

# Sandringham Primary School

Sandringham Road, Doncaster, South Yorkshire, DN2 5LS

**Inspection dates** 30 April–1 May 2014

<b>Overall effectiveness</b>	Previous inspection:	Requires improvement	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.

- Pupils make good progress from their low starting points on entry to the school. In reading, writing and mathematics, they reach average levels of attainment by the end of Key Stage 1 and above average levels by the end of Key Stage 2.
- The quality of teaching has improved and is now good in all year groups, including the Early Years Foundation Stage.
- The curriculum has been improved to ensure that activities and topics are interesting and engaging and successfully promote good behaviour by the pupils.
- Pupils feel safe in school and have positive attitudes to learning. This is reflected in their attendance, which has improved significantly since the previous inspection.
- Supported by strong middle and senior leaders, the headteacher leads and manages the school well. The impact of this good leadership can be seen in the improvements to the quality of teaching and in pupils' achievement.
- The governing body works closely with the school's leaders. Governors know the school's strengths and where improvements are still needed.

### It is not yet an outstanding school because

- Pupils' progress in writing is not as strong as their progress in reading and mathematics.
- The work set to improve pupils' writing is sometimes too easy for the most able pupils.
- Teaching is not yet outstanding.
- The marking of pupils' written work does not always provide them with clear steps to help them make improvements, and does not always identify where spelling and grammar mistakes need to be corrected.

## Information about this inspection

- The inspectors visited 28 part-lessons taught by 16 teachers. Three lessons seen were led by teaching assistants. One of the lessons seen was observed jointly with the headteacher.
- Inspectors observed and spoke to pupils during lessons and at lunch and break times. Inspectors also met formally with groups of pupils from Key Stages 1 and 2, and observed an assembly.
- Meetings were held with senior and middle leaders. A meeting also took place with members of the governing body, and a telephone conversation was held with a representative from the local authority.
- Inspectors observed the school's work and looked at a range of documents, including arrangements for safeguarding, performance management, monitoring reports and records of the school's work, pupil attendance figures, information about pupils' attainment and progress, and pupils' books.
- Inspectors were able to analyse the on-line questionnaire gauging the views of parents (Parent View). There were 50 responses. Inspectors also spoke with parents.

## Inspection team

Fiona McNally, Lead inspector	Additional Inspector
Rosemary Eaton	Additional Inspector
Rosemary Batty	Additional Inspector

## Full report

### Information about this school

- This is a larger than average-sized primary school.
- The large majority of pupils are White British. The next largest group of pupils are White from backgrounds other than British.
- A smaller than average proportion of pupils speaks English as an additional language.
- A larger than average proportion of pupils is eligible for the pupil premium funding. The pupil premium funding is additional funding for pupils who are known to be eligible for free school meals and children who are looked after by the local authority.
- The proportion of pupils supported through school action is well above average.
- The proportion of pupils supported at school action plus or with a statement for special educational needs is below average.
- The school meets the government's current floor standards, which are the minimum expectations for pupils' attainment and progress by the end of Year 6.

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

- To ensure that more teaching is outstanding and further improve the progress of all pupils in writing, particularly the most able pupils, by:
  - giving pupils specific guidance when marking their work to ensure that they understand what they need to do next
  - ensuring that the most able pupils are always given work which is hard enough in order to really stretch their learning further
  - providing pupils with sufficient opportunity to respond to teachers' feedback after marking
  - ensuring that when marking work, teachers are rigorous in identifying pupils' spelling and grammatical errors.

