

# Sneyd Green Primary School

Sneyd Street, Burslem, Stoke-on-Trent, Staffordshire, ST6 2NS

## Inspection dates

14–15 January 2015

<b>Overall effectiveness</b>	Previous inspection:	Requires improvement	3
	This inspection:	<b>Good</b>	<b>2</b>
Leadership and management		Good	2
Behaviour and safety of pupils		Good	2
Quality of teaching		Good	2
Achievement of pupils		Good	2
Early years provision		Good	2

## Summary of key findings for parents and pupils

### This is a good school.

- The headteacher is single-minded in ensuring that the work of teachers and school leaders is focused on securing the best outcomes for pupils. As a result, pupils' achievement has improved since the last inspection.
- Governance is strong. Governors share the headteacher's drive to ensure the best results for pupils. They hold school leaders to account and ensure resources and finances are well used.
- Pupils' behaviour in classes and around the school is consistently good and sometimes outstanding.
- Pupils say that staff and fellow pupils are kind and considerate. As a result, they feel safe and well cared for.
- Pupils are well prepared for life in modern Britain through the promotion of eight values: equality, respect, friendship, independence, commitment, challenge, creativity and happiness, which permeate the life of the school.
- Teaching has improved since the last inspection. Much is good and some is outstanding. Teachers and teaching assistants work together effectively to ensure pupils' knowledge, skills and understanding are quickly improved in all subjects.
- School leaders and governors have frequently and accurately monitored pupils' learning. They quickly intervene to provide training and support when teaching is less than good.
- Teachers have high expectations of what pupils can do, know and achieve. Pupils' achieve well in most subjects, particularly writing and mathematics.
- The most-able pupils make good progress, better than that seen nationally.
- Early years provision is good. Children settle quickly, enjoy a good start to their education and are well prepared for the next stage of their learning in Year 1.

### It is not yet an outstanding school because

- Pupils' reading skills in Key Stage 2 are not as well developed as writing and mathematics.
- There is still a gap, though narrowing, between the achievement of disadvantaged pupils and their peers in school and nationally.
- A minority of middle leaders do not use the information they have about pupils' progress and involvement in activities to implement or adapt early intervention and support.
- A very small minority of parents feel that the school does not act promptly on concerns they have about their children's education.

## Information about this inspection

- During this inspection, Year 6 pupils and their teachers were on a residential trip at an outdoor and adventure centre. As a result, it was not possible to observe Year 6 lessons. However, inspectors reviewed Year 6 pupils' learning by looking at the work in their books.
- The school's learning environment was disrupted during this inspection as a result of building work. For example, the space for children's playtime was greatly reduced.
- The inspection team observed 22 lessons, six jointly with senior staff. In addition, inspectors reviewed a range of pupils' books with the subject leader for English. The work in pupils' books was evaluated during observations.
- Inspectors observed the behaviour of pupils as they arrived at school, during break and lunchtimes, as they left the school premises at the end of the day as well as in lessons.
- The views of 42 parents were considered through their responses from Parent View, Ofsted's on-line questionnaire. Inspectors also spoke with parents during the inspection. The responses of the 21 staff who submitted questionnaires were also considered.
- Inspectors looked at a range of documents including information on pupils' academic performance, attendance figures, logs of behaviour incidents, checks on the quality of teaching, minutes of the governing body including the headteacher's reports to governors, the school's self-evaluation and subsequent action planning and documents relating to safeguarding and child protection, including the checks made on staff.
- Meetings were held with: the headteacher; school leaders, including the heads of subject; governors including the Chair of the Governing Body; staff responsible for monitoring pupils' attendance; and a representative of the local authority.
- Inspectors met with groups of pupils of different ages, abilities and backgrounds. They discussed achievement, learning, behaviour and safety.
- During this inspection, inspectors asked additional questions designed to ascertain the school's view of the impact and effectiveness of local authority services to support school improvement. This information will contribute to work being carried out by Ofsted to assess the use, quality and impact of these services.

## Inspection team

Peter Humphries, Lead inspector

Her Majesty's Inspector

Steven Ellis

Additional Inspector

Cathy Parkinson

Additional Inspector

## Full report

### Information about this school

- Since the last inspection in May 2013 a large number of staff have left the school. The headteacher has appointed new staff and restructured the middle leadership team.
- Sneyd Green Primary school is larger than the average-sized primary school. The number of pupils on roll is rising.
- The majority of pupils, 74%, are from White British backgrounds. The proportions of pupils from minority ethnic groups and who speak English as an additional language are below average.
- At 20%, the proportion of disabled pupils and those that who have special educational needs is above average.
- The proportion of disadvantaged pupils, those supported by the pupil premium (additional government funding to support pupils who are known to be eligible for free school meals or looked after by the local authority), is above average at 31%.
- Children in the early years attend on a full-time basis.
- The school does not use alternative provision.
- The school has achieved the Gold Artsmark and Bronze School Games Kitemark.
- The school meets the government's current floor standards, which are the minimum expectations for pupils' attainment and progress in reading, writing and mathematics by the end of Year 6.

