

# Sandford Primary School

Greenhill Road, Sandford, Winscombe, BS25 5PA

**Inspection dates** 11–12 April 2013

<b>Overall effectiveness</b>	Previous inspection:	Good	2
	This inspection:	<b>Outstanding</b>	<b>1</b>
Achievement of pupils		Outstanding	1
Quality of teaching		Outstanding	1
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Outstanding	1

## Summary of key findings for parents and pupils

### This is an outstanding school

- There is an unfailing pursuit of excellence, led by the headteacher and the governing body and supported by all staff.
- Pupils' achievement over time is consistently outstanding. It is well above national averages and those few pupils who are disabled or who are identified as having a special educational need make the same rates of accelerated progress as their peers.
- Pupils are motivated, enthused and inspired in their learning by the outstanding quality of teaching that the school provides.
- The school is recognised as a beacon of excellence by the local authority and is used to provide professional support and training for teachers in other local schools.
- Parents and carers are overwhelmingly positive about the many ways in which the school helps their children to learn and thrive as individuals.
- Pupils are full of enthusiasm and praise for all aspects of school life.
- The curriculum provides memorable experiences and rich learning opportunities that allow pupils to be investigative in their learning.
- The governing body are relentless in their focus on securing the very best outcomes for all pupils. Their commitment is unstinting, as is the way in which they support and challenge the headteacher to ensure that the school provides the best education possible for each child.
- Pupils are very aware of the needs of others and are encouraged to take full responsibility for all that they do in contributing to school life at all times.

## Information about this inspection

- The inspector observed 10 lessons or parts of lessons, all of which were joint observations with either the headteacher or one of her two deputies.
- She took into account the views expressed by parents and carers before the start of the school day in the playground, along with written comments and the 41 responses returned by parents and carers in the online questionnaire, Parent View. Opinions given by staff through the staff questionnaire were also considered.
- The inspector talked to groups of pupils about their learning and their views of school, and listened to pupils in Year 2 and Year 6 read.
- The inspector met with different groups of staff, with members of the governing body and with a representative from the local authority.
- The inspector looked at pupils' work in a range of subjects in all classes.
- The inspector considered various documents. These included the school's self- evaluation and planning, data tracking of all pupils' progress over time, and the school's monitoring of teaching and learning with links to staff's professional training needs, as well as information regarding behaviour, attendance and safeguarding.

## Inspection team

Marion Hobbs, Lead inspector

Additional inspector

## Full report

### Information about this school

- Sandford is a smaller-than-average-sized primary school set on the edge of the Mendip hills. Since January 2013, it has formed a hard federation with a neighbouring primary school in the same local parish.
- There are five classes in the school, all of which consist of mixed-age groups of pupils.
- The majority of pupils are of White British heritage and the proportion of pupils from minority ethnic groups is below the national average.
- The proportion of pupils supported at school action, or by school action plus or with a statement of special educational needs, is below the national average.
- The proportion of pupils supported by the pupil premium, which is additional government funding for pupils known to be eligible for free school meals, children who are looked after by the local authority and the children of service families., is below the national average.
- Attendance is above the national average, along with extremely low rates of persistent absence or exclusion.
- 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?

- Enhance ways in which pupils' understanding of wider cultural diversity to be found in the United Kingdom is built into their curriculum experience.
- Use the opportunities provided through the federation to enrich staff's professional development in sharing and spreading best practice in order to maintain the outstanding quality of teaching.

## Inspection judgements

### The achievement of pupils is outstanding

- Children enter the school with skills broadly in line with age-related expectations. They make rapid rates of progress through their Reception Year which prepares them well for their experience in Key Stage 1.
- Attainment year on year for Key Stage 1 shows rates of progress for all groups of pupils to be well above average. This is closely linked to the high quality of teaching and the relentless focus on tracking pupils' progress, along with sharply focused interventions that make a real difference to pupils' achievement.
- At Key Stage 2, pupils make the same well-above-average rates of progress, and the school's results in the national tests in Year 6 are in the top 20% of similar schools' results and are in the top 20% of all schools. A continuing trend of upward improvement in these results is evident for the last three years and governors are quick to recognise the considerable influence of the headteacher on the school in helping this to happen.
- Pupils who are disabled or who have special educational needs achieve exceptionally well. The school is swift to action any extra support that is required and this is reviewed regularly against pupils' progress to ensure that it is meeting their needs.
- The funds received by the school for pupils entitled to the pupil premium are used effectively to enhance the level of support for these pupils to ensure they make the same outstanding progress as all other pupils. As a result, the standards in English and mathematics of pupils in Year 6 entitled to this funding were similar to the standards attained by all other Year 6 pupils in the 2012 national tests and are also similar at present.
- Pupils are highly enthusiastic and motivated learners. They engage well in their lessons and work with considerable enthusiasm, interest and endeavour. Their own expectations about what they can do and achieve are high. Parents and carers are extremely positive about how the school helps their children to achieve as much as they are capable of.
- Reading is at the heart of the curriculum through shared texts as well being valued for all pupils through the focus on daily 'reading aloud'. Combined, these strategies make reading central to all pupils' learning and help to prepare them well for the next stage of their education.

