



Sandringham School

Inspection Report

Unique Reference Number 125097
Local Authority Surrey
Inspection number 281886
Inspection dates 2–3 November 2006
Reporting inspector Jo Curd

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Infant	School address	Sandringham Way
School category	Community		Paddock Hill Estate, Frimley
Age range of pupils	4–7		Camberley GU16 9YF
Gender of pupils	Mixed	Telephone number	01252 837538
Number on roll (school)	155	Fax number	01252 834405
Appropriate authority	The governing body	Chair	Mrs Anne Huelin
		Headteacher	Mrs C Dickinson
Date of previous school inspection	11 October 1999		

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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

Sandringham is a smaller than average infant school. Children come from a wide range of backgrounds. The proportions of pupils eligible for free school meals, those with English as an additional language and those from minority ethnic backgrounds are all far lower than the national average. The vast majority of pupils are of White British heritage. A low proportion of pupils have learning difficulties and disabilities although the proportion with statements, is higher than average. There are more boys than girls in each year group. There has been considerable change of teaching staff and less than half of the teachers have been at the school longer than two years.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 2

Sandringham is a good school with some outstanding features including its leadership and management and care. There is a very strong sense of community team work. As the headteacher says everybody including pupils, parents, governors and staff 'pull together in all situations'. Many teachers are new but under excellent leadership everybody, including pupils, is successfully involved in making learning enjoyable and effective for all. Governors, teaching assistants and teachers work together to develop the curriculum, 'children governors' are elected each term and the caretaker contributes his able acting skills to make learning more fun. Care is outstanding because all the staff look after pupils as though they were their own children.

All pupils make good progress in learning and personal development. When pupils start in the Reception class standards are broadly in line with those expected for this age. Provision in the Foundation Stage is good. Children make good progress and by the time they leave many exceed the goals expected for their age. All the pupils continue to make good progress and by the end of Year 2 standards are above average in reading, writing and mathematics.

In the past boys have made less progress than girls in writing. Through the new curriculum, successfully enriched through practical activities, visits and visitors all pupils are now achieving well. Pupils are well motivated and enjoy learning. Several commented on the fun they had in their lessons, especially in literacy and mathematics. Visits and visitors contribute excellently to pupils' understanding of the world of work. Teaching varies but is good overall. Lessons seen ranged from satisfactory to outstanding. In the better lessons pupils are well motivated through a range of approaches and practical tasks. In others some pupils lose concentration because work is insufficiently matched to their individual understanding or learning needs. Behaviour and attendance are good. Pupils feel safe and have developed an excellent understanding of how to lead healthy lives.

The headteacher knows the school well and self evaluation is accurate. She reflects carefully on practice and provision and continually strives for improvement. Successes include effectively developing the curriculum and the outdoor provision for the Foundation Stage. Her long term vision for the school's development such as extensions to the building, are all well focussed and clearly rooted in raising the achievement of all. She is successfully supported by an astute Governing Body and enthusiastic and capable staff. There has been good progress since the last inspection and capacity for further improvement is good.

What the school should do to improve further

Improve the quality and consistency of teaching by ensuring that work is always well matched to pupils' learning needs.

Achievement and standards

Grade: 2

All the pupils make good progress. By the end of Year 2 standards in reading, writing and mathematics are above the national average. Children make good progress in the Foundation Stage because of a good balance between adult led and independent activities and the imaginative way space and resources are used. Good progress in Years 1 and 2 is linked with good teaching and a strong innovative curriculum. In lessons, where work does not match the needs of the pupils progress is only satisfactory. Progress in writing has not been as good as in reading and mathematics, especially for boys. A new approach to the curriculum has raised interest and motivation for writing, for example making menus for a healthy cafe. This is already proving successful and all pupils, including boys, are now writing effectively. There are no significant differences in the achievement of pupils from minority ethnic backgrounds or for those who have English as an additional language. Pupils with learning difficulties and disabilities make good progress because of good support and outstanding care.

Personal development and well-being

Grade: 2

Personal development and well being are good. Pupils are well behaved, friendly, confident and caring, for example, suggesting ways to make a girl in the Reception class happier after she had hurt her hand. Behaviour and levels of motivation slip in some lessons when work is insufficiently matched to pupils' abilities or interests. Pupils enjoy working with those from other classes and age groups in Golden Time clubs such as gardening, sewing and cooking with staff and parents on a Friday afternoon. Spiritual, moral, social and cultural development is good. Pupils are keen to learn about different faiths such as Islam and Hinduism through which they are developing a good foundation for life in a culturally diverse society. Pupils are developing exceptionally good understanding about the range of possible careers and the need to achieve well to make the most of opportunities available.

