

Sandringham Primary School

Inspection report

Unique Reference Number	130381
Local Authority	Newham
Inspection number	293642
Inspection dates	2–3 May 2007
Reporting inspector	Glynis Bradley-Peat

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

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number on roll	
School	912
Appropriate authority	The governing body
Chair	Mr Fred Beasley
Headteacher	Mrs Jeannette Buchanan
Date of previous school inspection	2 July 2001
School address	Sandringham Road London E7 8ED
Telephone number	020 8472 3800
Fax number	020 8472 5994

Age group	3–11
Inspection dates	2–3 May 2007
Inspection number	293642

© Crown copyright 2007

Website: www.ofsted.gov.uk

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

Introduction

The inspection was carried out by four Additional Inspectors.

Description of the school

The school is much larger than average and serves an area of high deprivation. The vast majority of pupils come from a variety of ethnic minority backgrounds with Bangladeshi, Indian and Pakistani being the largest groups. Over 94% of pupils have English as an additional language. The proportion of pupils eligible for free school meals is higher than usually found. The percentage of pupils joining or leaving the school at other than the usual times is also higher than average. The proportion of pupils identified with learning difficulties and those with a statement of educational need is below average.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

Sandringham Primary is a good school, where pupils enjoy their learning and achieve well. Parents overwhelmingly support the school and are pleased with the progress their children make. Parents also praise the work of the school in helping them to support their children's learning through the provision of 'drop in sessions' and special projects. The school is successful because it is well led. The headteacher gives clear direction to the work of the school and along with her deputy and assistant head is effective in monitoring what it does. She keeps the school 'on course' by watching the impact of actions taken to bring about improvement and changing those actions as necessary. Capacity to improve is therefore good. The governing body do a good job and ask challenging questions when the need arises.

Pupils' attainment overall is currently below average but given their starting points, achievement is good. Information and communication technology (ICT) paints a particularly encouraging picture and shows pupils reaching average standards and making good progress. This, in addition to good basic skills in English means pupils are prepared for the next stage of their education. However, standards in science and mathematics are not high enough by the end of Year 6. This is because approaches to the teaching of important investigative skills are inconsistent and some higher attaining pupils are insufficiently challenged. There are effective systems to track pupils' academic progress but these are fairly new and it is too soon to measure their impact. However, the information gathered is used to plan appropriate work and set targets for improvement. Currently, assessment information is not used as effectively as it could be to ensure more consistent progress throughout Years 3 to 6. Provision for children in the Foundation Stage is good enabling children to make a fine start to their education. The Nursery is outstanding because of excellent teaching and a highly flexible curriculum.

The school is equally focused on promoting pupils' personal development and ensuring that they are well cared for and supported. Procedures to secure the health, safety and welfare of pupils are robust. The school provides a stimulating curriculum that motivates pupils to want to learn, one pupil reporting, 'Teachers make our lessons fun.' Pupils' enjoyment is reflected in a rate of attendance that has improved considerably since the last inspection. A very wide range of activities, some unusual, offered outside of lessons enhances their enjoyment and contributes very well to their all-round development. Pupils have a good understanding of the importance of adopting a healthy lifestyle. Teaching and learning are good. Teachers have good relationships with their pupils which makes them keen to learn. Good use is made of skilled teaching assistants, particularly in helping pupils with learning difficulties or disabilities.

What the school should do to improve further

- Raise standards in science and mathematics
- Use data more effectively to ensure that pupils make more consistent progress between Years 3 and 6
- Ensure that higher attaining pupils achieve as well as they possibly can.

Achievement and standards

Grade: 2

Pupils make good progress in response to good teaching and a stimulating curriculum. Although standards are below average by the end of Year 6, this still represents a good level of achievement from their exceptionally low starting points. Children in the Foundation Stage

achieve well, although less than a third of them reach the expected goals. Outstanding teaching in the Nursery and an innovative approach to the curriculum contributes to their good progress. The results of the national assessments for pupils in Year 2 were significantly below average in 2006. However, since the last inspection the gap between national results and the schools' results has been closing. The school is working determinedly to raise standards to build on the good start made in Foundation Stage. Their evaluation rightly identified mathematics and science as the main focus and early signs show that they are beginning to accelerate pupils' progress, particularly in aspects of science. The school's data shows that progress across Years 3 to 6 is uneven and inconsistent. There are examples of outstanding progress in some classes whereas in a minority of cases it is barely satisfactory.

Across the school, there is no significant difference in the progress made by pupils with learning difficulties, nor amongst pupils from different ethnic backgrounds. However, some higher ability pupils do not make the progress that they should because of insufficient challenge and low expectations in some lessons. Those at an early stage of learning English achieve extremely well because they are very well supported. Their increasing confidence contributes to the overall good progress made.

Personal development and well-being

Grade: 2

The pupils' enthusiasm and interest in the wide ranging opportunities provided promotes good levels of spiritual, moral, social and cultural development. This in turn contributes to their good personal development and well-being. They become aware of, and develop respect for world wide communities. Pupils hold firm views about justice and fair play and this responsible attitude contributes well towards creating a happy school. They behave well and are polite and courteous. 'What is really special about our school,' said one pupil 'is making new friends, learning new things and having kind teachers'. Attendance has significantly improved because of rigorous monitoring and is now satisfactory. Pupils know about keeping safe and feel free from bullying and harassment. They enjoy healthy food options and eagerly participate in a wide range of physical activities. The school council appreciates having a voice and influencing what goes on, for example, in fund raising activities and helping plan the new equipment and design of the new playground. They keep a financial record of the income and expenditure and this has made a good contribution to their future economic well-being. Pupils are now acquiring the basic skills they need to succeed at secondary school, and the school is working to build on their improving achievement.

