

# Sandford School

## Inspection report

---

<b>Unique reference number</b>	113107
<b>Local authority</b>	Devon
<b>Inspection number</b>	378640
<b>Inspection dates</b>	10–11 May 2012
<b>Lead inspector</b>	Derek Watts

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>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	164
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Karen Snow
<b>Headteacher</b>	Jonathan Gower
<b>Date of previous school inspection</b>	9 July 2008
<b>School address</b>	Sandford Crediton EX17 4NE
<b>Telephone number</b>	01363 772256
<b>Fax number</b>	01363 777817
<b>Email address</b>	admin@sandford-school.devon.sch.uk

---

<b>Age group</b>	4–11
<b>Inspection date(s)</b>	10 – 11 May 2012
<b>Inspection number</b>	378640



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit [www.parentview.ofsted.gov.uk](http://www.parentview.ofsted.gov.uk), or look for the link on the main Ofsted website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

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 information 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'.

[Piccadilly Gate](#)  
[Store St](#)  
[Manchester](#)  
[M1 2WD](#)

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 2012



## Introduction

Inspection team

Derek Watts

Additional inspector

Jean Whalley

Additional inspector

This inspection was carried out with two days' notice. The inspectors observed teaching and learning in 16 lessons or part lessons, taught by seven different teachers. They held discussions with the headteacher, the staff, members of the governing body, parents and carers and pupils. Pupils in Years 1 and 2 were heard to read. The inspectors took account of the responses to the on-line questionnaire (Parent View) in planning the inspection. They observed the school's work, and looked at the school's policies, assessment information, pupils' work, teachers' plans and school improvement planning. The inspectors analysed 84 questionnaires completed by parents and carers as well as 85 from Key Stage 2 pupils and 21 from staff.

## Information about the school

Sandford is a smaller than average primary school. The vast majority of pupils are White British. The proportion of disabled pupils and those with special educational needs is below average but that of pupils supported by school action plus or with a statement is average. A lower than average proportion of pupils is known to be eligible for free school meals. The school meets the government's current floor standard, the minimum standards set for attainment and progress. On-site before- and after-school provision is run by the governing body which includes children from the Early Years Foundation Stage.

**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

<b>Overall effectiveness</b>	<b>2</b>
<b>Achievement of pupils</b>	<b>2</b>
<b>Quality of teaching</b>	<b>2</b>
<b>Behaviour and safety of pupils</b>	<b>2</b>
<b>Leadership and management</b>	<b>2</b>

## Key findings

- Sandford is a good school. All groups of pupils are achieving well because of good teaching and a well-planned curriculum. Minor inconsistencies in the quality of teaching prevent the school from being outstanding.
- Children in the Early Years Foundation Stage make good progress. Good progress continues through the school and by the end of Year 6, pupils' attainment is above average overall. Attainment is high in reading. Pupils write imaginatively and solve mathematical problems well. Their independent study skills are well developed.
- Pupils benefit from good teaching. There are examples of outstanding practice but this is in pockets rather than consistently across the school. Most teachers convey high expectations of learning. Explanations, instructions and questioning promote good learning and engage pupils well. Effective assessment strategies mean that pupils know how well they are doing and what they need to do to improve. Tasks are usually well matched to pupils' different abilities so that all are challenged and their interest is sustained. Just occasionally, pupils' learning dips to satisfactory levels because the lesson does not move on with a quick enough pace and tasks are not challenging enough, especially for the more-able.
- Pupils are well behaved and are kept safe. Their attitudes to learning and their behaviour are outstanding in classes where the teaching is strongest. Pupils are courteous, friendly and supportive of others. Attendance is above average.
- The headteacher provides strong leadership and educational direction. He is well supported by other key leaders. All are firmly focused on pupils' learning and continue to promote good achievement and good behaviour. The monitoring and development of teaching are effective as is the management of performance. Since the previous inspection, pupils' investigation and independent study skills have improved considerably. Outdoor learning 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

for the children in the Early Years Foundation Stage are only satisfactory but improvements are planned.

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

- Increase the proportion of outstanding teaching and eliminate satisfactory teaching by sharing the outstanding practice within the school and ensuring that in all classes:
  - learning and the lesson move along at a brisk pace
  - tasks are always challenging and closely matched to pupils' different abilities, particularly the more-able.
- Implement the plans to extend and improve the outdoor learning opportunities for children in the Early Years Foundation Stage.

