

Inspection of Snainton Church of England Voluntary Controlled Primary School

Pickering Road, Snainton, Scarborough, North Yorkshire YO13 9AF

Inspection dates: 23 and 24 January 2024

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Early years provision **Good**

Previous inspection grade Good

What is it like to attend this school?

Pupils display positive attitudes towards school. They are proud to be part of its community. Pupils play well with those from different year groups. The school teaches pupils what it means to be respectful towards each other and to recognise differences in opinion. This enables pupils to develop positive relationships with each other. Most pupils attend school regularly. They enjoy earning stamps in their 'punctuality passport' to spend in the 'punctuality shop' at the end of the week. Pupils recognise that it is important to be at school on time.

The school provides effective support to enable pupils to achieve well. Pupils, including those with special educational needs and/or disabilities (SEND), contribute effectively to the life of the school through roles such as those of school councillors and play leaders. Pupils carry out these leadership responsibilities with maturity. School councillors work with their peers to find ways to develop the school further. This has included successfully establishing a food-swap shop at the school.

Parents and carers are overwhelmingly supportive of the school. They appreciate the opportunities that the school provides to involve them in their child's learning and development. Assemblies to celebrate pupils' work and family film nights contribute to the school's welcoming and inclusive ethos.

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

Leaders have made pragmatic decisions to ensure that the curriculum meets the needs of all pupils. The school has successfully implemented an ambitious curriculum. Leaders have broken down the skills and knowledge that pupils must learn in each year group. Pupils speak with confidence about what they have learned. They make connections with prior learning. For example, in history, pupils consider the similarities and differences between the different time periods that they study. Over time, they build an increased understanding of events in chronological order. Teachers skilfully teach pupils in mixed-aged classes. They ensure that pupils complete work that is commensurate with their year group.

Pupils, including those with SEND, benefit from the support provided by adults in class. Adults teach pupils with confidence. They skilfully support pupils to access their learning. Teachers regularly check that pupils have remembered important knowledge and skills. Teachers' strong subject knowledge enables them to address pupils' misconceptions quickly. Pupils demonstrate a mature approach to their studies. For example, in key stage 2, pupils review their work at the end of each lesson. They assess whether they have achieved what was intended in the lesson. This helps them to develop independence in their learning.

The school has implemented a consistent approach to the teaching of phonics. Children begin to learn the sounds that letters represent from the very beginning of their time in Reception. Pupils read books that are well matched to their phonics knowledge. They successfully use strategies to segment and blend words. This helps

pupils to read with increasing fluency and accuracy. Pupils read a variety of texts by different authors and from a range of genres. Most pupils develop a love of reading. Pupils enjoy listening to stories read by adults. This daily routine fosters an enjoyment of reading.

In early years, adults support children's learning effectively. They know the children well. Adults successfully promote the development of communication and language through high-quality interactions with children. Children engage with activities linked to the topic of the week. During the inspection, in Nursery, children enjoyed exploring the different sounds that are encountered when reading 'We're Going on a Bear Hunt'. Following a period of change, the school is in the process of refining its curriculum in this area of the school. Sometimes, children do not benefit as much as they could from the school's early years curriculum. This is particularly the case when children are playing without the support of an adult.

The school's personal, social and health education curriculum provides opportunities for pupils to learn how to stay safe, including when online. Older pupils demonstrate an age-appropriate understanding of healthy and unhealthy relationships. Pupils learn about different faiths and beliefs. Visitors to school from a range of faith groups enable pupils to learn about, and appreciate, other people's beliefs. This broadens their knowledge of a variety of religions.

Governors regularly visit the school. This helps them to develop an accurate understanding of what the school does well and what needs to improve further. Governors hold leaders to account by providing effective challenge and support. Governors and school leaders know that it is important for them to assure themselves that the newly designed curriculum is having the intended impact for pupils as it becomes more established.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- The early years curriculum is at an early stage of development. The school has only recently developed strategies to identify and respond to gaps in children's learning. The school should further refine the early years curriculum to respond to children's development and learning needs so that children consistently benefit from meaningful learning opportunities.
- The school's curriculum has undergone a change following a review by leaders. Until now, it has not been possible to evaluate fully the impact of this because many of these improvements are recent. Leaders, including those with responsibility for governance, should assure themselves, as changes become established, that pupils learn what leaders intend.

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

Unique reference number	121515
Local authority	North Yorkshire
Inspection number	10290091
Type of school	Primary
School category	Voluntary controlled
Age range of pupils	2 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	55
Appropriate authority	The governing body
Chair of governing body	Carol Olivier
Headteacher	Matthew Davies
Website	www.snainton.n-yorks.sch.uk
Date of previous inspection	19 July 2022, under section 8 of the Education Act 2005

Information about this school

- The number of pupils on roll is well below the national average.
- The proportion of pupils identified as needing SEND support is below the national average.
- The proportion of pupils eligible for free school meals is above the national average.
- The school's nursery includes provision for two-year-olds.
- The school is part of the Church of England Diocese of York.
- The school's most recent section 48 inspection for schools of a religious character was in November 2021.
- The school does not use any alternative provision.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- Inspections are a point-in-time judgement 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.
- Inspectors spoke to the headteacher and the lead teacher, who is also the special educational needs coordinator.
- Inspectors carried out deep dives in early reading, mathematics and history. 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.
- To evaluate the effectiveness of safeguarding, 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.
- An inspector met with the school improvement adviser from the local authority. A separate meeting was held with the assistant director from the Diocese of York.
- An inspector met with representatives from the governing board.
- Inspectors reviewed responses to Ofsted Parent View. An inspector also spoke to some parents at the school gate.
- Inspectors reviewed responses to Ofsted's staff and pupil surveys.

Inspection team

Matthew Harrington, lead inspector

His Majesty's Inspector

Helen Haunch

Ofsted Inspector

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