

# Sandringham and West Newton Church of England Primary School

School Road, West Newton, King's Lynn, PE31 6AX

## Inspection dates

13–14 February 2014

<b>Overall effectiveness</b>	Previous inspection:	Good	2
	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 get off to a good start in Reception because the excellent ratio of staff to children gives them good individual attention.
- Pupils make good progress through the school from their starting points.
- Teaching is now consistently good and pupils have a thirst for learning. They come each day keen and eager to learn.
- Reading is a particular strength because phonics (how letters link to the sounds they make) are taught well and every pupil practises their reading regularly.
- In class, pupils are attentive and curious to learn; they persevere and try their best.
- Pupils have a very good understanding of how to stay safe and say that the school cares for them well.
- The school meets its aim to provide a broad and rich range of enjoyable activities.
- Parents are very supportive of the school. A typical comment is, 'A good foundation is laid in this idyllic spot.' Parents work in close partnership with the school to see their children do well.
- The headteacher and governors have brought about good improvements in teaching and learning since the previous inspection.

### It is not yet an outstanding school because

- Marking is not regularly used to give pupils clear guidance on how to improve their work and help them move their learning on.
- Sometimes teachers do not make sure that all pupils, particularly the more able, learn well during discussions.
- Pupils' use of information and communication technology (ICT) in their everyday learning is adversely affected by shortcomings in hardware and software resources.
- Staff do not have the expertise to make the most of all that computer technology offers.

## Information about this inspection

- The inspector observed eight lessons. All were joint observations with the headteacher.
- The inspector made other visits to classes, looked at pupils' workbooks and listened to pupils reading.
- Discussions were held with pupils, the headteacher, other staff, governors, parents and a representative of the local authority.
- The inspector took account of the 25 responses to the online questionnaire, Parent View, and direct communications from parents. The responses to 12 staff questionnaires were also considered.
- The inspector looked at a number of documents including: the school's own information on pupils' progress; planning and monitoring documentation; the school's view of its own performance; records of how the school uses its funding, especially how the money from the pupil premium is spent; records relating to behaviour and attendance; and documents relating to safeguarding.

## Inspection team

Robert Greatrex, Lead inspector

Additional Inspector

## Full report

### Information about this school

- This is a smaller than the average-sized primary school.
- The vast majority of pupils are White British.
- The proportion of pupils supported by the pupil premium (the extra government funding for pupils looked after by the local authority, those known to be eligible for free school meals and some other groups) is very low.
- The proportion of disabled pupils and those who have special educational needs supported through school action is below average. The proportion supported at school action plus or with a statement of special educational needs is also below average.
- Pupils are taught in one single-aged and three mixed-aged classes.

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

- Improve the quality of teaching from good to outstanding by:
  - ensuring marking routinely makes clear to pupils what they need to do next to improve their work, and teachers check that pupils understand and follow the advice given
  - finding ways to ensure all pupils are answering questions so their understanding can be checked
  - organising discussion groups so that pupils, particularly the more-able, are working at the right level.
- Improve standards in information and communication technology (ICT) by:
  - ensuring that hardware and software are fit for purpose
  - auditing staff needs and providing suitable training in the use of computer technology.

## Inspection judgements

### The achievement of pupils is good

- Children start in Reception with skills and experiences that vary greatly within and between years. For the last two years these have been a little above those typical for their age when they start school. The school and pre-school work closely together so they settle quickly.
- Reception children make good progress generally because staff are skilled and the tasks they are given varied and interesting. They are keen and eager to learn.
- Progress in Years 1 and 2 is good. The proportion of pupils reaching higher than expected levels has increased since the previous inspection because their work is closely matched to their abilities.
- Progress in the older classes is equally good. After a dip in 2013, which the school believes was the result of pupils having more than one teacher in Years 3 and 4 so their learning lacked continuity and consistency, the present Year 6 are on track to reach or exceed the expected levels in English and mathematics.
- How letters link to the sounds they make (phonics) is well taught, staff particularly make sure that pupils pronounce the different sounds accurately. Results of the national screening check for phonics in 2013 were above average.
- Speaking and listening skills are good because the school gives pupils many opportunities to articulate their views and speak publicly, such as when the school council give out certificates in assembly.
- The school has recognised weaker areas in writing and mathematics and is successfully addressing them. More opportunities for extended writing, often as a result of first-hand experiences giving pupils vivid memories to write from, are beneficial. A wider variety of problem-solving activities in mathematics enable pupils to practise their basic skills.
- Disabled pupils and those who have special educational needs do well and make particularly good progress in mathematics, many catching up with their peers.
- Pupils who are particularly gifted in mathematics do well because they change classes for these lessons, so they work with pupils of the same ability.
- Pupils use technology well, but for a limited range of purposes because of the limitations of hard and software.

### The quality of teaching is good

- Teaching is consistently good in all classes. Pupils see staff very much as people to help them, so they listen closely and do as they are asked. As a result, relationships are positive and classrooms a hive of activity.
- Pupils find the varied questions teachers ask challenging and stimulating. In the eldest class, for

example, one day started with pupils being asked questions such as, 'The answer is a smile, what's the question?'

