

Sandringham School

Inspection report

Unique Reference Number	125097
Local Authority	Surrey
Inspection number	340714
Inspection dates	19–20 January 2010
Reporting inspector	Mike Capper

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	4–7
Gender of pupils	Mixed
Number of pupils on the school roll	156
Appropriate authority	The governing body
Chair	Peter Sheene
Headteacher	Christine Dickinson
Date of previous school inspection	2 November 2006
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Introduction

This inspection was carried out by three additional inspectors. The inspectors spent most inspection time looking at learning. They visited 17 lessons or small group sessions and saw seven teachers teaching. They held meetings with governors, staff and groups of pupils. They looked at teachers' planning, the school's assessment information and safeguarding policies, and samples of pupils' work. They analysed questionnaires from staff and pupils, as well as 45 from parents and carers.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- how well pupils develop writing skills in the Early Years Foundation Stage
- the effectiveness of teaching at meeting differing needs, especially for the more able in mathematics
- how well pupils take responsibility and learn about life beyond Frimley
- the impact of subject leadership on school improvement.

Information about the school

Most pupils come to this small infant school from the local community. The proportion of pupils eligible for free school meals is below average. The proportion identified as having special educational needs and/or disabilities is also below average. Most, but not all, of these pupils have moderate learning difficulties. Most pupils are of White British heritage.

The school has an Activemark award for its work in physical education, as well as Healthy School accreditation.

Breakfast and after-school clubs are run by outside providers and were not part of this inspection.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

2

The school's capacity for sustained improvement

2

Main findings

One parent accurately captured the essence of this good school when commenting: 'The school has a fantastic atmosphere where the children feel safe, happy and cared for.' The pupils are brilliant ambassadors for the school; they learn good values and behave well, growing enormously in confidence and self-esteem and developing very positive attitudes towards learning.

Pupils' achievement and enjoyment are outstanding. Children get off to a good start in the Early Years Foundation Stage and continue to make good progress in the rest of the school. They are taught well and reach high standards by the end of Year 2. Progress is slightly faster in English than in mathematics. In English, pupils get many opportunities to practise and improve their literacy skills by using them in different subjects. The use of mathematics across the curriculum is less well established, slowing the development of skills, especially for the more able.

Teachers get on very well with the pupils and are generally successful at meeting differing needs, although sometimes higher attaining pupils are not challenged enough. Skilled teaching assistants make a significant contribution to the work of the school. They provide good support, especially for pupils with special educational needs and/or disabilities, who consequently make good progress.

Adults provide very high quality care and support to pupils. There is an excellent partnership with outside agencies to provide additional help to pupils when needed. Adults know each pupil extremely well and ensure that they feel very safe and are well prepared for the next stage of their education. Pupils very keenly take responsibility and are thoughtful about the needs of others. For example, they raise funds for local charities and write prayers in religious education lessons.

This is a school that is not standing still, because leaders are determined to do the best for the pupils and are always striving to improve. Together, leaders have created an ethos in which all members of the school community are valued and respected. The school engages extremely well with parents and carers and this contributes enormously to the school's success. There is a strong drive for further improvement based on good systems for checking school effectiveness. Subject leaders are keen and enthusiastic. They play a major role in securing school improvement and are identifying the right priorities for future development. They have rightly identified that they do not yet get enough opportunities to work in other year groups so that they can check on the impact of initiatives for themselves.

Pupils' attainment has risen since the last inspection and the school has successfully demonstrated that it has a good capacity for further improvement, for example in the

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way that it responded successfully to a slight dip in boys' progress in English.

What does the school need to do to improve further?

- Ensure that more able pupils are always sufficiently challenged in lessons and, in mathematics, that they get more opportunities to apply their skills to practical applications in different subjects.
- Give subject leaders more opportunities to visit other year groups so that they can check whether initiatives are having the desired effect.

Outcomes for individuals and groups of pupils

1

Pupils greatly enjoy school, as can be seen in their keenness not to be absent. As one commented, 'Every day is fun.' Their achievement is outstanding and the high attainment seen in national assessments at the end of Year 2 is also evident in lessons. Pupils work hard and this contributes well to their good learning and progress. In an outstanding Year 1 numeracy lesson, pupils showed great interest and made very quick progress in improving counting skills because work was purposeful as it involved using money in a real-life situation. In a good literacy lesson in Year 2, pupils improved their writing skills because they were excited by the idea of retelling the story of The Great Fire of London in their own words. On the few occasions where progress in lessons is satisfactory, the pace of learning is slower because work is not pitched at the right level for all; for example, a group of pupils who were learning about adding two-digit numbers struggled because they were not clear about which mathematical strategy to use.

Pupils' spiritual, moral, social and cultural development is good. Pupils have a good knowledge of life beyond Frimley and are polite, sociable and articulate. They take good care of each other and contribute well to the school and local community. The 'children governors' give pupils a good voice in school life; their recent focus on ensuring that lights are switched off is well understood by others. Pupils feel extremely safe at school and they are rightly very confident that any worries or concerns will be dealt with quickly by staff. Activities such as last term's 'healthy cafe' help pupils to develop a good understanding of the need for healthy lifestyles.

These are the grades for pupils' outcomes

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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Pupils' achievement and the extent to which they enjoy their learning	1
Taking into account: Pupils' attainment ¹	1
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	1
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	2
Taking into account: Pupils' attendance ¹	2
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

The family atmosphere that parents identify as one of the school's strengths can be seen in all aspects of its work. Pupils are extremely well cared for and supported, with adults devoting much time to ensuring that school is a very happy and very safe place to be. The school works very closely with outside agencies to support pupils who are struggling with their work or are finding home or school life difficult.

