

# Sandringham Primary School

Sandringham Road, Doncaster, South Yorkshire, DN2 5LS

## Inspection dates

11–12 December 2012

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

## Summary of key findings for parents and pupils

### This is a school that requires improvement. It is not good because

- The progress that pupils make is inconsistent across year groups and subjects. Currently, it is not as good in mathematics as it is in reading and writing.
- Pupils do not always have sufficient opportunity to work together in groups to solve problems, particularly in mathematics.
- Not enough teaching is good or better, especially in Key Stage 2, to enable pupils to make good progress or to behave well consistently. The work set is not always demanding enough, particularly for the most-able pupils. Teachers do not always use the information they have about pupils' previous learning to make sure that work is challenging enough.
- Some teaching assistants are not always effective in supporting pupils' learning.
- Although leaders gather a substantial amount of information about pupils' attainment and progress it is not analysed well enough. As a result they do not always act swiftly enough to ensure that pupils make better than expected progress.
- The governing body does not always contribute as effectively as it could to school improvement, because members do not fully understand the figures presented to them about pupils' achievement.

### The school has the following strengths

- Children make good progress and achieve well in the Early Years Foundation Stage and Key Stage 1.
- Pupils' enjoyment of school is clear. They feel safe in school and play together well.
- There have been some secure improvements made since the previous inspection. Teaching has improved and as a result, the standards reached by pupils in Year 2 are now broadly average, the highest in the last five years.
- The standard of writing is improving across the school.

## Information about this inspection

- The inspectors observed 17 lessons or part lessons taught by teachers and teaching assistants. The headteacher accompanied the lead inspector on a number of visits to lessons, including those in Key Stage 2.
- Meetings were held with pupils, members of the governing body, staff and a representative from the local authority.
- The inspectors took account of the 24 responses to the on-line questionnaire (Parent View) survey. They also took into account the 13 responses to the staff questionnaire.
- The inspectors observed the school's work and examined a range of documents, including the school's own records of pupils' progress and attainment, monitoring documents, records relating to the performance management of staff and those relating to behaviour, safeguarding and attendance.

## Inspection team

Glynis Bradley-Peat, Lead inspector	Additional Inspector
David Matthews	Additional Inspector
Mary Lanovy-Taylor	Additional Inspector

## Full report

### Information about this school

- This is a larger than average size primary school.
- The proportion of pupils known to be eligible for the pupil premium (additional funding given for looked after children and those known to be eligible for free school meals and the children from service families) is above the national average.
- Fewer disabled pupils and those with special educational needs are supported through school action than found nationally. The proportion of pupils supported by school action plus or with a statement of special educational needs is lower than average.
- The proportion of pupils from minority ethnic groups and those who speak English as an additional language is lower than the national average.
- The proportion of pupils leaving and joining the school at other than the usual times is higher than average.
- There is a partnership with an outstanding local school.
- The registered childcare that shares the school site is managed privately and is inspected separately.
- The school did not meet 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?

- Improve the quality of teaching so that a higher proportion is good or better, particularly in Key Stage 2 by:
  - improving teachers' questioning skills so that they probe pupils' understanding more effectively
  - recognising that some pupils work more quickly than others and adapting the pace of learning accordingly for individuals
  - training teaching assistants to recognise more effectively when their expectations of what pupils can do for themselves can be higher
  - improving teachers' marking and written feedback so that pupils clearly know what they need to do to improve.
- Raise attainment and accelerate progress particularly in Key Stage 2 and in mathematics by:
  - ensuring that teachers promote pupils' thinking skills in mathematics through regular opportunities to engage in problem solving activities
  - planning more time for pupils to work together in groups to discuss and collaborate in their learning
  - checking that teachers provide appropriate levels of challenge for the more-able pupils
  - improving the mathematical knowledge of teaching assistants engaged in small group teaching.
- Improve the effectiveness of the school's leaders and managers by:
  - checking the information collected about pupils' attainment and progress more effectively so that any potential underachievement is quickly identified and remedied
  - training governors so that they have the skills needed to contribute more effectively to school improvement
  - ensuring that the systems for performance management are thoroughly implemented to bring about speedy improvements in teaching.