## Main report

### Achievement of pupils

All pupils achieve well. This view is shared by the vast majority of parents and carers. By the end of Year 6, attainment is above average in English and mathematics. Attainment in reading is high. An above average proportion of pupils attain the higher than expected Level 5 by the end of Year 6. However, the more-able are not sufficiently challenged in just a few lessons. Disabled pupils and those who have special educational needs make good progress because their needs are carefully assessed and they receive well-targeted and specific guidance and support in class and in groups.

Children enter the Reception class with knowledge and skills expected for their age. Good teaching and interesting learning activities contribute to their good progress and above average attainment. Children talk confidently about their learning and their writing skills are developing well. For example, they record the progress of their growing broad beans clearly. They are beginning to write stories about what might be at the end of the beanstalk.

Pupils in Key Stages 1 and 2 make good progress in speaking and listening because of the regular opportunities for them to discuss their learning. Most pupils are articulate and confident speakers. Good progress is made in reading because of the school's regular, discrete and effective programme for the teaching of phonics (letters and the sounds they make). Attainment in reading is well above average in the current Year 2. Pupils are avid readers with Michael Morpurgo and Jacqueline Wilson being favourite authors of the oldest pupils. Attainment in reading by the end of Year 6 is high.

Pupils write confidently for a range of purposes and in different styles. Topics

**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

successfully inspire boys to write. For example, pupils in Year 5 wrote an interesting piece on, 'Should Daleks be allowed to live on Earth?' They presented different points of view and used description and connectives to great effect. Across the school, pupils apply their writing skills well in other subjects. By Year 6, grammar, punctuation and spelling are accurate. Pupils' handwriting is clear, fluent and joined.

Most pupils make good progress in mathematics lessons. Pupils in Year 3 made rapid progress in their understanding of proper fractions because of the teacher's high expectations, clear explanations and the interesting practical task set. In Year 6, pupils made exceptional progress in solving algebra problems.

The introduction of learning logs has proved to be a great success for home learning. Pupils apply independent study skills to a range of topics set by the teacher. These are effectively linked to the curriculum or to special events. For example, pupils in Year 6 carried out studies of Nelson Mandela, chaffinches and how to keep someone warm. These highly individual projects were imaginatively and neatly presented.

### **Quality of teaching**

Teaching successfully promotes enjoyment and good learning for all pupils. The vast majority of parents and carers who completed the questionnaire stated that their children were well taught and their children agree. Examples of outstanding practice were seen in English and in mathematics in Years 3 and 6. In these lessons, the teacher's high expectations, enthusiasm, strong subject knowledge and challenging activities led to exceptional gains in pupils' learning. Pupils were given very clear opportunities to review their own and others' learning.

In the Early Years Foundation Stage, there is a good balance of adult-led activities and those chosen by children. Children have good opportunities to explore, be creative and learn independently. Imaginative role-play areas, such as the building site, effectively promote creativity and language. Space and equipment are limited in the outdoor area and this restricts children's opportunities for some elements of physical development such as climbing.

Teachers set clear learning objectives so that lessons have a clear purpose and pupils know what they are expected to learn. Teachers successfully create a positive climate for learning and foster strong relationships. Pupils are encouraged to be cooperative, considerate and supportive of others. Plenty of opportunities are provided for pupils to work collaboratively in teams, to solve problems and to reflect on their learning. Teachers provide good opportunities for pupils to discuss their learning in pairs or small groups and this has a positive impact on their speaking and listening skills. The teaching of basic skills such as letters and their sounds is effective. Questioning is used skilfully to challenge pupils' thinking and to check their understanding. Pupils said, 'Teachers help to get your brain working.'

In the main, assessment information is used well to plan teaching and to match tasks to pupils' different abilities. In just a few lessons, tasks are not sufficiently

**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

challenging, particularly for the more-able. Teaching and the curriculum promote pupils' skills of investigation and independent study successfully. This was an improvement point from the previous inspection which has been tackled very well. Teaching assistants are effectively deployed and make good contributions to pupils' learning, particularly disabled pupils and those who have special educational needs. These pupils make good progress because tasks and support are well matched to their needs.

### **Behaviour and safety of pupils**

In the Early Years Foundation Stage, children feel safe, secure and are well behaved. Pupils in Key Stages 1 and 2 behave well in lessons and around the school. Records indicate that behaviour is typically good. Pupils are keen, interested and have very positive attitudes to learning. Exemplary behaviour was seen in lessons in Years 3 and 6. Pupils' enthusiasm and their outstanding behaviour contributed very well to the pace and flow of lessons and to their rapid learning. In an assembly with parents, carers and members of the local community present, pupils behaved well as they celebrated the achievements of others, including a striking piece of art for the forthcoming 'Jubilee celebrations'.

