

CfBT Inspection Services
Suite 22
West Lancs Investment Centre
Maple View
Skelmersdale
WN8 9TG

T 0300 1231231
Text Phone: 0161 6188524
enquiries@ofsted.gov.uk
www.ofsted.gov.uk

Direct T 01695 566 857
Direct F 01695 729320
Direct email:
jkinsman@cfbt.com



18 March 2013

Mrs Sue Turner
Headteacher
Sandringham Primary School
Sandringham Road
Doncaster
South Yorkshire
DN2 5LS

Dear Mrs Turner

Requires improvement monitoring inspection visit under section 8 of the Education act 2005 to Sandringham Primary School

Following my visit to your school on 15 March 2013, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to report on the findings of my visit. Thank you for the help you gave me and for the time you made available to discuss the actions you are taking to improve the school since the most recent section 5 inspection.

The visit was the first monitoring inspection since the school was judged to require improvement following the section 5 inspection in December 2012. It was carried out under section 8 of the Education Act 2005.

Evidence

During the visit, meetings were held with the headteacher, the headteacher from a primary school partnered with Sandringham Primary, the Chair and four members of the governing body and a representative of the local authority. The school action plan and other documents were evaluated along with records of recent lesson observations.

Context

There have been no changes to the school's context since the inspection in December 2012.

Main findings

Since the inspection, the links between Sandringham Primary and their partner primary school have been strengthened. The headteachers from both schools work closely together as they provide support and challenge to staff so that the quality of teaching can improve. The school improvement plan is detailed; links closely to the issues identified in the S5 inspection and has long-term goals identified clearly. However, success criteria need modifying so that there are regular measurable points so leaders and governors can check if the support and interventions teachers and pupils are receiving are making a difference.

Leaders conduct regular lesson observations and the subsequent training and support for teachers is tailored well to help individuals. There has been a shift during observations toward checking what progress pupils have made in lessons instead of ensuring that they have completed an activity. Since the inspection classes in Years 4 and 5 have been re-organised in response to behavioural issues which were limiting the progress made by all pupils. Staff benefit from visiting other schools and learning from others to understand how their practice can be improved.

Subject leaders scrutinise pupils' work books in literacy and numeracy. This work enables them to identify which actions need to be taken. A record of pupils' progress in reading and mathematics is kept, however their progress in writing is not as thorough. Subsequent action plans lack regular measurable points. Nevertheless, leaders are becoming more confident and skilled in driving improvement.

Governance has been fully re-organised. Governors welcome the recent training they have received which has given them a better understanding of the progress being made by different groups of pupils. They describe themselves as more confident and able to interrogate data and other information presented to them. Thus they are able to challenge leaders more effectively.

Senior leaders and governors have begun to take effective action to tackle the areas requiring improvement identified at the recent section 5 inspection. Following the visit to the school, HMI recommend that further action is taken to:

- strengthen the school improvement plan so that the long term goals indicated can be measured regularly to check if they are to be reached
- include regular milestones in the action plans written by all subject leaders so that work to improve pupils' progress can be assessed regularly
- make sure that pupils' progress in writing is recorded and checked as regularly as their progress in reading and mathematics.

Ofsted will continue to monitor the school until its next section 5 inspection.

External support

Senior officers from the local authority have brokered and financed links between Sandringham Primary School and Hill Top Primary. As a result there is regular and structured support to develop teaching, improve the progress made by pupils and strengthen the quality of leadership at all levels. The local authority receive regular reports so that they are aware of the impact of the external support. Newly-established partnerships with local primary schools are starting to provide opportunities for practice in the classroom to be shared and developed.

I am copying this letter to the Chair of the Governing Body and the Director of Children's Services for Doncaster.

Yours sincerely

Marianne Young

Her Majesty's Inspector