Quality of provision

Teaching and learning

Grade: 2

The quality of teaching and learning varies throughout the school but is good overall. Some is satisfactory and in Year 2 it is excellent. Because of the effective organisation of classes and curriculum teams, initiated by the outstanding leadership of the headteacher, new teachers are supported well and the teaching of all is improving. In most lessons learning is good because a very wide range of strategies including 'brain gym' to enable concentration on new work and 'talking partners' to explore and extend thinking are used.

Teachers know pupils well and generally use assessment effectively to plan appropriate work. In some lessons tasks are not well matched to pupils' abilities or interests. Pupils with learning difficulties and disabilities are supported and encouraged well by teaching assistants and special educational needs provision which fits seamlessly into the life of the classrooms. Work is set for the holidays and as one parent wrote, 'Every day during half term they asked when they could go back to school and get new words and books to read - what more could we want than happy children who want to learn more?'

Curriculum and other activities

Grade: 2

The curriculum is good, and the way it is enriched is outstanding. Projects are well planned. They start with an introduction that catches pupils' imagination, successfully exciting and interesting them. All Year 2 pupils recently ran a healthy cafe; where they served and charged their parents for food which they had prepared! They initially visited a supermarket, went behind the scenes and purchased healthy food. They then prepared for the cafe, served at tables and counted the money developing skills which contribute well to their economic understanding.

Good links between subjects enhances provision across the school. Information and communication technology (ICT) is well integrated and used effectively as a tool for learning. Pupils enjoy the new well-equipped ICT rooms and every teaching room is equipped with an interactive whiteboard that is used well.

Care, guidance and support

Grade: 1

The school provides outstanding care, academic guidance and support for its pupils. Highly effective procedures for child protection and safety are in place. All staff members have been trained in first aid. The school works well with outside agencies to ensure that all pupils receive suitable support. Very effective guidance on how to behave and be safe and healthy contributes to pupils' good personal development. Good progress is assured by frequent and effective marking and assessment. These also help staff to provide good support wherever necessary. Each pupil knows their own manageable targets. These are shared with parents and checked regularly to ensure that suitable progress is made. This detailed assessment is used well in most lessons. Relationships with parents are very good. Parents' comments included 'Staff are caring and friendly' and 'Extremely happy with all aspects of the school - learnt so much and benefited by attending such a well run and caring school'.

Leadership and management

Grade: 1

Leadership and management are outstanding. The headteacher knows the school extremely well and has a good understanding of its strengths and areas for

improvement. The governors and leadership team share and refine the head teacher's vision. Governors are part of a standards subcommittee and curriculum teams and provide excellent support and challenge to the school. Staff morale and commitment are excellent. An example of the excellent quality of the headteacher's vision for the school is the deployment of a teaching assistant to liaise with external groups such as businesses, parents and voluntary groups. This has enabled outstanding use of these groups to enrich the curriculum and raise the motivation and achievement of all.

Staff training is a strength. This has led to some very effective systems, such as those for the curriculum and care, which are contributing well to good achievement and personal development. Systems for monitoring performance and planning improvements are rigorous and effective. Evidence shows that teaching has improved because of the school's initiatives and this is having a beneficial impact on learning.

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Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2
How well does the school work in partnership with others to promote learners' well-being?	1
The quality and standards in the Foundation Stage	2
The effectiveness of the school's self-evaluation	2
The capacity to make any necessary improvements	2
Effective steps have been taken to promote improvement since the last inspection	Yes

Achievement and standards

How well do learners achieve?	2
The standards ¹ reached by learners	2
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and disabilities make progress	2

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2
The extent of learners' spiritual, moral, social and cultural development	2
The behaviour of learners	2
The attendance of learners	2
How well learners enjoy their education	2
The extent to which learners adopt safe practices	2
The extent to which learners adopt healthy lifestyles	1
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	1

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	2
How well are learners cared for, guided and supported?	1

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	1
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1
How effectively performance is monitored, evaluated and improved to meet challenging targets	1
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	1
The extent to which governors and other supervisory boards discharge their responsibilities	1
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Text from letter to pupils explaining the findings of the inspection

Thank you for making us feel so welcome in your school when we visited last week and for being so friendly and helpful.

We agree with you that you have a good school and that some things about it are outstanding. We can see how very well you are all looked after and cared for and are glad that this makes you all feel safe. We were pleased to see how well you look after each other. We thought that all your staff and governors work very well together to make the school good and to help you learn. We were particularly impressed with your understanding and desire to lead healthy lives. We think you have an excellent understanding about people in your community and some possible jobs you could do in the future.

We know that you learn well in most of your lessons. You learn less in some lessons because activities are too easy or difficult for you. We have asked your staff to try to match these with things you are trying to do so that your learning is even better. Perhaps you could tell them what you particularly like and what helps you to learn.

Thank you again for all your help.

Yours truly

Jo Curd

Lead Inspector