

# Sandringham Primary School

## Inspection report

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<b>Unique Reference Number</b>	130381
<b>Local Authority</b>	Newham
<b>Inspection number</b>	341039
<b>Inspection dates</b>	27–28 April 2010
<b>Reporting inspector</b>	Gordon Ewing

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

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<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>	936
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Fred Beasley
<b>Headteacher</b>	Robert Cleary
<b>Date of previous school inspection</b>	28 April 2010
<b>School address</b>	Sandringham Road London E7 8ED
<b>Telephone number</b>	020 84723800
<b>Fax number</b>	020 84725994
<b>Email address</b>	robert.cleary@sandringham.newham.sch.uk

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Royal Exchange Buildings  
St Ann's Square  
Manchester M2 7LA

T: 08456 404045

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## Introduction

This inspection was carried out by five additional inspectors. They visited 30 lessons, observing 30 teachers. A total of 16 hours of inspectors' time was spent observing learning. Meetings were held with the headteacher, other senior leaders, some governors, members of staff and groups of pupils, and informal discussions were conducted with some parents. Inspectors observed the school's work, including the systems for assessing and monitoring pupils' progress, the work pupils had produced in their books and teachers' planning and marking. Inspectors took account of separate questionnaires completed by 333 parents and carers, 49 staff and 96 older pupils.

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

- how much progress children make in the Early Years Foundation Stage from their starting point
- the rates of progress that younger pupils make in reading, writing and mathematics and especially Bangladeshi boys, Pakistani girls and those with special educational needs and/or disabilities
- the rates of progress for older pupils in English, mathematics and science and especially the progress of all boys and more able pupils
- how effectively leaders at all levels improve the quality of teaching and ensure that assessment information is used effectively so that all pupils achieve as well as they can
- what the school is doing to address the poor attendance of key groups of pupils.

## Information about the school

Sandringham is a very large primary school. The proportion of pupils from minority ethnic backgrounds is very high. The largest groups of pupils are those from Asian and Asian British backgrounds. A majority of pupils are at the early stages of learning English. The proportion of pupils who are known to be eligible for free school meals is above average. The percentage of pupils who have special educational needs and/or disabilities is below that found nationally, and they have predominantly moderate learning difficulties. The proportion of pupils who enter and leave the school at other than the normal times is very high. The school holds the Quality in Study Support award.

Both the new headteacher and deputy headteacher took up appointment in April 2010, though both were senior leaders in the school previously.

**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

Sandringham Primary is a good school where pupils thrive and work together as part of a cohesive and harmonious community. One pupil's comment that 'The school is like a family' reflects the school's success in promoting good community cohesion. The overwhelming majority of parents and carers think highly of their school and value the recent and seamless transition at senior leadership level. This has ensured that the momentum of improvement is being sustained across most aspects of the school's work. Clear evidence of this is seen in significant improvements in the quality of teaching and the rising levels of achievement for all groups of pupils. One parent's comment, 'Since my daughter moved here, she has changed so much, she is more confident and wanting to learn,' exemplifies the school's commitment to every child. Pupils' enjoyment of school is evident in their good, and often, outstanding behaviour and in their good social, moral, spiritual and cultural development.

Children start in the Nursery with skills well below those expected for their age. As a result of good provision overall, they develop into curious and independent learners. However, the lack of a permanent outdoor area for Reception children limits their access to a full and challenging curriculum and reduces opportunities to reinforce healthy habits. As pupils move up through the school, they make good progress in reading, writing and mathematics. Pupils' attainment in writing fell in recent years but swift action taken by the leadership has reversed the trend and attainment is now broadly average. The attainment of current Year 6 pupils is broadly in line with national expectations in English, mathematics and science. This represents good achievement from their starting points. Senior leaders astutely monitor pupils' progress and any underachievement is promptly addressed. Pupils who join the school at times other than normal are well supported and many catch up the lost ground. Pupils with special educational needs and/or disabilities make good progress because their varied needs are effectively met by teachers and the able team of teaching assistants.

