

Sandringham and West Newton Church of England Primary School

Inspection report

Unique Reference Number	121137
Local Authority	Norfolk
Inspection number	358937
Inspection dates	30–31 March 2011
Reporting inspector	Nick Butt

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Primary
School category	Voluntary aided
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	78
Appropriate authority	The governing body
Chair	Roger Wood
Headteacher	Alexis Brand
Date of previous school inspection	17 April 2008
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Introduction

This inspection was carried out by two additional inspectors. The inspection team visited 12 lessons and observed four teachers. Inspectors held meetings with members of the governing body, staff, and groups of pupils. They observed the school's work and looked at a selection of documentation, including planning, evidence of monitoring such as lesson observations, and analyses of pupils' work and other assessment information. The inspection team scrutinised inspection questionnaires returned by the parents and carers of 47 pupils, as well as those from staff and pupils.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- To what extent are children in the Early Years Foundation Stage able to learn outdoors as well as inside?
- How effectively is the school ensuring that more pupils attain the higher levels by the end of Year 2?
- How consistent is marking across the school?

Information about the school

Sandringham and West Newton is much smaller than the average primary school. Most pupils are from White British backgrounds. A very small number of pupils speak English as an additional language. The proportion of pupils with special educational needs and/or disabilities is below average, although an above average percentage have statements of educational needs. The school has Healthy Schools status and the Activemark award.

The school does not have a hall, but has access to nearby West Newton village hall for assemblies, lunch and physical education lessons. A new teaching space and computer suite have been created from rooms in the former schoolhouse, releasing space in the existing building for additional facilities.

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?

2

The school's capacity for sustained improvement

2

Main findings

Sandringham and West Newton is a good school. Pupils achieve well from starting points a little above what is normally expected and they enjoy a wealth of memorable experiences. They make an outstanding contribution to the school and wider community and their behaviour and attendance are excellent. The school cares for its pupils extremely well, as they are known as individuals and given every support. They have an outstanding understanding of how to keep safe. Most parents and carers are very happy with the school. One summed it up by saying, 'Beyond doubt, I have given my child the very best start to her education by sending her to this school. It has enabled her to become a bright, confident, happy and sociable child.'

Teaching is good. In most classes, there is a high level of challenge with good questioning to extend pupils' thinking. Pupils are given many opportunities to research independently, both at school and at home. They are confident learners and work well together. In the Reception class, children make good progress because the teaching is thorough, but they do not have free access to the outside. There is no designated area for them to explore and play outdoors. Careful records are kept of children's achievements and the progress of individuals is assessed, but not enough use is made of data to track the performance of different groups of children or the Reception group as a whole.

Standards of attainment are above average overall, and have been rising over time. The present Year 6 pupils are all on track to attain the expected Level 4, with a large majority likely to exceed the national average. Attainment in reading is high across the school. In Key Stage 1 national assessments, fewer pupils than average attain the higher Level 3, and this is likely to be the case for the present Year 2. The school does not always set challenging enough targets for Key Stage 1 pupils who are capable of achieving Level 3, and there are not enough opportunities for pupils in Years 1 and 2 to write at length. The marking of pupils' work varies, with some very good examples of helpful comments in Key Stage 2. In Key Stage 1, pupils are not given enough information about how they can improve.

The school has improved in many areas since the last inspection, when its work was judged to be satisfactory. The headteacher has given a clear, decisive lead and has built a strong staff team who share her vision for moving the school forward. Vigorous monitoring ensures that self-evaluation is accurate and that leaders and managers know well the school's strengths and areas for development. The governing body provides robust support and a high level of challenge. This combines with the school's successful track record to ensure that there is good capacity for continued improvement.

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What does the school need to do to improve further?

- Improve the effectiveness of the Early Years Foundation Stage further by:
 - using data to track carefully how well different groups of pupils are progressing
 - developing a secure outdoor area so that children can freely move between the classroom and outside to enhance their learning.
- Ensure a greater proportion of pupils attain the higher Level 3 by the end of Year 2 in reading, writing and mathematics by:
 - giving more opportunities for pupils to write at length
 - ensuring marking always shows pupils in Key Stage 1 how they can improve
 - setting challenging targets for more able pupils.

Outcomes for individuals and groups of pupils

2

Pupils greatly enjoy learning. They are enthusiastic and very keen to become involved in lessons. Many of the pupils wrote positive comments on their questionnaires, including, 'The school has helped me improve my manners, my handwriting, my maths and literacy. When I started I couldn't do any of these things.' Pupils in Years 5 and 6 were excited about watching the action of yeast and then baking powder on a balloon, to see how far it inflated. They all conducted their own experiments, and much scientific discussion was generated.