## Inspection judgements

### The achievement of pupils

### requires improvement

- Children enter the Early Years Foundation Stage with skills well below those typically expected for their age. Language and communication skills are particularly weak. The best progress is made in personal, social and emotional development because children have many opportunities to develop their independence, for example by self-registering and choosing activities. The outside area reflects most areas of learning and enables good progress to be made, particularly in physical development.
- Children leave the Reception class with skills just below average for their age which represents good progress from their starting points but this has not always been the case. Levels of attainment are rising over time.
- Progress in Key Stage 1 is good because pupils engage well with activities which challenge their thinking. For example, in mathematics pupils were learning to add up two digit numbers and used equipment and resources independently to help themselves. Teachers ensure that pupils are kept working and do not spend long periods of time listening to adults. There are lots of opportunities for pupils to discuss their learning. They leave Year 2 with broadly average levels of attainment in reading and writing and above average standards in mathematics.
- In Key Stage 2, pupils' progress is not as rapid because teaching is not as consistently good as elsewhere in the school, particularly in mathematics. Progress is inconsistent across year groups and classes. Achievement in mathematics by the end of Year 6 is hampered by gaps in prior learning.
- The school has taken action to secure improvement. Current school information about how well pupils are learning and work in pupils' books demonstrate that improvement is beginning to take place in mathematics. Rates of progress are beginning to accelerate. Teaching in Year 3 and Year 6 is becoming increasingly effective. A higher percentage of pupils is on track to attain broadly average standards in both English and mathematics.
- Writing has improved, with more opportunities to write for purpose in a number of subjects contributing well to developing better writing skills.
- The achievement of different groups of pupils is similar and requires improvement. This includes those who leave and join the school at different times, those for whom English is an additional language, and disabled pupils and those with special educational needs.
- Pupils known to be eligible for the pupil premium are showing increased rates of progress. This is because of the more effective teaching in Year 6.

### The quality of teaching

### requires improvement

- The quality of teaching varies across year groups and is weaker in mathematics than in English. Teaching requires improvement because not enough is good or outstanding to enable all pupils to make good progress in all subjects.
- The most-able pupils are not always challenged effectively in lessons, particularly in Key Stage 2. In these lessons teachers do not always check well enough how pupils are doing to set targets for improvement or to move pupils on quickly in their learning. As a result, the more-able sometimes spend too long completing work which is too easy.
- Teaching assistants are used effectively to support learning in some lessons, but they do not always have the subject knowledge needed to guide learning when not directly supervised by teachers. On these occasions and in lessons when their expectations of what pupils can do for themselves are not high enough, pupils' progress slows.
- In Key Stage 2 pupils do not always have sufficient opportunity to work together to solve mathematical problems. In some lessons, although they sit in groups, they complete work individually. They do not practise applying what they have learnt to new unknown contexts. Consequently their thinking skills are underdeveloped. This is exacerbated when weaknesses in

teachers' questioning skills lead to the recall of facts rather than making pupils think deeply about their learning.

- Where teaching and learning are good, all pupils are given work which gets the best out of them. Highly effective examples can be seen in the Early Years Foundation Stage, Key Stage 1 and in Years 3 and 6. Challenges enable children to learn at different levels and effective adult support is on hand to ensure good progress. For example in the Reception class children were keen to show how well they could write. They demonstrated good levels of concentration. In Years 1 and 2 classes pupils used their knowledge of the sounds that letters make well to help with their spelling.
- In a good mathematics lesson in Key Stage 2, questioning was targeted well. For example, in a Year 6 class pupils were able to calculate using positive and negative numbers and could apply this skill to questions involving temperature. Good progress was made.
- There are examples of good marking in the school but sometimes teachers do not indicate clearly what is good about a pupil's work or what is needed to ensure it is better next time.

