

The Snaith School

Address: Pontefract Road, Snaith, Goole, East Yorkshire, DN14 9LB

Unique reference number (URN): 140866

Inspection report: 19 May 2026

Exceptional	
Strong standard	●
Expected standard	● ● ● ● ●
Needs attention	
Urgent improvement	

✓ Safeguarding standards met

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, pupils are made safer and feel safe.

How we evaluate safeguarding

When we inspect schools for safeguarding, they can have the following outcomes:

- **Met:** The school has an open and positive culture of safeguarding. All legal requirements are met.
- **Not met:** The school has not created an open and positive culture of safeguarding. Not all legal requirements are met.

Strong standard

Attendance and behaviour

Strong standard 

Pupils at The Snaith School, including those with special educational needs and/or disabilities, attend well. Leaders train staff so that they are confident to talk to pupils about attendance. Staff continually reinforce high expectations for regular attendance. Leaders carefully analyse pupils' attendance data to identify any patterns or trends. They ensure that pupils who need support to improve their attendance receive it. Leaders tackle any barriers that pupils may face with care and consideration. They provide individualised support. Leaders are committed to ensuring that pupils are supported to engage in their education and learning successfully. They explore all avenues of support to ensure that this is possible. This ensures that the proportion of pupils who are persistently absent, including those who are disadvantaged, is reducing rapidly.

Leaders and staff share high expectations of pupils' behaviour. Behaviour around school is calm and purposeful. This is as a result of a deliberate, considered practice and reminders of routines. Bullying and discrimination are not tolerated. Pupils show a commitment to their learning. They rarely need reminders about positive behaviour. Leaders identify pupils who need extra help to meet the school's high expectations. Adaptations to the behaviour policy are put in place where appropriate. Pupils receive support to deal with their emotions and develop their skills to manage this themselves effectively.

Expected standard

Achievement

Expected standard 

The school's commitment to inclusion ensures that pupils are typically supported well to achieve. This includes those with special educational needs and/or disabilities and other barriers to learning. Pupils generally secure key knowledge and skills, for example in communication and reading. This enables pupils to learn more effectively. This largely ensures that pupils are ready for their next steps. In the main, pupils secure appropriate education, employment or training at the end of key stage 4.

On the whole, pupils achieve well. Their progress and attainment in national tests are broadly in line with national averages. Disadvantaged pupils generally achieve outcomes that are also in line with national averages. Typically, pupils know more and remember more over time across a range of subject areas. Pupils are able to identify work that they are proud of and share their learning. Pupils' understanding is generally reflected in the quality of their work.

Curriculum and teaching

Expected standard 

Leaders have an accurate understanding of the quality of the curriculum and teaching across the school. They carefully consider how best to use staff and resources to support pupils to learn well. Leaders take swift action to address changes when this is needed, for

example to adapt to the recent significant increase in pupil numbers within the school effectively. Leaders ensure that the curriculum is appropriately sequenced. This helps pupils to build new knowledge on what they already know. Leaders carefully consider adaptations to the curriculum for individual pupils, such as for those with an education, health and care plan.

Teachers have secure subject knowledge. They typically use their knowledge of pupils to inform their teaching. Appropriate support is provided for pupils who have not yet secured key skills in communication, reading and handwriting. This includes phonics to support those at the earliest stages of reading.

Leaders have identified the need to develop pupils' independence and increase opportunities for pupils to deepen their understanding to secure detailed knowledge across the curriculum. Leaders understand how to do this effectively. Where this is most effective, checks on pupils' learning and skilled questioning are used to prompt and strengthen pupils' thinking. However, this is not consistent across all subjects and year groups.

Inclusion

Expected standard 

Positive relationships across the school mean that staff know pupils well. All pupils are welcomed into 'the Snaith family.' Leaders' commitment to developing a sense of belonging supports pupils who join the school at any stage of their education to settle well. Leaders quickly identify barriers to pupils' learning or wellbeing from the earliest opportunity. There is a well-structured transition programme in place. Additional opportunities are in place for pupils who need them, including those with special educational needs and/or disabilities. Leaders use a range of approaches to accurately understand the challenges pupils may face. They share these with staff, who use this knowledge to inform how they support pupils. As a result, pupils' needs are generally well met.