### The quality of teaching is outstanding

- Teaching throughout the school is never less than good and much is outstanding. Where it is outstanding, teachers' strong subject knowledge and ability to adapt pace and questioning to ensure that all pupils are able to make rapid progress are clearly evident.
- All teachers and other adults working with pupils have the highest expectations of what they can achieve and pupils respond with equal enthusiasm in their learning. This encourages them to achieve and progress extremely well in lessons and over time, especially in literacy, reading and mathematics.
- Lessons are always carefully planned and structured, thus allowing all pupils to extend their knowledge and understanding rapidly. Lessons are fun and succeed in meeting pupils' needs extremely well.
- Links between reading, writing, communication and mathematical skills are exceptionally well met through the integrated curriculum that has a shared high-quality reading text at its heart. Pupils are able to explore ideas and develop skills through a seamless sequence of activities that enthuse and excite their curiosity.
- The school has a fully shared marking policy. This means that all pupils, as they move through the school, are well supported through a dialogue between themselves and their teachers about how to improve their work further.
- Teaching assistants work closely alongside teachers in planning and delivering lessons. They are

highly skilled to support the needs of disabled pupils, those who have special educational needs and those supported by the pupil premium.

- Teachers use strategies that are imaginative and well judged as a matter of course in their work. This includes the setting of homework where pupils often show that they have exceeded expectations and produced considerable work independently and to a high standard.

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

- Pupils' behaviour at all times is exemplary. Pupils are considerate, polite and courteous, and, as a result, the school is calm and welcoming.
- Pupils speak proudly about their school and their work. 'We're one big family,' said one Year 6 girl. Their outstanding conduct in and out of lessons shows their genuine consideration for each other.
- All pupils are encouraged to take on responsibilities, including being involved in one of the many clubs or committees that the school has created. Year 5, for example, work as 'peer mediators' at break and lunchtimes to alleviate any difficulties in pupils' behaviour, but they admit that 'we don't have much to do'.
- Parents and carers are highly positive about the work of the school. One parent wrote, 'The headteacher leads by example and has a very clear vision for what excellent education should look like and this is what I feel Sandford School delivers.'
- Pupils are fully aware of all different forms of bullying, including physical and emotional bullying, and show maturity in their inclusive behaviour with the result that incidents of any type of bullying are non-existent.
- The school has in place a rewards and sanctions system that is shared and understood by all children. The weekly celebration of pupils' different forms of positive achievement in the whole-school assemblies emphasises success and community spirit.
- Rates of attendance are above the national average and incidents of persistent absence are rare. Pupils are punctual to school and to lessons. Their exemplary behaviour is reflected in the zero figure for any form of exclusion from school.

### **The leadership and management** are outstanding

- The pursuit of excellence is at the heart of all that the school does. This is reflected in pupils' high levels of achievement and their wholehearted love of learning.
- All leaders and managers, including members of the governing body, are highly ambitious and lead by example. They have a deep, accurate understanding of the school's performance, especially in relation to the quality of teaching, and are in constant dialogue with the headteacher to secure further improvement. This is recognised by the local authority, who use the school as a 'knowledge' school to showcase best practice across a range of aspects to other schools.
- Literacy and the reading of shared texts sit at the heart of teaching and learning, and this has clear impact on all pupils' high levels of achievement.
- A highly robust performance management system supports teachers' professional training needs while being linked to pupils' learning outcomes. The headteacher and senior leaders work tirelessly to improve teaching and learning, and involve all staff in all initiatives. As a result, teaching is outstanding.
- The curriculum is stimulating and exciting, and allows pupils to explore new learning through a wide range of creative, independent activities. All pupils respond very positively to these opportunities and show that they are resourceful, thoughtful learners very well able to manage their behaviour for learning at all times. The curriculum also promotes pupils' spiritual, moral and social development extremely well. However, opportunities for pupils to develop their understanding of the wider range of cultures to be found throughout the United Kingdom are not

as well developed.

- The school has close links with the families it serves. Relationships between staff and parents/carers are highly positive and parents and carers comment that 'there's always someone to listen to you' when support is needed.
- The school's arrangements for safeguarding pupils meet statutory requirements.
- All staff are extremely professional in all their actions, and courtesy and respect is evident at all times between adults and pupils.
- **The governance of the school:**
  - The experienced and knowledgeable governing body carries out its statutory duties very effectively, including those linked to ensuring the safety and welfare of pupils. Governors receive regular training about their roles and are highly supportive of the headteacher and her staff. However, they are also relentless in the way they hold senior leaders to account for the school's performance. Individual governors deploy their experience most effectively across all aspects of the school's work and involve themselves fully in the daily life of the school. Governors know that their school is special but are far from complacent. They have a deep understanding of the link between performance management and staff salary structures, and the need to ensure that the school's finances, including the pupil premium funding, are well used to have the best possible positive impact on pupils' achievement. Governors are rightly proud of the school and especially its pupils. Their ambition to see the school develop further is evident in their stewardship of the federation with the school's growth plan at its heart.

## 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>	109100
<b>Local authority</b>	North Somerset
<b>Inspection number</b>	403078

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>	146
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Melissa Humphrey
<b>Headteacher</b>	Lin Williams
<b>Date of previous school inspection</b>	18 January 2008
<b>Telephone number</b>	01934 852602
<b>Fax number</b>	01934 853416
<b>Email address</b>	sandford.pri@n-somerset.gov.uk

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