

# Sandringham Primary School

## Inspection report

---

<b>Unique Reference Number</b>	106730
<b>Local Authority</b>	Doncaster
<b>Inspection number</b>	356012
<b>Inspection dates</b>	17–18 January 2011
<b>Reporting inspector</b>	Rosemary Eaton

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>	325
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr David Miles
<b>Headteacher</b>	Mrs Sue Turner
<b>Date of previous school inspection</b>	18 June 2008
<b>School address</b>	Sandringham Road Doncaster South Yorkshire DN2 5LS
<b>Telephone number</b>	01302 361880
<b>Fax number</b>	01302 329668
<b>Email address</b>	head@sandringham.doncaster.sch.uk

---

<b>Age group</b>	3–11
<b>Inspection dates</b>	17–18 January 2011
<b>Inspection number</b>	356012

---

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the documentation in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Royal Exchange Buildings  
St Ann's Square  
Manchester  
M2 7LA

T: 0300 123 4234

Textphone: 0161 618 8524

E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)

W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2011

## Introduction

This inspection was carried out by three additional inspectors. The inspectors observed 12 lessons taught by 10 teachers and held meetings with groups of pupils, members of the governing body and staff. They observed the school's work, and looked at a range of documents including safeguarding policies and records, samples of pupils' work, and assessment information. The 65 questionnaires returned by parents and carers were analysed in addition to those from pupils and staff.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following.

- The robustness of assessment procedures in order to help confirm the school's view of pupils' attainment and progress.
- The extent to which leaders have driven improvement since the previous inspection.
- Whether the previously good provision and outcomes for children in the Early Years Foundation Stage have been maintained.
- How well teachers use assessment information to meet the needs of different groups of pupils.

## Information about the school

This is a larger than the average-sized primary school. A much higher than average proportion of pupils are known to be eligible for free school meals. Most pupils are White British. Smaller than average proportions are from minority ethnic groups, speak English as an additional language or have special educational needs and/or disabilities. More pupils than average join the school at other than the usual times. The school has gained the Activemark and has both Healthy Schools and Investors in People status. The school did not take part in the 2010 national tests for 11-year-olds. The registered childcare that shares the school site is managed privately and is inspected separately.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**3**

**The school's capacity for sustained improvement**

**3**

## Main findings

One of the school's particular strengths is the good quality care, guidance and support it offers pupils. Together with effective arrangements for safeguarding and the pupils' very positive relationships with staff, this results in pupils who behave well, feel safe in school and who show their concern for others by making a good contribution to the school and wider community. Reflecting the school's inclusive nature, pupils give newcomers a very warm welcome and those from different backgrounds work and play together harmoniously.

By the end of Year 6, attainment is broadly average. It is better in mathematics and weaker in writing. Pupils find it hard to spell and punctuate correctly when writing independently. Learning and progress are satisfactory overall but are variable, as is the case with the quality of teaching. Some lessons are characterised by motivating activities that challenge every pupil to work hard and learn well. However, there is not enough of this good teaching to enable pupils to make consistently good progress, particularly in writing. Pupils themselves have noticed that they sometimes 'spend ages on the carpet while teachers explain things'. In the Early Years Foundation Stage, high expectations and a focus on developing independent learning skills contribute to children's good progress from their individual starting points.

The headteacher has ensured that the strengths identified by the previous inspection have been retained while a number of improvements have been made in areas where the school's efforts have been focused. As a result, for example, attainment in mathematics has risen and progress has accelerated. Extensive assessment information is gathered and senior leaders' thorough analysis enables the school to identify areas where more improvement is needed. Hence, writing is a current priority. Self-evaluation is accurate and staff work together to plan ways forward. All this demonstrates the school's satisfactory capacity to continue to improve.

Up to 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

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

- Increase the proportion of teaching that is good or better by focusing particularly on ensuring:
  - lessons provide plenty of time for pupils to learn independently
  - learning moves on at a quick pace and pupils do not mark time
  - all pupils are expected to work at the highest levels of which they are capable.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

- Raise attainment in writing by providing more opportunities for pupils to:
  - apply their writing skills independently during lessons across the curriculum
  - talk about and clarify their ideas before they write them down.

## Outcomes for individuals and groups of pupils

3

Pupils are keen to learn and often show this in lessons by volunteering to answer questions or to share their work with the class. They enjoy working with a partner or as a team and are happy to help each other out, for example, by suggesting a metaphor or assessing how well another pupil has performed. Pupils learn the mechanics of writing but do not always apply these to their work. Too often, their books show careless errors of spelling, punctuation and grammar with a narrow range of vocabulary used. Some pupils find it hard to sit still and focus on their work. This is particularly when activities do not inspire them. In Key Stage 2, some pupils find it hard to sit still and focus on their work. This is particularly so when activities do not inspire them.

