave the school as mature, well-rounded individuals, ready to take their place in modern Britain.

School leaders and governors keep all aspects of the school's work under tight scrutiny to inform improvement. They successfully meet the school's changing needs. Governors are clear about their statutory responsibilities and take their duty of care seriously. Staff appreciate the measures the school takes to reduce their workload and to support their well-being.

## **Safeguarding**

The arrangements for safeguarding are effective.

## **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>	10379353
<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>	The governing body
<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>	8 and 9 May 2024, under section 8 of the Education Act 2005

## Information about this school

- The school does not use any alternative provision.
- The school runs a before- and after-school club.

## Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005. During a graded inspection, we grade the school for each of our key judgements (quality of education; behaviour and attitudes; personal development; and leadership and management) and for any relevant provision judgement (early years and/or sixth form provision). Schools receiving a graded inspection from September 2024 will not be given an overall effectiveness grade.

- Inspections are a point-in-time evaluation about the quality of a school's education provision.
- Inspectors discussed any continued impact of the pandemic with the school and have taken that into account in their evaluation of the school.

- The inspectors met with senior leaders from the school and other school leaders.
- The lead inspector held meetings with the chair of governors and other members from the local governing body. The lead inspector also met with the school improvement partner from the local authority.
- Inspectors carried out deep dives in these subjects: early reading, mathematics, art and computing. For each deep dive, inspectors held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- Inspectors also discussed the curriculum in some other subjects.
- To evaluate the effectiveness of safeguarding, the inspectors: 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 inspectors took account of responses to Ofsted's online survey, Ofsted Parent View, including the free-text responses. The inspectors also considered the responses of staff and pupils to Ofsted's online surveys.

### **Inspection team**

Rebecca Clayton, lead inspector	Ofsted Inspector
Lisa Ponter	Ofsted Inspector
Rebecca Lumb	Ofsted Inspector

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