Leaders draw on advice from wider professionals, including mental health services, when needed. Alternative provision is used sparingly and in the best interests of pupils. Leaders work closely with a number of virtual schools. There is robust tracking of support and the progress of children in care. Leaders' understanding of the barriers pupils face informs their use of the pupil premium. Training for staff ensures that evidence-informed approaches are generally understood and implemented by staff.

Leadership and governance

Expected standard 

Leaders, including governors and trustees, understand the school's context. They accurately identify strengths and areas for development. Trustees ensure that their statutory duties are met. Working with governors, they ensure that they provide effective challenge and support to the school. Swift action is taken to bring about change in the best interests of pupils. Leaders have welcomed a significant number of pupils into the school over a short period of time. Their careful consideration of this has helped new pupils to settle quickly. They blend seamlessly with those pupils who were already at the school and have quickly become part of 'the Snaith family'.

Professional learning is an integral part of the school's improvement process. It exemplifies leaders' commitment to further developing consistently high-quality teaching. Teachers,

including those at the early stages of their career, and support staff value their learning opportunities. Staff feel empowered to contribute to the strategic direction of the school. This includes collaboration with other schools and professionals. Leaders are considerate of staff workload and wellbeing. Staff feel well supported and are proud to work at the school.

Leaders work strategically to seek feedback from pupils, parents and carers. This helps to develop constructive relationships. The school plays a central role in the local community, sharing its facilities with the public. Sports leaders at the school arrange sporting activities for local primary schools. In addition, pupils enjoy visiting local residential communities to share in their festive celebrations.

Personal development and wellbeing

Expected standard 

Leaders ensure that there is a thoughtfully designed programme for pupils' personal development. This considers the school's context appropriately. This is largely delivered through designated 'Apex' lessons, which are part of the school's curriculum, and further supported by form time activities, assemblies and the wider enrichment offer. Leaders ensure that pupils are knowledgeable and well prepared for their next steps. The careers programme features taught content within 'Apex' lessons. Employer encounters and engagement with local colleges and universities support this further.

Through religious education lessons, pupils develop an understanding of different faiths and religions. Their social conscience and moral reflection are further developed through whole-school activities, for example by taking part in remembrance events and cross-curriculum work focused on the Holocaust. Pupils demonstrate respect for cultural diversity. They show an appropriate understanding of the values that they need for life in modern Britain. Pupils learn about a wide range of topics, including knife crime, personal finance and consent. Pupils know how to keep themselves safe online and stay healthy. Leaders make reasonable adjustments for pupils where needed. For example, where appropriate, the school nurse delivers bespoke support linked to learning about puberty. Collaboration with leaders in the school's student services ensures that proactive and effective support for pupils' wellbeing and mental health is available for those pupils who need it.

Pupils appreciate the range of opportunities on offer to broaden their experiences. After-school clubs such as choir, science, technology, engineering and mathematics, together with a wide range of sports, help pupils to discover and develop their talents. Leaders remove pupils' barriers to attending after-school activities through the use of 'Sally' the school minibus. This provides transport when needed for those who want to join in. Leaders' tracking of pupils' engagement and participation in this offer is in the early stages. Leaders have recently begun to ensure that pupils who face barriers to their learning or wellbeing participate and benefit from these opportunities as fully as possible.

What it's like to be a pupil at this school

The Snaith School welcomes pupils with open arms. Positive relationships between staff and pupils help to develop pupils' sense of belonging. Lessons are calm and purposeful. Pupils enjoy a curriculum that is well considered and generally meets their needs. Pupils

achieve well. In national tests at the end of key stage 4, pupils' results are broadly in line with national averages. Where pupils face barriers to learning, staff typically make appropriate adjustments for them. Overall, pupils, including those with special educational needs and/or disabilities, learn the curriculum securely. Generally, pupils leave well prepared for the next stage of their education.

Pupils behave extremely well. They follow clear routines consistently and meet leaders' high expectations. Pupils enjoy spending time with their friends at social times. The school's 'Infinity' provision provides a space that pupils appreciate being able to go to for support. Pupils feel safe and know that there is an adult they can speak to if they have any concerns. Pupils are polite, kind and well mannered. They are respectful of the differences between people. Instances of bullying or use of discriminatory language are rare. Staff deal with these swiftly and effectively when they do occur. Recent training for pupils as anti-bullying ambassadors enables them to support their peers. On the whole, pupils enjoy coming to school. They attend regularly.