### **The behaviour and safety of pupils** requires improvement

- Most pupils behave well in lessons. However, parents and pupils agree that there is some room for improvement. Behaviour in lessons is very much linked to the quality of teaching. Where teaching is good, pupils engage well with their learning and are interested and motivated. Where it is weaker, boys in particular lose concentration and become restless and fidgety. This can impede their progress.
- Around the school, most pupils are polite and courteous. They show good manners towards visitors. The school is able to provide firm evidence of where pupils' behaviour has been improved because of the effective support they have received.
- Most parents say that they believe the school is a safe place to learn. Most pupils agree. The school keeps clear records of any incidents of poor behaviour or bullying. Pupils know about most forms bullying can take, but not all. Most say that bullying is uncommon but that it is usually dealt with well by the school.
- The school realises that there is work to be done to ensure that pupils feel listened to. A few pupils reported that the school council didn't always represent their views effectively.
- Pupils' achievements are celebrated well in assemblies where pupils are invited to reflect on particular themes such as 'special memories'. This contributes positively to pupils' spiritual, moral, social and cultural development.
- Attendance is improving and is now broadly average. This is because the school follows up any periods of absence rigorously. Punctuality to school is good.

### **The leadership and management** requires improvement

- Leadership and management require improvement. However, the headteacher and her team, including the governing body, show a clear determination to improve the school. The effective partnership with a local outstanding school has had a particularly good impact. Together there is a clear commitment to build on successes and to further accelerate the rate of improvement.
- Correct improvement priorities are clearly identified in the school development plan and success criteria relate well to raising attainment and driving up rates of progress. The plan is ambitious and denotes useful strategies and details about how improvement is to be promoted and sustained.
- Teachers are held to account for the progress that their pupils make. Although teaching still requires improvement, leaders, including the governing body ensure that there is a clear link between appraisal, teachers' pay and the achievement of pupils. Leaders regularly observe teaching and their assessment of the quality is generally accurate. The feedback to teachers has brought about good improvement in the Early Years Foundation Stage and Key Stage 1 but has

been less successful in some classes in Key Stage 2. Although there have been some improvements, good teaching is not yet consistent across all year groups and classes.

- The progress pupils make is systematically checked but information gleaned from this process is not always evaluated well enough. As a result, leaders and managers are not entirely clear about how well pupils in this school are doing compared to all pupils nationally. They have not always identified quickly enough the differences in the rate of progress of pupils of different ability, particularly the most-able. Despite this, all pupils, regardless of background or ability, are fully included in all aspects of school life and harassment or discrimination of any kind tackled successfully.
- Subject leaders, some new to post, are checking the quality of pupils' work and teachers' planning. They have a good grasp about which areas of their subjects require additional input and are taking action to tackle these.
- The improved curriculum is contributing positively to raising achievement, for example, through ensuring that boys are better engaged in their writing. Topics such as 'off with her head' and 'champions' have served well to motivate and raise standards in writing.
- The local authority has supported the school effectively and has provided a package of help and advice. It correctly believes that Sandringham Primary is an improving school. The partnership with another school has been very positive in driving improvement.
- **The governance of the school:**
  - The governing body has not always challenged the school rigorously enough about the standards achieved and the amount of progress made by pupils. This is because governors did not have the skills needed to check the performance data regarding the progress of pupils of different ability thoroughly. The governing body is aware of the profile of teaching but there has been insufficient challenge about why the quality of teaching is not yet consistently good. Governors have a clear understanding of the school's finances. They have carefully checked the effectiveness of pupil premium spending and have ensured that this funding has been used wisely by providing eligible pupils with the right sort of support. Statutory duties are met, including those for performance management and safeguarding.

## 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>	106730
<b>Local authority</b>	Doncaster
<b>Inspection number</b>	405050

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>	379
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Andrew Maddox
<b>Headteacher</b>	Sue Turner
<b>Date of previous school inspection</b>	17 January 2011
<b>Telephone number</b>	01302 361880
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