Almost all parents and carers who completed the questionnaire believe that their children feel safe at school and that they are well looked after. Pupils confirmed to inspectors that they feel safe, behaviour is good and that they are very well looked after. Almost all parents and carers believe that the school sets high standards of behaviour and deals with bullying effectively. Just a few expressed concerns about disruption to learning in lessons. Pupils show a good awareness of different forms of bullying, including persistent name calling and cyber bullying and know how to deal with it. Incidents of any sort are rare because the school has clear and effective systems to tackle them. Attendance levels are above average.

### **Leadership and management**

The school's motto 'Enjoying Learning Together' is successfully implemented across the school. The well-regarded headteacher successfully keeps staff focused on pupils' learning. Dedicated teachers and staff work well as a team in promoting good academic and personal outcomes for all pupils. The school is a successful learning organisation for both pupils and staff.

Self-evaluation is accurate and effective action is taken to bring about improvement. Key leaders are effectively involved in monitoring and improving their areas of responsibility. Since the previous inspection, the school has maintained pupils' above average attainment and their good progress. Elements of teaching have been strengthened and as a result, pupils' ability to assess their own performance and to learn independently has improved considerably. Sandford demonstrates a good capacity to improve.

Key staff lead by example in the classroom. There are good procedures for the

**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

monitoring and development of teaching which contribute to the good practice. Professional development and training are well linked to the school's improvement priorities. The school recognises that the sharing of excellent practice could be strengthened to help ensure that teaching is never less than good.

Leaders and staff provide an interesting curriculum which promotes good outcomes for pupils. Provision for basic skills is effective. The provision for pupils' personal development is also strong. There is an international dimension to the curriculum with strong emphasis on independent learning. A wide range of clubs, events and visits enriches pupils' learning. About a dozen pupils benefit from the well-organised before- and after-school club. Provision is effectively and efficiently led and managed.

Pupils' spiritual, moral, social and cultural development is successfully promoted. Within the school's positive ethos, pupils show considerable care, respect and support for others. Through the curriculum, they gain a good understanding of different cultures and countries.

The school successfully engages with its parents and carers. The survey indicates that the vast majority are pleased with the care and education provided for their children. Typical parental comments were: 'The school has a wonderful sense of community' and 'We are very happy with Sandford'.

Members of the governing body show a good understanding of the school's performance and the community it serves. They are supportive and provide constructive challenge. Good attention is given to safeguarding and all requirements are met. Equality of opportunity is well promoted and discrimination is very effectively tackled. Pupils have full access to the interesting range of learning activities and all staff strive to ensure that all pupils do well.



## 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	54	42	2	2
Primary schools	14	49	32	6
Secondary schools	20	39	34	7
Special schools	33	45	20	3
Pupil referral units	9	55	28	8
All schools	16	47	31	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September to 31 December 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data 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 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

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

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Attendance:	the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.
Behaviour:	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and what the school has accomplished so far and on the quality of its systems to maintain improvement.
Floor standards:	the national minimum expectation of attainment and progression measures.
Leadership and management:	the contribution of all the staff with responsibilities, not just the governors and 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:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
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.
Safety:	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

**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.**



14 May 2012

Dear Pupils

### **Inspection of Sandford School, Crediton, EX17 4NE**

Thank you so much for welcoming us into your school, giving us your views and showing us your work. We enjoyed our visit. Sandford is a good school. These are the main strengths:

- You enjoy school and have positive attitudes to learning.
- Children in the Early Years Foundation Stage have a good start and achieve well.
- Good progress continues in Key Stages 1 and 2 because of good teaching and interesting topics.
- You get on well with others and behaviour is good. Behaviour is outstanding in some lessons.
- You feel safe at school because teachers and other adults take very good care of you.
- The school is well led by your headteacher and he receives good support from other key leaders and governors.

We have given your school a few points for improvement.

- We have asked the school to make more teaching outstanding so that all of you are suitably challenged and that lessons always move along at a quick pace.
- The outdoor learning activities for children in the Early Years Foundation Stage could be improved and the school has plans to do this.

You can all help by continuing to work hard.

Yours sincerely

Derek Watts  
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).**