

# Sandcross Primary School and Nursery

Sandcross Lane, Reigate, Surrey, RH2 8HH

**Inspection dates** 18–19 September 2012

<b>Overall effectiveness</b>	Previous inspection:	Satisfactory	3
	This inspection:	<b>Good</b>	<b>2</b>
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

## Summary of key findings for parents and pupils

### This is a good school

- Children settle quickly into the Early Years Foundation Stage and learn quickly because members of staff work well as a team to provide exciting activities that encourage children to become inquisitive and independent.
- Pupils make good progress across the school and attainment has risen to above average by the end of Year 2 and is rising quickly in the rest of the school. Pupils from differing starting points acquire knowledge rapidly in a wide range of subjects.
- Teaching is good and probing questioning and interesting activities are used well to promote good learning.
- Pupils are polite and considerate and keen to learn. They are sensitive towards the needs of others and feel safe and free from any form of bullying.
- Senior leaders, including the governing body, have high expectations for the school. Teaching and pupils' achievement are improving rapidly because leaders and the rest of the staff are focused on the next steps to improve the school further. The school is calm and runs smoothly despite the extensive building work that is taking place.
- An improved curriculum that links subjects together is popular with the pupils and makes learning more meaningful and interesting.

### It is not yet an outstanding school because

- In a few lessons, during whole-class discussions, learning is not rapid for all pupils when they are not fully involved or supported in listening to each other's ideas.
- Middle leaders are not ensuring that teachers are always adapting year group planning within each lesson to match pupils' differing needs more closely.
- Opportunities are missed in the Early Years Foundation Stage to raise the profile of writing because there are not enough good opportunities for writing when children are learning outside.

## Information about this inspection

- The inspection team observed 36 lessons, of which 11 were joint observations with the headteacher or other senior leaders.
- Meetings were held with leaders and teachers, pupils, members of the governing body and a representative from the local authority.
- The inspection took into account 108 responses to Parent View and informal discussions with a sample of parents and carers were held after school.
- Inspectors considered the views raised in 46 staff questionnaires.
- A range of information supplied by the school was scrutinised, including the school's own assessment data, planning and monitoring documents, the school development plan, records relating to behaviour and attendance and safeguarding documents.

## Inspection team

Alison Cartlidge, Lead inspector	Additional inspector
Clementina Olufunke Aina	Additional inspector
Haydn Evans	Additional inspector

## Full report

### Information about this school

- Sandcross Primary School and Nursery is a much larger than average-sized primary school.
- There is an above average proportion of pupils who are supported through school action, school action plus or with a statement of special educational needs.
- The proportion of pupils known to be eligible for the pupil premium is above average.
- Children in the Early Years Foundation Stage are taught in a morning or afternoon Nursery class and in two Reception classes.
- Pupils in the Nursery to Year 2 are currently being taught in a separate building half a mile away. There has been considerable ongoing building work, so that all pupils can be taught on the same site in the near future.
- There is high inward mobility of pupils, with significant groups of children joining the school other than at the usual times in the Nursery, Reception and Year 3 classes.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.

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

- Ensure that learning is rapid for all pupils during whole-class discussions by making sure that all pupils are fully involved and by supporting them in listening carefully to each other's ideas.
- Enable middle leaders to consolidate and strengthen the good teaching by monitoring how well teachers adapt planning within each lesson to match pupils' differing needs more closely.
- Increase opportunities for writing when children in the Early Years Foundation Stage are working outside, to enhance their learning in this subject.

## Inspection judgements

### The achievement of pupils is good

- The majority of children are working within the level expected for their ages when they join the school in either the Nursery or Reception Year. They make good progress in the Early Years Foundation Stage, and most children are working within or above the expected levels when they start in Year 1. They develop speech and independence particularly well, but make slower progress in writing because opportunities are missed to promote writing when children are working in the outdoor area.
- Pupils are now making good progress in Years 1 to 6 and attainment has risen to above average at the end of Year 2 including in reading, which is also above average by the time pupils leave school in Year 6. Pupils enjoy reading and are successful in using a range of strategies, including their knowledge of how to link sounds and letters (phonics). They know that they need to 'read every day' and 'practise how to read'.
- Attainment is broadly average and rising quickly by the end of Year 6 due to improvements in teaching, the achievement of challenging targets and improvements in the way progress is being monitored. Attainment in writing lags behind reading and mathematics, but work samples and the school's assessment information show that all groups of pupils are now doing well in all subjects, including the significant number who joined the school from Year 3. An emphasis on rehearsing writing, by talking about it first, is having a positive impact.
- Disabled pupils and those with special educational needs are making good progress because they are provided with a good level of support in group work from teaching assistants and through specific intervention programmes. For example, some pupils have good one-to-one support with their reading, and this is developing their confidence and skills rapidly.
- Equal opportunities are promoted vigorously and pupils eligible for the pupil premium funding make good progress that is at least in line with other pupils at the school.
- Learning is good in most lessons, but is not consistently rapid during some whole-class discussions, when not all pupils are fully involved or listening carefully to each other's ideas. Occasionally, work is not adapted to challenge all pupils during these whole-class sessions, and when this happens the needs of a few pupils are not fully met. For example, work is occasionally too easy for the more able or too hard for others.