Teachers make learning fun. They use resources imaginatively to bring subjects alive. For example, in Year 2, teachers made good use of video clips to stimulate an interest in writing about Samuel Pepys. Teachers have good systems for assessing pupils' learning. They generally make good use of this information to plan what to teach next, although there are occasions when work is not pitched at the right level for the most able. Marking gives pupils good guidance about how they can improve their work and helps to move learning on quickly.

The curriculum supports pupils' personal development extremely well, as is demonstrated by the school's success in gaining Activemark and Healthy School awards. There is a good range of clubs and visits, which are greatly enjoyed by pupils. Good partnerships with other schools and groups enrich the curriculum in subjects such as music and physical education.

Links between subjects have improved since the last inspection, although they are currently stronger in literacy than numeracy. In literacy, the many opportunities that pupils have to write in subjects such as history and science have helped to improve the writing of boys, in particular.

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These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	1

How effective are leadership and management?

Senior leaders are strongly committed to school improvement and there is no complacency, even though attainment is high. Their drive for improvement and their ambitions for what sort of school they want in the future are shared by all staff and governors, and there is a good understanding of remaining priorities. Governors provide good challenge and support; the way that they liaise with subject leaders is a particularly constructive way for them to contribute to strategic planning.

The role of subject leaders has been much strengthened since the last inspection. They have become increasingly proactive in tackling weaknesses, although they do not yet have enough opportunities to visit lessons to check things for themselves.

The school promotes equality successfully. Leaders carefully check data to ensure that no group is doing less well than others. There is no discrimination, because pupils learn to respect different beliefs, reflecting the school's good contribution to community cohesion. Leaders are responsive to local needs and pupils are developing a good understanding of life in other parts of the world through recently established links with a township in South Africa. Leaders are now working to link with a school in a different part of the United Kingdom to strengthen provision in this area even further.

The school has good safeguarding procedures. Adults give safety a high priority and are vigilant in responding to any potential dangers that pupils may encounter.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	1
The effectiveness of partnerships in promoting learning and well-being	1
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate Please turn to the glossary for a description of the grades and inspection terms	
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

Children make good progress in the Early Years Foundation Stage. When they start school, the majority of children are working at the levels expected for their age. Good teaching means that attainment rises to above average levels by the start of Year 1. Children make very good progress in their personal development because adults give their welfare a high priority and provide calm and sensitive support when it is needed. As a result, children develop good levels of confidence and self-esteem and learn to work together. Children's progress is slightly slower in writing, and although it is picking up, there are still some missed opportunities to extend skills, especially for the more able. Adults work together very closely to plan activities and there is a good balance between activities that are led by the teacher and those where children choose for themselves where they are going to work. All children get opportunities to explore their own ideas, and learning is especially effective when activities are linked together. For example, after being taught the letter sound 'j', children explored the properties of jelly, used their creative skills to make jellyfish and draw and painted letters, helping to reinforce learning.

Leaders monitor provision closely so that they know what needs improving. They are doing the right things to improve children's writing and to ensure that more able children are challenged all of the time.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

Parents and carers are almost unanimously delighted with the school's work. They all feel that their children are well looked after, kept safe and enjoy their learning. Parents' and carers' views are typically summed up in comments such as 'From day one my son has loved school and looks forward to going to it' and 'There are so many opportunities for parents to be involved and it is a big part of the community.'

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Sandringham School to complete a questionnaire about their views of the school. In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 45 completed questionnaires by the end of the on-site inspection. In total, there are 156 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	31	76	9	22	0	0	0	0
The school keeps my child safe	29	71	12	29	0	0	0	0
The school informs me about my child's progress	20	49	21	51	0	0	0	0
My child is making enough progress at this school	21	51	17	41	3	7	0	0
The teaching is good at this school	29	71	11	27	0	0	0	0
The school helps me to support my child's learning	28	68	11	27	1	2	1	2
The school helps my child to have a healthy lifestyle	26	63	14	34	1	2	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	19	46	15	37	0	0	0	0
The school meets my child's particular needs	27	66	12	29	1	2	1	2
The school deals effectively with unacceptable behaviour	22	54	18	44	0	0	0	0
The school takes account of my suggestions and concerns	25	61	13	32	1	2	1	2
The school is led and managed effectively	33	80	7	17	0	0	0	0
Overall, I am happy with my child's experience at this school	33	80	7	17	1	2	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



21 January 2010

Dear Children

Inspection of Sandringham School, GU16 9YF

Thank you for welcoming us to your school and for being so willing to talk to us. You were very polite and friendly and we enjoyed looking at your work. We agree with you that your school is good and that you learn new things quickly.

Some of the things we found out about your school:

- Children in the Reception classes settle very quickly and make good progress. You have some exciting things to do outside and you work together very happily.
- In Years 1 and 2, you are taught well and this helps you to make good progress most of the time.
- You are very happy at school and work hard in lessons because adults make learning fun. It was great to see how enthusiastic you are about writing.
- You have an excellent understanding of how to stay safe and take responsibility well. The 'children's governors' work hard to improve the school.
- All of the adults in the school are very kind and they look after you very well. They give you good help when you are struggling with your work.
- The school is well led and managed and all the adults are working very hard to make the school even better.
- Your parents and carers are very pleased that you come to this school.

What I have asked your school to do now:

- make sure that teachers always plan work that is not too hard or too easy for you and give you opportunities to use your numeracy skills in topic work
- give teachers who are in charge of subjects more opportunities to visit other classes to see how well you are doing.

We thoroughly enjoyed talking to you about your work and watching you learn. You can help your teachers by continuing to be so enthusiastic.

Yours sincerely

Mike Capper

Lead Inspector

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