Pupils benefit from a range of activities that develop their interests and help to build their confidence. For example, pupils take part in the band, games club and school performances, including the pantomime. In addition, pupils are able to broaden their awareness of the world around them through a range of trips. This includes curriculum-focused trips to Whitby and France. They also enjoy ski trips, subject-based visits overseas and taking part in the Children's London Marathon. Pupils develop their leadership skills through roles such as being prefects or school council representatives.

Next steps

- Leaders should ensure that highly effective teaching, including the skilful use of assessment to adapt approaches, is embedded across subjects and year groups.
- Leaders should ensure that pupils, including those who are disadvantaged, consistently achieve well, develop detailed knowledge and skills and are supported to produce high-quality work across the curriculum.
- Leaders should develop the use of detailed and insightful analysis to evaluate the effectiveness of the personal development provision, ensuring that pupils who face barriers to learning or wellbeing participate and benefit fully from this offer.

About this inspection

This school is part of The Education Alliance, which means other people in the trust also have responsibility for running the school. The trust is run by the interim chief executive officer (CEO), Scott Ratheram, and overseen by a board of trustees, chaired by Karen Dow.

Inspectors carried out this full inspection under section 5 of the Education Act 2005.

Following our renewed inspection framework, all inspections are now led by His Majesty's Inspectors (HMIs) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

Inspectors spoke with the headteacher, members of the senior leadership team, staff and pupils during the inspection. They also spoke with the interim CEO, the chair of the board of trustees, a trustee and the chair of the local governing body.

The school meets the requirements of the provider access legislation, which requires schools to provide pupils in Years 8 to 13 with information and engagement about approved technical education qualifications and apprenticeships.

The inspectors confirmed the following information about the school:

The school currently makes use of 2 alternative provisions, including one that is unregistered.

Headteacher: Heather Yates

Lead inspector:

Lyndsey Reed, His Majesty's Inspector

Team inspectors:

Richard Crane, Ofsted Inspector

Vicky Callaghan, Ofsted Inspector

David Wadsworth, Ofsted Inspector

James Evans, His Majesty's Inspector

Facts and figures used on inspection

The data was used by the inspector(s) during the inspection. More recent data may have been published since the inspection took place.

 This data is from 19 May 2026

School and pupil context

Total pupils

788

Below average

What does this mean?

The total number of pupils currently at this school and how this compares to other schools of this phase in England.

National average: 1,067

School capacity

914

Below average

What does this mean?

The total number of pupils who can attend the school and how this compares to other schools of this phase in England.

National average: 1,154

Pupils eligible for free school meals (FSM)

16.88%

Below average

What does this mean?

The proportion of pupils eligible for free school meals at any point in the last six years.

National average: 28.9%

Pupils with an education, health and care (EHC) plan

4.19%

Above average

What does this mean?

The proportion of pupils with an education, health and care plan. This covers pupils with more support than is available through special educational needs support.

National average: 3.09%

Pupils with special educational needs (SEN) support

14.34%

Close to average

What does this mean?

The proportion of pupils with reported special educational support needs at the school.

National average: 13.4%

Location deprivation

Below average

What does this mean?

Based on the English Indices of Deprivation (2019) and the school's location, we have calculated whether the school is located in a more or less deprived area.

Resourced Provision or SEND Unit (if applicable)

No resourced provision

What does this mean?

Whether school has Resourced Provision or SEND unit (if applicable).

All pupils' performance

English and maths GCSE

Percentage of pupils who achieved grade 5 or above in English and maths GCSE.

Year	This school	National average	Compared with national average
2024/25 (final)	40.8%	45.4%	Close to average
2023/24 (final)	39.3%	45.9%	Close to average
2022/23 (final)	46.2%	45.3%	Close to average

Attainment 8

A measure of pupils' point scores across 8 subjects including maths (double weighted), English (double weighted if both language and literature are taken), 3 EBacc measures and 3 GCSE or technical measures.

Year	This school	National average	Compared with national average
2024/25 (final)	46.3	46.1	Close to average

Year	This school	National average	Compared with national average
2023/24 (final)	46.7	45.9	Close to average
2022/23 (final)	47.5	46.3	Close to average

Progress 8

How much progress pupils made between the end of primary school (key stage 2) and the end of secondary school (key stage 4), compared to pupils across England who got similar results at the end of key stage 2.