Pupils with special educational needs and/or disabilities make good progress because they are identified early on, and support is tailored to their precise requirements. They receive effective help from teaching assistants in meeting the challenging targets on their individual education plans, and their progress is tracked carefully to ensure they are improving at the required rate. Pupils with statements of special educational needs do particularly well because of the excellent support they receive. The very small number of pupils who speak English as an additional language make the same good progress as other pupils, and are integrated quickly into the life of the school.

Pupils have an excellent understanding of keeping safe, supported by taking cycling proficiency lessons and learning about e-safety. All pupils in Years 5 and 6 learn first aid and know what to do in an emergency. Pupils' behaviour is extremely good, with the older children supporting the younger ones. Pupils take part in a wide range of sports clubs and uptake is high. Many choose to have healthy school dinners. They are extremely well involved in the life of the Sandringham Estate, delivering harvest boxes to the elderly and singing to residents at nearby Park House. They join with two local schools to exhibit pupils' craftwork at the Sandringham Flower Show during each summer holiday and take part in regular services at the local church. Pupils are currently planning a nature trail in a piece of woodland that has become available for the school's use. Good spiritual development is underpinned by the school's Christian values, for example, reciting Grace before meals, and prayers at the start and end of the day. Pupils' moral and social development is also good, as they form a harmonious caring community. They raised large sums of money for Comic Relief by taking part in a 'spellathon' of foreign countries. Nonetheless, their cultural development is satisfactory, finding out about how others live mainly through curriculum topics rather than through direct experience. The school

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prepares pupils well for the next stage of their education, equipping them with above average basic skills and the personal qualities needed to be successful in secondary school.

These are the grades for pupils' outcomes

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

¹ 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?

As one pupil put it, 'Teachers make lessons fun for us and we do lots of interesting stuff.' Lessons have clear objectives, and pupils know what they are learning. Good use is made of resources to engage and interest pupils, as when pupils in Years 1 and 2 rolled toy cars down slopes to investigate the effects of friction. Work is pitched at the right level for most pupils' needs, although, on the rare occasion teaching falls below good, more able pupils are not always challenged enough and the pace of learning slows. Assessment is good. Teachers know pupils very well as individuals and keep careful records of their progress. Marking is good at Key Stage 2 and successful in showing pupils how to improve. At Key Stage 1, while feedback to pupils is mostly effective, they are not always given enough information about what next steps to take in their learning. All pupils have individual targets, and they also keep track of their own progress through completing record books that show them their levels of attainment.

The curriculum is flexibly designed to take account of pupils' interests and aspirations and is well enriched by visitors, visits and clubs. Pupils in Years 3 and 4 visited the Anglo-Saxon settlement at West Stow and have a good understanding of everyday life in Saxon

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times. There are plenty of opportunities for pupils to use their skills in literacy, numeracy and information and communication technology across the curriculum, although pupils in Key Stage 1 do not write at sufficient length. Pupils in Years 1 and 2 enjoyed a wide-ranging 'restaurant fortnight' when they planned, cooked and served a three-course meal for the class, all staff and parent helpers, researching ingredients, designing menus and writing invitations.

The school meets pupils' pastoral needs extremely well, having a family atmosphere that pupils, parents and carers value. One pupil commented, 'In my last school people didn't notice me, but in this school people do notice me.' The provision for pupils with special educational needs and/or disabilities is good. There is a high level of care for pupils with statements of special educational needs. This enables them to take a full part in school life and accelerates their progress. The school promotes attendance extremely well, ensuring that absence is kept to a minimum.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	1

How effective are leadership and management?

The headteacher's high expectations permeate the school and have resulted in rapid improvement since the last inspection. There is a shared vision with staff about what good provision looks like, and teachers are given the freedom to try out new ideas. This has resulted in some imaginative projects, including one on fairgrounds in Years 5 and 6, coinciding with the King's Lynn Mart. Tracking of pupils' progress is very thorough in Key Stage 1 and 2, and any at risk of underachieving are identified and supported promptly. Older pupils are set challenging targets, which enable them to make good progress in Key Stage 2. At Key Stage 1, while targets are mostly challenging, they occasionally underestimate what more able pupils are capable of achieving. The school's self-evaluation is very accurate because monitoring is rigorous and systematic. The effectiveness of the governing body is good. The governing body's own monitoring makes a positive contribution to school improvement and holds staff to account well. Governors show great commitment, and work very hard for the school, for example in overseeing the improvements to the buildings and facilities. They challenge vigorously in their quest to achieve good value for money.