## Inspection judgements

### The achievement of pupils is good

- Pupils make good progress. Children start in the Nursery class with skills which are typically below those expected for their age. Many have particularly low levels of social, emotional and language development. At the end of the Reception Year, the proportion of children reaching a good level of development is increasing and, by the time they start in Year 1, their attainment is just below average.
- At the end of Key Stage 1, pupils' attainment in reading, writing and mathematics has risen steadily and is broadly average. Pupils currently in Year 2 are on course to attain average standards in reading, writing and mathematics.
- By the end of Key Stage 2, pupils' attainment is above average in reading, writing and mathematics. This has followed a consistent rise in standards over a number of years. In 2013, in mathematics and reading, pupils' attainment was significantly above average. Work in pupils' books and performance data show this is also the case for current pupils across Key Stage 2.
- Pupils who are the least able make good progress overall, and outstanding progress in reading in both Key Stages 1 and 2. In part, this is due to very effective teaching of letters and sounds in the Early Years Foundation Stage and in Key Stage 1. In 2013, an average proportion of pupils reached the expected level in the phonics (letters and sounds) national screening check. Taking into consideration the pupils' low starting points, this represents at least good progress.
- The standard of pupils' writing continues to improve and pupils make good progress in this area in all key stages. However, current achievement is not as strong as that seen in reading and mathematics. At times, a small minority of the most able pupils are not given enough opportunity to write to the best of their ability. Sometimes, teachers' expectations are not high enough and the work these pupils are given is too easy. As a result, some of the most able pupils do not do as well as they could.
- The previous inspection identified mathematics as a weaker subject area. Rapid improvements, initiated by strong leadership in this subject area, have lifted standards and pupils now achieve well. The standards pupils reach in their mathematics work are now consistently above average across all year groups.
- Pupils who are known to be eligible for free school meals make good progress and often make better progress than others in the school. In Key Stage 1, the gap in attainment overall between the two groups is less than a term and a half, compared to the two terms difference seen nationally. In Key Stage 2, this difference is over two terms nationally, while the in-school gap is less than a term and a half.
- The progress of disabled pupils and those who have special educational needs is good and often better than that of their peers. As a result, the gap in attainment between these pupils and other pupils is narrower than the gap seen nationally.
- Pupils from minority ethnic groups, and those for whom English is an additional language, perform at least as well as others in school. The corresponding achievement of different groups of pupils shows the school's commitment to providing all pupils with equal opportunities, although senior leaders recognise there is still work to be done to ensure that all the most able pupils achieve well in writing.

### The quality of teaching is good

- The work seen in pupils' books, as well as the checks done by the school's leaders and evidence gathered throughout the inspection, demonstrate that teaching over time is good.
- Teachers and other adults apply a consistently strong approach to questioning pupils in all key stages. They are good at eliciting information from pupils, checking what they know and encouraging them to think for themselves. As such, teachers always insist on pupils offering

explanations and reasons for their answers.

- Teaching in mathematics has been a recent priority for improvement. It is now good, and some is outstanding. The improvements seen are due to successful actions to engage and interest pupils, as well as offering them the chance to apply their mathematical skills in different subjects and in more practical ways.
- Adults make learning interesting and plan many activities that pupils enjoy; as is clearly seen by their enthusiastic participation and engagement. Pupils particularly enjoy outdoor activities, where they study a variety of traditional subjects in different contexts, such as using mathematical skills in orienteering, for example, where pupils have to answer a mathematical question correctly to receive a clue for the next stage of their adventure.
- Teachers explain tasks clearly and pupils are expected to work diligently. At times, however, teachers' expectations of the most able pupils in writing are not high enough. Work set for these pupils is not always hard enough, which means that some of them do not always have the chance to write to the best of their ability, or in a wide variety of styles.
- Teaching assistants work well with all pupils and particularly with pupils who have special educational needs, the result of which is the strong achievement of these pupils.
- In the Early Years Foundation Stage, teaching is good. Children enjoy their learning and have many opportunities to work and interact with adults, often in small groups. This supports pupils in improving their language, social and emotional skills; an important focus, as many children enter the school with particularly low levels of development in these areas.
- Marking of writing is not always helpful and constructive. Written feedback does not offer pupils specific guidance about how to improve their work. At times, where guidance is given, it is too vague to be useful for the pupils, evident by the fact that pupils do not respond to teachers' comments. Equally, marking does not consistently pick up in errors in pupils' writing. There are occasions where teachers do not correct poor spelling and grammar in pupils' work and these mistakes are then repeated by the pupils.