### The quality of teaching is good

- Staff in the Early Years Foundation Stage provide good support and involve the children well in making choices about their learning. For example, children chose to make a puppet show after designing and making their own fish and were supported in extending their speech.
- Vocabulary is promoted well to help enrich pupils' speaking. For example, in a literacy lesson in a Reception class, staff demonstrated the movements associated with words such as 'bend', 'stretch' and 'curl'.
- Teachers across the school demonstrate good subject knowledge, and this enables pupils to increase their knowledge and understanding quickly across a range of subjects. For example, in Year 6, pupils had an impressive knowledge about the grisly aspects of mummification following recent lessons about Ancient Egypt.
- Good relationships between teachers and pupils support good behaviour, encourage pupils and make them keen to learn. Pupils make positive comments, such as, 'Lessons are brilliant,' and, 'We are taught very well.'
- Teachers use a wide range of activities to make learning interesting. For example, in Year 2, pupils extended their speech well during role play about the Fire of London and spoke of 'smoke swirling through the sky' and of hearing 'terrifying cracking noises'.
- Questioning is probing in most lessons so that pupils are challenged to think carefully and improve their work.

- Teachers provide clear guidance on what pupils are to learn by sharing the purpose of learning with the pupils throughout lessons and through helpful advice in the marking of work. Pupils are involved in assessing their own learning and that of their peers. For example, in Year 6, pupils appraised each other's designs for canopic jars by making sensitive and helpful comments.
- In a few lessons, teachers are not adapting the year group planning carefully enough to match the specific needs of pupils in their own class and, at times, are not ensuring that all pupils take part in whole-class discussions and listen to other pupils when they are speaking. For example, the mental warm-up activity at the start of numeracy lessons is occasionally the same activity for all pupils. Pupils' motivation is noticeably increased when work is sufficiently challenging for them all.

### **The behaviour and safety of pupils are good**

- Pupils behave well in class, at playtimes and when moving around the school. Pupils, parents and carers are pleased with behaviour at the school and say that bullying is rare and dealt with to their satisfaction when it occurs.
- Children in the Nursery and Reception classes settle quickly into school routines and form positive relationships with the caring members of staff and each other. For example, children in the Nursery were already finding resources for each other and had only been in school just over a week.
- Pupils say that they feel safe and are sensible about staying safe with the building work going on.
- Positive behaviour management enables pupils to demonstrate their impeccable manners by showing respect for others and spontaneously thanking teachers for their lessons.
- In class, pupils support each other well and they know that it is important to 'keep trying to get better'. There is a strong sense of belonging to the school community.
- Pupils concentrate well in most lessons. For example, pupils in Year 3 persevered well when making observational drawings of buildings in the local area as part of their project on Reigate.
- Attendance is improving steadily and is broadly average. Absences are mainly due to a small number of parents and carers choosing to take their children on term-time holidays despite the school's active discouragement.

### **The leadership and management are good**

- Leaders have high expectations for the school and are keen to drive up attainment and progress further.
- Self-evaluation is accurate. There is a clear understanding of what already works well and a concerted and unified effort to tackle remaining areas for development.
- Performance management is used successfully to support members of staff in their work and has contributed to the good progress made by pupils. Middle leaders are developing their responsibilities well, but are not yet ensuring that all parts of lessons are equally effective in moving learning forward and that teachers modify year group and subject planning in the light of their knowledge of pupils in their class.
- The school tackles discrimination and ensures that pupils have equal opportunities. For example, leaders recently devised a new curriculum that provides equal interest and opportunity for all pupils and has increased their willingness to learn. As one parent put it, 'The curriculum brings out the key strengths of my son.' Interesting links are made between subjects that help to make learning purposeful, although very occasionally teachers lose sight of the subject-specific learning expected in a particular lesson.

- Data on pupils' progress are used well to identify those at risk of falling behind in their learning and to plan strategies that tackle discrimination and support pupils who are struggling to learn quickly.
  - Spiritual, moral, social and cultural development is promoted well, enabling pupils to develop into well-rounded young citizens. For example, pupils learn how to care for the environment and build teamwork.
  - Safeguarding arrangements meet requirements and the school has been run and managed safely and smoothly during the extensive building work.
  - Parents and carers are pleased with the work of the school and, together with a strong body of volunteers, are keen to support pupils in their learning, particularly in reading.
  - The school has been pleased with the support received from the local authority since the last inspection in developing teaching and learning. The local authority is stepping back more now that the school is self-sustaining.
  - **The governance of the school:**
    - governors are passionate about the school, well informed and provide a good level of challenge
    - they are fully involved in monitoring the school's work and are keen to increase the rigour with which they evaluate their own impact on teaching and learning.
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## What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

## School details

<b>Unique reference number</b>	125110
<b>Local authority</b>	Surrey
<b>Inspection number</b>	402310

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>	700
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Elana Watkins
<b>Headteacher</b>	Judith Constable
<b>Date of previous school inspection</b>	12–13 May 2010
<b>Telephone number</b>	01737 245467
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