The school promotes equality of opportunity well, ensuring that almost all groups of pupils make good progress and including pupils from all backgrounds and abilities. The few pupils who could have attained Level 3 at Key Stage 1 go on to reach the higher Level 5 at Key Stage 2 and so catch up by the time they leave the school. However, the school is working hard to identify early on those pupils who are capable of attaining the higher

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levels in Key Stage 1. Safeguarding arrangements are good, with all staff trained up to date, and high levels of vigilance with regard to pupils' safety, especially when moving to and from the village hall. The school promotes community cohesion well, reaching out extensively to its local community and having links with schools in Kuwait and Italy. Pupils have less direct experience of those from different backgrounds in the United Kingdom.

These are the grades for leadership and management

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

Early Years Foundation Stage

Children benefit from plenty of adult support but they are also encouraged to work independently and given increasing responsibility. The teaching is good and challenges all children, taking full account of their prior attainment. Consequently, children make good progress, especially in the development of their early literacy and numeracy skills. Staff regularly check how children are doing, and respond to their interests. At the children's request, a 'red day' was held when everything had a red theme, including what they wore to school.

While children have regular opportunities to learn outside, these tend to be adult-led because there is no access to a secure designated outdoor learning area that they can visit freely from the classroom. Staff keep accurate records of individual children's progress and know the children very well. However, data is not used to measure the performance of different groups or the cohort as a whole to help leaders and managers identify patterns or trends and make comparisons with other schools. Parents and carers are kept well informed and encouraged to become involved in their children's learning. Leadership and management are good, with staff working well together to promote children's learning. For example, they encourage children to use rich vocabulary when interacting with them.

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These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
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 above average. Most parents and carers support the work of the school, especially in considering that their children are safe, enjoy school and are encouraged to adopt a healthy lifestyle. Some parents and carers questioned the extent to which the school meets their children's particular needs and prepares them for the next stage of their education. Inspectors found that pupils are prepared well for secondary school, and that the school is effective at meeting a wide range of pupils' needs. Other parents and carers raised individual concerns that were explored with the headteacher, but there were no widespread concerns.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Sandringham and West Newton Church of England 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 47 completed questionnaires by the end of the on-site inspection. In total, there are 78 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	26	55	17	36	2	4	0	0
The school keeps my child safe	25	53	21	45	1	2	0	0
My school informs me about my child's progress	20	43	24	51	2	4	0	0
My child is making enough progress at this school	25	53	15	32	5	11	0	0
The teaching is good at this school	22	47	18	38	5	11	0	0
The school helps me to support my child's learning	22	47	22	47	2	4	0	0
The school helps my child to have a healthy lifestyle	24	51	21	45	1	2	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)	17	36	19	40	7	15	0	0
The school meets my child's particular needs	22	47	15	32	7	15	0	0
The school deals effectively with unacceptable behaviour	20	43	20	43	4	9	0	0
The school takes account of my suggestions and concerns	21	45	18	38	6	13	0	0
The school is led and managed effectively	22	47	14	30	5	11	1	2
Overall, I am happy with my child's experience at this school	27	57	14	30	6	13	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).

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">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.■ The effectiveness of care, guidance and support.
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.



1 April 2011

Dear Pupils

Inspection of Sandringham and West Newton Church of England Primary School, King's Lynn, PE31 6AX

Thank you for welcoming us to your school and sharing your views with us directly and through the questionnaires you completed. We agree that the school provides you with a good education. Here are some of its particular strengths.

You feel safe at school and you behave extremely well.

You are very involved with your local community and in helping out around the school.

Your attendance is outstanding.

The teaching is interesting and makes learning enjoyable.

There are plenty of visits for you to go on and clubs for you to enjoy.

The school cares for you extremely well, especially if you are having difficulties.

The school is led and managed well by Mrs Brand and the governing body.

Those of you in the Reception class get off to a good start, but we would like you to be able to go outside more to your own outdoor area. In Years 1 to 6, while you all make good progress in your learning, we would like to see more of you reach the higher Level 3 by the end of Year 2, so we have asked your teachers to make sure that pupils in Years 1 and 2 have opportunities to write at length. We have also asked for the marking to show you how you can improve. You all can help by telling your teachers what you enjoy about learning and doing your best.

Thank you once again for your help. Our best wishes for the future.

Yours sincerely

Nick Butt

Lead inspector

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