Year	This school	National average	Compared with national average
2023/24 (final)	0.21	-0.03	Close to average
2022/23 (final)	0.11	-0.03	Close to average

Disadvantaged pupils' performance

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after.

Disadvantaged pupils' English and maths GCSE grade 5 or above

Percentage of disadvantaged pupils achieving grade 5 or above in English and maths GCSE.

Year	This school	National average	Compared with national average
2024/25 (final)	25.0%	25.8%	Close to average
2023/24 (final)	22.2%	25.8%	Close to average
2022/23 (final)	12.5%	25.2%	Below

Disadvantaged pupils' Attainment 8

A measure of disadvantaged pupils' point scores across 8 subjects including maths (double weighted), English (double weighted if both language and literature are taken), 3 EBacc measures and 3 GCSE or technical measures.

Year	This school	National average	Compared with national average
2024/25 (final)	38.6	34.9	Close to average
2023/24 (final)	35.9	34.6	Close to average
2022/23 (final)	35.7	35.0	Close to average

Disadvantaged pupils' Progress 8

How much progress disadvantaged pupils made between the end of primary school (key stage 2) and the end of secondary school (key stage 4), compared to pupils across England who got similar results at the end of key stage 2.

Year	This school	National average	Compared with national average
2023/24 (final)	-0.14	-0.57	Above
2022/23 (final)	-0.30	-0.57	Close to average

Disadvantaged pupils' performance gap

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after. The school disadvantage gap is the difference between the performance of the school's disadvantaged pupils compared to the performance of all non-disadvantaged pupils nationally.

Disadvantaged pupils' English and maths GCSE grade 5 or above

Percentage of disadvantaged pupils who achieved grade 5 or above in English and maths GCSE.

Year	This school	National non-disadvantaged score	School disadvantage gap
2024/25 (final)	25.0%	53.1%	-28.1 pp
2023/24 (final)	22.2%	53.1%	-30.9 pp
2022/23 (final)	12.5%	52.4%	-39.9 pp

Disadvantaged pupils' Attainment 8

A measure of disadvantaged pupils' point scores across 8 subjects including maths (double weighted), English (double weighted if both language and literature are taken), 3 EBacc measures and 3 GCSE or technical measures.

Year	This school	National non-disadvantaged score	School disadvantage gap
2024/25 (final)	38.6	50.4	-11.8
2023/24 (final)	35.9	50.0	-14.1
2022/23 (final)	35.7	50.3	-14.6

Disadvantaged pupils' Progress 8

How much progress disadvantaged pupils made between the end of primary school (key stage 2) and the end of secondary school (key stage 4), compared to pupils across England who got similar results at the end of key stage 2.

Year	This school	National non-disadvantaged score	School disadvantage gap
2023/24 (final)	-0.14	0.16	-0.30
2022/23 (final)	-0.30	0.17	-0.47

Destinations after 16

Destinations after 16

Percentage of pupils staying in education or employment for at least 2 terms after the end of secondary school (key stage 4).

Year	This school	National average	Compared with national average
2023 leavers (revised)	98%	92%	Above
2022 leavers (revised)	94%	93%	Average
2021 leavers (revised)	97%	94%	Average

Absence

Overall absence

The percentage of all possible mornings and afternoons missed due to absence from school (for whatever reason, whether authorised or unauthorised) across all pupils.

Year	This school	National average	Compared with national average
2024/25 (3 term)	6.5%	8.4%	Below
2023/24 (3 term)	7.2%	8.9%	Below
2022/23 (3 term)	7.7%	9.0%	Close to average

Persistent absence

The percentage of pupils missing 10% or more of their possible mornings and afternoons.

Year	This school	National average	Compared with national average
2024/25 (3 term)	17.2%	23.4%	Below
2023/24 (3 term)	21.3%	25.6%	Close to average
2022/23 (3 term)	24.6%	26.5%	Close to average

Our grades explained

Exceptional

Practice is exceptional: of the highest standard nationally. Other schools can learn from it.

Strong standard

The school reaches a strong standard. Leaders are working above the standard expected of them.

Expected standard

The school is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement ●

The school needs to make urgent improvements to provide the expected standard of education and/or care.

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Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
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