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

- Further raise the achievement of disadvantaged pupils, particularly in reading.
- Improve the quality of teaching in Key Stage 2 and raise standards further by ensuring that:
  - all teachers improve pupils' reading so that it matches the high standards of their writing and mathematics.
- Improve the quality of leadership and management and raise standards further by making sure that all leaders:
  - use what they know about pupils' social and academic progress to rapidly implement or modify actions to bring about required improvements
  - respond quickly to the views and requests of parents.

## Inspection judgements

### The leadership and management are good

- The headteacher's belief, that 'children come first', is overwhelmingly supported by all staff. She, along with governors, shares a commitment to high expectations for the quality of teaching, pupils' achievement and behaviour, and sustained improvement. As a result, the quality of teaching and pupils' achievement have improved since the last inspection.
- Leadership and management of the early years provision is good. The early years leader has a clear vision of how good early years can be. Recent changes to approaches to learning and teaching have resulted in pupils making more rapid progress in literacy and numeracy. Parents say they are fully involved in their children's learning and progress.
- Leadership of teaching is effective and thorough. This has led to all teaching over time being at least good, with some that is outstanding.
- Senior leaders set teachers challenging targets for the achievement of the pupils in their classes. The appraisal of staff and subsequent training and support is improving the quality of teaching across the school. Newly qualified teachers say they are well supported and school records show that the deputy headteacher is effective in providing a range of guidance to enable all teachers, new and experienced, to improve their teaching.
- The school promotes equality of opportunity and tackles discrimination well. Thoughtfully planned use of the pupil premium is increasing the progress of disadvantaged pupils. However, while the gap between disadvantaged pupils and their peers is closing, disadvantaged pupils are still eight to 14 months behind their peers in reading, writing, mathematics and English grammar, punctuation and spelling.
- The majority of middle leaders are managing their area of responsibility effectively. As a result, improvements are evident in achievement, the quality of teaching, the provision for disabled pupils those who have who have special educational needs, disadvantaged pupils and the most able. However, a minority of middle leaders do not quickly analyse or act promptly on the information they have about pupils' progress and their involvement in clubs and activities. A very small minority of parents feel that the school does not act promptly on concerns they may have about their children's education.
- The curriculum is good and pupils are given frequent opportunities to develop their social, moral, spiritual and cultural awareness, as well as preparing for life in modern Britain. The school's eight values of equality, respect, friendship, independence, commitment, challenge, creativity and happiness permeate the life of the school. Pupils told inspectors that the 'values lesson' helps them to be kind, considerate, thoughtful and to respect everyone. Pupils have many opportunities to develop their knowledge and understanding of different religions and cultural traditions. For example, pupils have visited a local Mosque and many pupils participated in the Burslem remembrance commemoration at the Burslem war memorial.
- The school's safeguarding procedures are robust. All staff training is up to date and they have a clear understanding of how to keep pupils safe. Leaders have carried out appropriate risk assessments to ensure pupils are safe during the ongoing building work.
- The local authority has provided effective support to teachers, leaders and governors. It has carried out reviews of teaching and learning and the use of the pupil premium. The headteacher stated that these have been valuable in identifying the school's strengths and areas for improvement. Representatives of the local authority have coached governors in how to challenge the school's leaders while at the same time being supportive.
- The primary school sports funding is well used. The quality of physical education teaching has improved considerably as teachers have gained new knowledge and skills. There are more after-school clubs available and an increasing number of pupils are enjoying success, winning medals in inter-school competitions, and gaining representative honours. However, an analysis of participation rates has not been carried out in order to evaluate which pupils take advantage of the clubs and opportunities on offer.
- Pupils are being well prepared for the next stage in their education. They are developing the necessary skills to be resourceful, independent and resilient. Pupils have a solid foundation of literacy and numeracy skills that will enable them to make further progress.
- **The governance of the school:**
  - Governance is a strength of the school. Governors support the headteacher's belief that 'children come first'. They have a good understanding of how well the school is doing compared to other schools and are actively involved in taking action to continue improvement. They regularly visit the school and have 'link governors' for each subject and year group. The headteacher and other leaders provide reports to the governing body and they meet every half-term to discuss pupils' achievement and the quality of teaching. Governors have established a 'getting to good' committee which is attended by school leaders.

As a consequence, actions to improve the school are coordinated and effective.