When they join the Nursery, children's skills are typically below and often well below the levels usually expected. By the start of Year 1, pupils are generally working at just below the national average. Previous national test results, the school's assessment information and scrutiny of pupils' work indicate that at the end of Year 6, attainment is average in mathematics but below average in English, particularly in writing. Progress and achievement tend to be better in mathematics than in English but are satisfactory overall. There are variations year-on-year in the progress made by girls and boys and in their relative attainment. However, no clear patterns emerge and the school is quick to take action when discrepancies are identified. Pupils with special educational needs and/or disabilities make satisfactory progress because they receive effective support. Those who join the school at other than the usual times also progress satisfactorily because they are quickly integrated so they start learning as soon as possible.

Pupils readily take on a range of responsibilities, such as acting as school councillors, eco-monitors, and reading buddies. They are active in the local community, planting bulbs to improve the environment or entertaining elderly residents, for example. Pupils' good behaviour helps them to feel safe in school. They report that, although there are occasional instances of bullying, they are confident that staff deal with these immediately and effectively. Pupils participate enthusiastically in sporting activities and clubs such as dance and gymnastics. They appreciate what constitutes healthy eating but are often reluctant to choose items such as vegetables and salad from the good range offered at lunchtime. Pupils learn about the food and traditions of different cultures by presentations from parents and carers representing a wide range of community groups. They learn to be enterprising, for example, by organising coffee mornings or fund-raising. However, pupils' average attendance and level of basic skills mean that the preparation for the next stage of their lives is satisfactory, rather than good.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>3</b>
Taking into account: Pupils' attainment <sup>1</sup>	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>3</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>3</b>
Taking into account: Pupils' attendance <sup>1</sup>	3
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

## How effective is the provision?

Teachers establish warm working relationships with pupils so they feel comfortable and are willing to do their best. Behaviour is managed well. In some lessons, work is carefully chosen to stimulate pupils and teachers judge accurately when to move them on to another activity and maintain the pace of learning. However, in some lessons the pace is too slow, tasks are mundane and pupils who have completed them or who are clearly ready to move on and learn independently are required to mark time as others catch up. Assessment information is used well to identify pupils whose learning needs a particular boost and this often comes in the form of good support from teaching assistants. However, pupils are not always provided with sufficient challenge, especially when it comes to tasks involving writing. Teachers take care to involve all pupils in discussions but do not consistently ask questions that demand responses in the form of full sentences. Again, there are good examples of pupils talking with a partner to solve a problem or formulate a response to a tricky challenge but such opportunities for pupils to practise expressing their ideas coherently prior to writing are missed in some lessons.

The curriculum is currently being developed to strengthen links between subjects and offer more opportunities for pupils to develop and apply their skills, particularly in writing independently in exciting and real-life contexts. Currently, there are not enough such opportunities. The curriculum in Key Stage 1 is flowing increasingly smoothly from that in the Reception Year, for example, through sessions during which pupils plan and review

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

their own work. The mathematics curriculum has moved on well since the previous inspection and has helped to raise pupils' attainment. The impressive number and range of clubs, before school, at lunchtime or after school, are very well supported and appreciated by pupils. More good-quality enrichment comes in the form of visits, including residentials, and special days and weeks, such as International Week.

Each pupil and their individual circumstances are known very well by the school and their progress and development are tracked carefully. This means that support is quickly and accurately targeted to where it is most needed. There are excellent examples of the effectiveness of the school's work with families and other agencies in order to support potentially vulnerable pupils. A programme led by teaching assistants helps pupils in Key Stage 1 to explore and cope with their emotions, with a measurable impact on behaviour and relationships. An innovative system is in place to keep parents and carers informed about their children's progress and help them support learning by setting their own targets for the children each term. The provision for pupils with special educational needs and/or disabilities is well organised and involves liaison with a wide range of agencies and professionals. The arrangements for preparing pupils to transfer to secondary school are good and pupils approach this with confidence. Attendance is monitored closely and strategies to encourage regular attendance are satisfactory, though unimaginative.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>3</b>
Taking into account: The use of assessment to support learning	3
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>3</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

## How effective are leadership and management?

The headteacher and the deputy headteacher inspire the confidence of the staff, governing body and parents and carers. Each week, staff have time to work together to tackle priority areas such as developing more partnerships with parents and carers and community groups, as a result of which the school's 'Friends' group has been very successfully relaunched. Additionally, staff's commitment to the school and pupils is very strong with a significant number voluntarily leading after-school clubs. Although assessment procedures are overseen by the senior team, all teachers collate and analyse the data for their own class and share the task of identifying the actions to be taken when progress is not as expected. This work forms part of the school's determined and effective efforts to ensure equality of opportunity for all groups of pupils. It leads, for example to the creation of clubs for particular groups of pupils whose learning needs a boost and good-quality support for pupils learning to speak English as an additional language.