- Pupils often use recently acquired skills or knowledge in new learning. This helps them reinforce what they know and understand its usefulness.
- Pupils say, 'Learning is fun, we are learning but we don't really notice!' Lessons are taught creatively. For example, pupils were asked: 'Put yourself in the picture, what can you smell? What can you hear?' This stimulated good description.
- Teaching assistants help pupils without doing their work for them. In Reception, for example, a child was shown how to work out the spelling of a word for himself. As a result, he knew what to do next time. Older pupils confirm this saying: 'If you are stuck, everyone helps you. They show you how to work it out, but they won't tell you the answer because you won't learn and you'll have to rely on someone to tell you next time, too.'
- Pupils respond well to their teachers' expectation that they will use the tools of writing, such as grammar and spelling, in their other work.
- Staff use the available computer technology well, for example to provide lively presentations to 'hook' pupils into learning.
- Occasionally, marking in pupils' books will say 'try this' followed by a similar or harder question. The pupils' response tells the teacher whether they have understood. However, as a rule, pupils are not given next steps in their learning, so they do not routinely look for this guidance.
- When teachers talk to pupils they have no method to make sure every pupil is involved in the discussion, so they cannot be sure that all are learning well. Sometimes teachers just call on those with their hands up. Some pupils will answer two or three questions, while others answer none.
- Sometimes the ability range of the group teachers choose to talk to is very wide. In these lessons, the more-able often already know the answer and so make little progress. When asked what strategy they used to find the answer, these pupils will typically answer, 'I knew already.'

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

- The behaviour of pupils is good. The vast majority of pupils behave well because home and school have similar values and expectations. Staff use role-play to give pupils skills to manage themselves. Pupils say, 'Our headteacher stops bullying as soon as it starts.'
- Pupils respect one another, staff, their school and the wider community. The eldest are considerate of those younger than themselves.
- The school is very inclusive. Staff welcome any who have struggled with their education elsewhere. One parent stated: 'We moved our children here, it was the best thing we've ever done. They nurtured our child who had not had a good experience.'
- Fundamental to the school's approach is the recognition that pupils' well-being often precedes academic progress. The atmosphere is happy and joyful because of all that is done to support

pupils' well-being.

- Pupils come to school with a very keen desire to learn and do well. They say, 'We work our hardest because we know that's how we'll get good jobs.'
- The trust between staff and pupils is strong. Pupils respond well to the opportunities to be responsible for their own learning. They like that they can often choose how to complete and present their work, and respond by trying particularly hard.
- Pupils are given many opportunities to play a part in their school. They take responsibility, for example to look after the chickens, very seriously. Pupils appreciate that staff listen to and act upon the suggestions they make.
- Spiritual, moral, social and cultural development is outstanding. Pupils develop a strong awareness of spirituality. They find wonder in all they do, as enthralled by a forthcoming trip to the Houses of Parliament as by a tragic love story told in assembly.
- The school's work to keep pupils safe and secure is good. Pupils have a keen awareness of their own safety and that of others by assessing each situation they find themselves in. They have a good understanding of how to stay safe when using the internet.
- Attendance is good. Parents say their children love to come to school and look forward to each day.

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

- The school's leaders have a broadly accurate understanding of its strengths and weaknesses, although leaders recognise that school self-evaluation needs to be more precise and have begun to correct this.
- The headteacher and governors have brought about consistently good progress for pupils through the school by good improvements in teaching, particularly that teachers' different expertise is utilised fully. Good training also enables staff to succeed in the different management functions they undertake, to the benefit of pupils.
- The school provides a broad and well-balanced range of subjects and the wider opportunities available to the pupils are excellent. The school succeeds in its intention that pupils find interests and skills they can pursue. One parent said, 'They follow up on her strengths, like science.' Visits give numerous first-hand experiences. Music and art are strengths. Pupils enjoy a wide range of good quality after-school activities.
- Primary school sports funding is used well. Pupils enjoy energetic activity in a very wide range of interesting activities, such as dance, and staff learn from observing skilled coaches.
- The available computer technology is used to good effect. Parents, for example, like receiving letters by email. Information about pupils' progress is now stored and interrogated electronically, although staff are not always able to easily access this information. In this and other ways, issues with hardware and software impact adversely on the school's effectiveness. The school is aware of this and planning changes.

- The partnership with parents is good. Parents spoken to like that the school listens to parents, for example modifying homework as a response to their thoughts.
- The cluster of schools gives good support. Staff benefit from talking about possible solutions to common challenges. Pupils collaborate with others on projects and annual events, such as the music festival.
- Because of the favourable previous inspection, the local authority has had little direct contact with the school. Recently, the school has begun working with a 'challenge partner' with the intention of improving the school further.

■ **The governance of the school:**

- Governors efficiently manage themselves and the school. They are open to new ideas and constantly looking to improve, currently undertaking a thorough self evaluation. Training is undertaken, but not extensively. They are forward-thinking so they anticipate and plan for the future. They manage finances, including pupil premium funding, carefully. As at the time of the previous inspection, governors ask leaders searching questions to help the school improve. For example, they noticed that Year 6 pupils' levels dipped in 2013 and asked the school to explain. They continue to use the information about pupils' progress well and know that standards should be higher this year. They know how performance management is used, how pay is linked to performance, and underperformance is tackled. They are proud of the current consistently good teaching. All current safeguarding and other legal requirements are met.

## 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>	121137
<b>Local authority</b>	Norfolk
<b>Inspection number</b>	440577

This inspection was carried out under section 8 of the Education Act 2005. The inspection was also deemed a section 5 inspection under the same Act.

<b>Type of school</b>	Primary
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	83
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Roger Wood
<b>Headteacher</b>	Alexis Brand
<b>Date of previous school inspection</b>	30 March 2011
<b>Telephone number</b>	01485 540506
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