- Governors carefully and thoughtfully carry out their statutory duties, including those for safeguarding and finance. As a consequence, safeguarding arrangements are effective and meet statutory requirements. Governors make sure the school is delivering good value for money. They check how the pupil premium funding is spent and the impact this has on the achievement and well-being of the pupils supported by the grant. As a result, they are challenging leaders to further improve the outcomes for disadvantaged pupils. They make sure that the primary school sports funding is benefiting the health, fitness and performance of pupils. The headteacher's spending plans are carefully scrutinised and challenged where necessary and appropriate. As a result, staff and resources are used effectively.
- The governing body is fully aware of how teachers' performance is measured and how the school's pay policy is implemented. As a result, governors ask for appropriate evidence, for example, the teacher's contribution to improving pupils' achievement, when the headteacher recommends a pay rise or promotion.
- Governors monitor the school's curriculum and ensure that pupils develop values that reflect a democratic society, for example tolerance and respect of others and the understanding of what is right and wrong and the democratic process.

## The behaviour and safety of pupils are good

### Behaviour

- The behaviour of pupils is good. It is supported effectively from the early years onwards. Classroom routines are well established, including how pupils' work is presented. Relationships between pupils and all staff are strong. Pupils are very polite and courteous. Pupils are welcoming to visitors and keen to talk about their work. Pupils are very proud of their school and show this by wearing their uniform with pride and showing respect for the pleasant and vibrant learning environment. There is little litter around the school site.
- Pupils are interested in their learning and have positive attitudes which contribute to the good progress they make. Pupils' behaviour is well managed. Leaders, teachers and teaching assistants are proactive in planning to meet the needs of pupils who exhibit challenging behaviour. As a result, pupils with emotional and social difficulties are effectively supported and behave well in lessons.
- Despite the reduced playground space as a result of the building work, pupils play cooperatively at breaks and lunchtimes. They show that they can take turns and share equipment.
- Pupils' attendance, including that for minority groups, disabled pupils, those who have special educational needs and those who are supported by the pupil premium, is improving and above the national average for primary schools. The number of pupils who are persistently absent, having 15% or more absence from school, is reducing and is below the national average.
- As a result of the proactive approach to managing pupils' behaviour, the school has not permanently excluded any pupils in the past 12 years and there has only been one fixed-term exclusion in five years.
- All staff, governors and a representative of the local authority agree that pupils' behaviour is well managed and that pupils behave well. However, a very small minority of parents feel that the school does not ensure that pupils are well behaved.
- Behaviour is not outstanding because a small minority of pupils have to be reminded to follow the school's playtime rules. Pupils' behaviour can sometimes deteriorate when teaching fails to engage their interest. However, this happens infrequently.

### Safety

- The school's work to keep pupils safe and secure is good.
- All pupils say they feel extremely safe and are happy in school. All staff and the vast majority of parents agree with this. Pupils understand different forms of bullying, including cyber-bullying, name-calling, racist, prejudice-based and homophobic bullying. Pupils say bullying is rare and when it does happen it is dealt with quickly.
- The school's systems for checking visitors and guest speakers, for example those delivering assemblies, are detailed and thorough. School leaders have carried out appropriate risk assessments to ensure the school site and trips and visits are safe. As a result, pupils are fully aware of how to keep themselves safe in and out of school.
- Leaders, including governors, ensure safeguarding and child protection policies, are clear and regularly reviewed to ensure they comply with local authority and government guidelines. As a result, pupils whose circumstances make them vulnerable are quickly identified, well cared for, safe and flourishing in their

academic work.

### The quality of teaching

is good

- The quality of teaching across the school has improved since the last inspection and is now consistently good, with some that is outstanding. The work seen in pupils' books shows that teachers plan and set work for different abilities so that every pupil is working at the right level to stretch and challenge them. As a result, the majority of pupils are making the progress expected in all subjects and especially in writing and mathematics.
- Teaching assistants make a valuable and effective contribution to pupils' learning. They use skilful questioning to check on pupils' understanding and to develop pupils' ability to problem-solve and to improve their work unaided. This intervention is appropriately matched to the pupils' ability. This excellent matching of support and guidance to meet individual needs means that all pupils, including those who are supported through pupil premium or disabled pupils and those with special educational needs and the most able, make the progress, and often more than the progress, expected of them.
- Where learning is most effective, teachers show high expectations of what pupils can do, know and understand. Teachers have good subject knowledge and a passion and enthusiasm for learning which they communicate to pupils. As a result, pupils show positive attitudes to learning and make good progress.
- Teachers' assessment of pupils' learning is frequent, thorough and detailed. This enables them to intervene quickly if pupils misunderstand work, need support or can move on to more challenging tasks. Teachers are also confident in dealing with pupils who sometimes struggle to behave well. As a result, pupils are able to participate fully in the learning.
- In the early years, the teaching of early reading, writing and numeracy skills is good. Pupils are taught phonics (letters and the sounds they make) very well and are expected to use them in their writing and reading. Pupils are well prepared for their learning in Key Stage 1.
- In Key Stage 1 and 2, writing is taught through the delivery of other subjects, such as history. This ensures that pupils develop their subject knowledge and understanding while appreciating how to write for different purposes and audiences. In Key Stage 1, pupils' reading skills develop quickly as they have access to a range of fiction and non-fiction books in and out of lessons. However, in Key Stage 2 pupils do not always have opportunities to read widely and often in a range of subjects. As a result, pupils' progress in reading is not as fast as in writing and mathematics.
- The teaching of mathematics across the school is good. Pupils have opportunities to develop their knowledge and to apply this understanding through a range of problem-solving and reasoning activities.
- The most-able pupils say that they enjoy their learning because it is interesting, challenging and fun. They have frequent opportunities to research, investigate and to deepen and extend their learning in a range of subjects, particularly mathematics.