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

- The behaviour of pupils is good.
- Pupils have positive attitudes to learning, which are seen in their strong levels of participation and involvement in activities. Pupils say that they enjoy their lessons and that learning activities in class have become more interesting in recent times.
- The school's work to keep pupils safe and secure is good.
- Pupils say that adults care about them and that they are always able to tell an adult if they have a problem and they will receive help. According to pupils, parents and staff, poor behaviour is rare. Pupils say this is because all pupils know, and clearly understand, the school's system for sanctions and rewards. As a result, the number of exclusions is well below the national average.
- Pupils are aware of different types of bullying, for example, cyber-bullying and prejudiced-based bullying. Pupils say that bullying is rare and this is because any that does occur is dealt with quickly by adults. Parents and staff agree that behaviour is well managed.
- Pupils are very proud of their school. They treat the school environment, their peers and the adults with the greatest of respect. They appreciate the effort made by adults in the school to ensure that they are cared for and safe.
- Attendance has improved greatly. The number of pupils who had very poor attendance in the past has also reduced significantly. This is because of a number of schemes introduced by leaders. These include the appointment of an educational welfare officer and a parent support advisor, and a new system to reward excellent attendance. Significant changes to the curriculum have also meant that are excited to come to school and learn.
- Pupils wear the school uniform smartly at all times. The classrooms and other areas around the school are tidy and well organised.

**The leadership and management are good**

- All leaders in the school, with clear direction from the headteacher, have high expectations of all staff. There are clear priorities to help the school continue to improve, and these are understood by all staff. Effective systems for checking how well pupils are doing are used regularly and the information is used to give pupils support as needed. As a result, pupils' achievement has improved and is now good.
- Staff training is effective. Its impact is clearly seen in the new schemes to improve pupils' outcomes in mathematics where the strongest improvements have been seen. Teachers and teaching assistants report that training is better than it used to be and is now far more pertinent and useful.
- Senior leaders, supported by middle leaders, have made a concerted effort to improve pupils' attendance, which has been below average in the past. Attendance is now well above average, thanks to the successful policies put in place by leaders.
- The quality of teaching has improved since the previous inspection. Information from the regular and effective monitoring of teaching is used to support teachers and plan training. Where teaching has not been good, leaders have put in effective programmes of support, with the result that the large majority of teaching is now good and some is outstanding
- Leaders evaluate the school's work accurately and correctly identify its strengths and areas for further development.
- The curriculum is a strength and promotes pupils' spiritual, moral, social and cultural development well. The school has made bold changes to its curriculum over the past 18 months and now has 'Fearless Fridays' where teachers are encouraged to try new teaching ideas with pupils. Pupils talk about their Friday activities with enthusiasm.
- The school listens to the views of parents and has improved the way it liaises with them. Previously, for example, parents were not happy with the homework their children received from school, saying it was inaccessible or dull. There is now 'creative homework': a project-based task in which parents are encouraged to take part. Parents report that they enjoy the new style homework, as do their children, the results of which can be seen in the good quality outcomes of the tasks, displayed around the school.
- Leaders' use of the pupil premium funding has had a good impact on pupils' progress. Its use ensures that the eligible pupils are given extra support in the classroom and beyond, where necessary. As a result, these pupils progress well.
- The additional primary school sport funding has been used to bring in a sports specialist provider who has coached staff in a wide range of sports and also to put on special sporting events. The sports specialist also works with other adults to enhance their skills in teaching physical education.
- The local authority agrees with the school's evaluation of its provision and believes that the leadership team works well to ensure the good achievement of pupils. The local authority believes the school has responded very well to the support provided and is now in a position to offer support to other schools.
- Safeguarding meets the statutory requirements.
- **The governance of the school:**
  - Governors have a good understanding of the school and have a clear view of the school's strengths and areas for further development. They are regular visitors to school and attend achievement assemblies as well as trips with pupils.
  - Governors know where the strongest teaching is in the school and are well informed about the overall quality of teaching and pupils' achievement. They have worked closely with the headteacher to ensure that teaching is now consistently good and some is outstanding. They have been willing to make tough decisions by not offering staff pay progression when pupils' achievement has not been good enough.

- The school's financial resources are managed effectively by the governors. They know how much they receive in the pupil premium funding and how it is spent. They can demonstrate that the funding makes a difference to the pupils it supports.

## 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>	445970

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>	327
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Andrew Maddox
<b>Headteacher</b>	Sue Turner
<b>Date of previous school inspection</b>	11 December 2012
<b>Telephone number</b>	01302 361880
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