Quality of provision

Teaching and learning

Grade: 2

Teaching and learning are good. Tightly focused learning objectives and good use of success criteria ensure pupils know what is required of them and what they need to do to succeed. The majority of teachers attend closely to the needs of individuals and use a variety of activities to suit the different learning styles and abilities of their pupils. The quick pace of lessons and use of strategies such as role play motivate pupils and teachers to work hard to make learning meaningful and fun. Pupils are enthusiastic and clearly enjoy their learning; they are keen to participate and demonstrate their skills. Teachers use ICT well to enhance lessons. The teachers manage their classes well and the good quality relationships mean that pupils can learn in a

calm atmosphere. Pupils feel valued because teachers encourage their contributions. In some subjects, such as science, teachers' subject knowledge needs to be further developed to better support pupils' learning and facilitate the development of investigational skills. Good support is provided by teaching assistants and learning mentors. Teaching is strongest in the Foundation Stage and Years 1 and 2. In Years 3 to 6, it is more variable because the expectations of some teachers are not high enough which affects the progress of the higher attaining pupils.

Curriculum and other activities

Grade: 2

The curriculum is good with some outstanding elements. It is planned effectively to develop pupils' skills, and those who are underachieving are given good support to help them progress. Newly arrived pupils who speak limited English receive good support based on a thorough assessment of their needs. Some good cross curricular links are in place with ICT and the school is currently developing this further. However, there are insufficient opportunities for pupils to learn independently in science and mathematics. There is an outstanding range of enrichment activities. Pupils are inspired to do their best by the visitors, trips and theme weeks provided. For example, pupils' artwork that adorns the school makes it a welcoming, vibrant environment. As well as the extensive sporting activities, pupils have the opportunity to take part in clubs as diverse as Japanese, computing, theatre and gardening.

Care, guidance and support

Grade: 2

The pastoral care and support of the pupils is good. Robust procedures for child protection and health and safety checks around the school site are thorough. Risk assessment for school visits and good attention to detail in promoting safety ensures that all pupils are very well cared for. Outside agencies effectively support the school in meeting the needs of those pupils with learning difficulties and disabilities, and English as an additional language. The academic guidance is satisfactory. Pupils' progress is tracked closely and they are becoming more aware of how they are getting on through the setting of individual targets and what they need to do to improve their work. This process is increasingly being established throughout the school.

Leadership and management

Grade: 2

The leadership and management of the school including the Foundation Stage are good. The senior leadership team leads the school effectively through a partnership approach to school management where everyone has a contribution to make. Because the management structure is imaginative, middle managers take full responsibility for their areas and this has generated a staff committed to school improvement. School self evaluation at all levels is accurate and pinpoints areas for development. The school's improvement plan is relevant and clearly focused upon moving the school forward as a source of support for pupils and their families. The school provides good quality support to pupils with learning difficulties and disabilities and has identified effective strategies to help new arrivals settle quickly into the school. Teaching is monitored effectively but is not sufficiently well evaluated which results in some higher attaining pupils not achieving as well as they could and pockets of underachievement. Most of the issues from the previous inspection have been tackled well through good quality staff development.

However, standards in mathematics and science remain an area for improvement. The governors are very supportive of the school and ask critical questions to hold the school to account.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: www.ofsted.gov.uk.

Annex A

Inspection judgements

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

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?	2
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	3
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	3
How well learners enjoy their education	2
The extent to which learners adopt safe practices	2
The extent to which learners adopt healthy lifestyles	2
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	2

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?	2

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.

Annex A

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively performance is monitored, evaluated and improved to meet challenging targets	2
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	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
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

14 May 2007

Dear Pupils

Inspection of Sandringham Primary School, Sandringham Road, London, E7 8ED

Thank you very much for the polite and courteous reception you gave to us when we recently visited your school. Another thank you to those of you who spent time talking to us and proudly showing us around your school. We thought the art work on display was really beautiful.

You told us about all the clubs and activities that you can take part in and how much you enjoy them. You do lots of good work in the community too, such as raising money for charity and your school council has a good influence on what happens in your playground. We were impressed by how grown up some of you were. What a credit to the school you are!

Your parents filled in many questionnaires for us to look at and they really think that Sandringham Primary is a good school. We agree with them. The teachers in your school do a good job and teach you well. You help them to do this because you are so well behaved. Your headteacher and her deputy do a good job and keep a very close eye on everything which happens in your school so that they can keep making it better for you. Even in a good school like yours there are a few things which could be even better and we have asked your headteacher to concentrate on them. In science and maths we would like your teachers to help you investigate things for yourself more. The school has lots of information about how well you are making progress in school. We would like your teachers to use this more so that you all make as much progress as you can. We have also asked the school to make sure that all of you receive work which makes you think hard. I am sure that the headteacher, her deputy and her assistant head will do their best to make sure that these things happen.

Once again, thank you for helping to make our visit such a pleasant one. I wish you all the success you deserve in the future.

Kind regards

Glynis Bradley-PeatLead Inspector