### The achievement of pupils

is good

- Pupils' achievement has improved since the last inspection and is now good. At the end of Year 6, the proportion of pupils making expected and more than expected progress in reading, writing and mathematics is above the national average.
- The most-able pupils are challenged well and make good progress. The proportion of most-able pupils achieving the higher levels in reading, writing, mathematics and English grammar, punctuation and spelling is above the national average.
- The proportion of disadvantaged pupils making the progress expected of them has increased, particularly in mathematics. As a result, the gap in Year 6 test results in 2014 between disadvantaged pupils and their peers in school closed to 12 months in reading, eight months in writing and 14 months in mathematics. Year 6 test results in writing and mathematics closed to 12 months behind the national average for all pupils and 14 months behind it in reading. Information provided by the school shows that the gap between disadvantaged pupils and other pupils in the school is closing in other year groups. However, school leaders accept that this gap needs to be closed more rapidly, particularly in reading.
- Pupils' progress in reading, writing and mathematics in Key Stage 1 is now good as a result of the improvements in the quality of teaching. The work in pupils' books shows that they are producing work typical for their age and ability. In Key Stage 2, pupils' progress in reading is slower than in writing and mathematics.
- Information provided by the school shows that disabled pupils and those with special educational needs

make good progress from their starting points. This is because school leaders quickly identify their specific needs and ensure that specialist support is put in place. Frequent and thorough checks are made on the effectiveness of the extra help given. If pupils are not making the progress expected of them then the school quickly adapts or adds to the support. Pupils say that this help and the support they receive from teaching assistants help them to concentrate on their work and make good progress.

- Children start the nursery class with knowledge, skills and understanding which are sometimes below what is typical for their age. Children make good progress from their starting points in all areas of learning in the early years, particularly reading, writing and mathematics.
- Children develop a good understanding of their letters and sounds in the early years. Teachers build on this successfully at Key Stage 1. Results of the 2014 screening check in phonics (the sounds letters make) for Year 1 pupils were in line with the national average.

### The early years provision

is good

- The early years provides a good start to children's education. In 2014, the proportion of children who achieved a good level of development was broadly average. This is because the quality of teaching is consistently good and often outstanding, particularly the teaching of phonics (the sounds letters make). Day-to-day assessment is used well to plan the next steps for each child, including the most able, those who are disabled or have special educational needs or who are disadvantaged, so that all make good progress.
- Achievement across the early years is good because staff know children well and plan activities that interest them and help develop their knowledge, skills and understanding in a range of areas, particularly reading, writing and mathematics. As a result, the vast majority of children are ready to start Year 1.
- Children's behaviour is excellent, with children showing great care and consideration for others. Children are safe and happy. Procedures for keeping children safe are equally effective in the early years provision as they are in the rest of the school. Staff are fully aware of the requirements to safeguard children and fully meet all statutory requirements.
- The leadership of the early years provision is good because leaders ensure that good practice is promoted across all the classes. Leaders work well with parents. They share important information about children's strengths, suggest ways in which parents can support their children's learning at home and welcome parental feedback. As a result, parents of children in the early years are overwhelmingly positive about its provision at Sneyd Green Primary School. However, the analysis of children's progress over time is not always sharp enough for leaders to accurately judge the provision's strengths and areas for improvement or to be aware of where to focus their efforts more accurately.

## 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>	123988
<b>Local authority</b>	Stoke-on-Trent
<b>Inspection number</b>	455374

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>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	455
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	David Walley
<b>Headteacher</b>	Rosina Lee
<b>Date of previous school inspection</b>	2 May 2013
<b>Telephone number</b>	01782 234460
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