A small group of senior leaders monitor, support and develop teaching, with plans to extend this to other leaders. Governance is satisfactory. The governing body is supportive and is aware of the school's strengths and of the need to improve attainment. Its meeting

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

structure enables priority issues to be explored in detail, although there is less monitoring through first-hand observations of the school at work. The school adopts good practice across all aspects of safeguarding, with policies and practice regularly reviewed and updated. Relevant issues are integrated well in the curriculum so, for instance, pupils know about how to stay safe when using the internet. The school is a cohesive community with strong links to its local area. Plans are in place to develop more opportunities for pupils to learn more about life in parts of the country that contrast with their own.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>3</b>
Taking into account: The leadership and management of teaching and learning	3
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>3</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>3</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>3</b>

## Early Years Foundation Stage

Staff provide a nurturing, stable and homely learning environment which quickly enfolds children and helps to get their learning off to a good start. Initially, many of the children have particular weaknesses in speaking, language, number and social skills and their knowledge of the world around them is often very limited. They make good progress through the Nursery and Reception Years, although they do not all reach the expected levels by the end of the Early Years Foundation Stage. The provision places appropriate emphasis on routines and builds children's confidence through a judicious balance of activities led by adults and opportunities for making choices and exploring independently.

Children have great fun as they learn, acting out the story of the Three Bears or by digging holes and checking that the bulbs they plant are the right way up. Staff intervene skilfully, asking children how deep their hole will need to be and promoting with vocabulary such as 'stir', 'pour' and 'mix' as children prepare the porridge for Goldilocks. Children are guided to learn how to write but there are limited activities and resources to encourage them to choose to write as part of day-to-day activities. Teamwork is very strong and staff share tasks such as planning activities and assessing children's achievements. Partnerships with parents and carers begin with visits to their homes before



**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

children start and are soon well developed. Welfare arrangements are thorough and links with pre-school settings and the Children's Centre enhance the provision. Older and more-able children have increasing opportunities to join Key Stage 1 pupils for some activities, supporting well their smooth transfer to Key Stage 1 work.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

## Views of parents and carers

The proportion of questionnaires returned by parents and carers was lower than average. The majority of responses were positive. The inspection endorses the view that children are kept safe and found that the school deals well with any unacceptable behaviour, although a few parents and carers have concerns about this issue. Most parents and carers felt that their children make good progress and are taught well, but the inspection evidence points to progress and teaching that are too variable to be considered good overall. A number of parents and carers wrote to praise the school for the welcome it gave their children when they started and the inspectors found that this was typical of the school's caring and inclusive approach.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Sandringham Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 65 completed questionnaires by the end of the on-site inspection. In total, there are 325 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	38	58	25	38	1	2	0	0
The school keeps my child safe	44	68	18	28	2	3	0	0
My school informs me about my child's progress	34	52	26	40	4	6	0	0
My child is making enough progress at this school	38	58	22	34	4	6	0	0
The teaching is good at this school	39	60	23	35	1	2	0	0
The school helps me to support my child's learning	27	42	31	48	4	6	0	0
The school helps my child to have a healthy lifestyle	29	45	31	48	3	5	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	29	45	31	48	1	2	0	0
The school meets my child's particular needs	31	48	31	48	1	2	0	0
The school deals effectively with unacceptable behaviour	27	42	32	49	3	5	1	2
The school takes account of my suggestions and concerns	26	40	31	48	4	6	0	0
The school is led and managed effectively	36	55	26	40	0	0	0	0
Overall, I am happy with my child's experience at this school	41	63	19	29	2	3	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	59	35	3	3
Primary schools	9	44	39	7
Secondary schools	13	36	41	11
Sixth forms	15	39	43	3
Special schools	35	43	17	5
Pupil referral units	21	42	29	9
All schools	13	43	37	8

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2009 to 31 August 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



19 January 2011

Dear Pupils

**Inspection of Sandringham Primary School, Doncaster, DN2 5LS**

Thank you for being so polite and welcoming when the inspectors visited your school. We enjoyed meeting you and seeing you during lessons and free time. We would particularly like to thank the pupils who spent time talking to us about the school. We found your comments very useful. We judged that yours is a satisfactory school. Here are some of its better features:

- the school looks after you well and so you feel safe
- you behave well and know what to do if you have any worries or problems
- you do a great deal to help others, for example, by being monitors or school councillors
- your progress in mathematics has improved and you reach higher levels now
- the school works closely with your parents and carers
- it tries hard to give you all equal opportunities to do well
- the children in the Nursery and Reception Years get off to a good start
- the school's leaders, the governing body and the staff all want the school to improve and they have good ideas to achieve this aim.

To help, we have asked the school to do two things:

- make sure that you learn more quickly, have to try hard and have more opportunities to work independently in lessons
- improve your writing skills by giving you more chances to talk before you write and plan interesting things for you to write about in different subjects.

You can help by always doing your best and by checking your writing carefully to make sure you have not made any careless mistakes.

We send each of you our best wishes for the future.

Yours sincerely

Mrs Rosemary Eaton

Lead inspector

**Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).**