Pupils' attendance is low and has not improved in recent times. The school acknowledges that it needs to do more to promote good attendance. Poor attendance is exacerbated further by a significant proportion of parents taking their children on extended holidays, particularly in the spring term. However, there is no clear link between the low attendance of key groups of pupils and their overall achievement. This is partly due to the impact of the school's highly regarded study support initiative to improve learning at home and school. Class teachers have a secure knowledge of the progress of each pupil because the tracking of progress is increasingly incisive. However, the quality of feedback to pupils, particularly through teachers' marking, is inconsistent. The advice given to pupils about how to take the next step in learning is

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often limited and, consequently, opportunities are missed to move their learning swiftly forward. The curriculum exposes pupils to a wide range of stimulating learning opportunities. It is enhanced further by an impressive range of extra-curricular activities, including sport and music, which are particular strengths.

The new headteacher, ably supported by his senior team, has injected further energy into existing initiatives for school improvement and has increased the momentum to raise the quality of teaching and enhance pupils' achievement. Rigorous and systematic strategies to evaluate the school's work have the full support of staff and are reinforcing the school's good capacity for sustained improvement. Consequently, the school has maintained and built on its strengths since the last inspection. Some record keeping, in respect of safeguarding and risk assessment procedures, has not been completed meticulously although, in all other respects, pupils are very well looked after.

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

- By December 2010, improve attendance to at least 94%, by:
  - establishing clear systems to challenge persistent absenteeism and taking a robust position regarding extended family holidays, with the support of the local authority
  - widening strategies to engage and support families and for promoting and rewarding good attendance.
- By the end of the summer term 2010, improve teachers' marking and next step guidance to pupils by:
  - undertaking regular scrutiny of teachers' marking as part of the school's existing systems to monitor the quality of its work
  - revising the existing policy for marking and providing training and support to ensure that good practice is disseminated across the school.
- By the end of the summer term 2010, ensure that current Reception classes are provided with interim arrangements for outdoor learning activities and, by the end of 2011:
  - providing a dedicated and permanent facility for the Early Years Foundation Stage that incorporates comprehensive facilities for indoor and outdoor learning opportunities

**Outcomes for individuals and groups of pupils****2**

Rates of progress in writing for all pupils, including those with special educational needs and/or disabilities, are improving consistently. There is little variation now in the progress of different groups of pupils. A common factor in lessons is the way in which pupils are encouraged to develop their writing skills in different contexts. They confidently and independently use their 'Catch a phrase' booklets and thesaurus to increase the vibrancy of their writing. In a Year 5 literacy lesson, pupils used colourful vocabulary such as 'formidable', 'agitated' and 'ghostly' when writing about the poem

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'The Highwayman'. In an outstanding Year 6 mathematics lesson, pupils were buzzing with enthusiasm whilst tackling challenging problem-solving tasks accurately geared to their ability. Consequently, their mental arithmetic skills were tested to the full and they demonstrated great perseverance in tackling a range of problems. For example, a pupil worked really hard to solve the problem  $3.2 \times 7$  mentally to calculate the area of a rectangle. His work partners were always supportive and encouraging.

Pupils know that they are safe in school and are confident about how to adopt a healthy lifestyle. Bullying is rare and pupils report unequivocally that the school deals promptly and effectively with any incidents. They make a good contribution to the wider community overall but opportunities to engage with the immediate locality are underdeveloped. Pupils who act as sports leaders and school councillors are proud of their community work and are clearly keen to do more, for example, in researching into why some pupils do not attend a club from the many that are on offer. Though pupils' basic skills in literacy, numeracy and information and communication technology are improving, their poor overall attendance limits the extent to which they are prepared for their future adult lives.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account: Pupils' attainment <sup>1</sup>	3
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
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>3</b>
Taking into account: Pupils' attendance <sup>1</sup>	4
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

<sup>1</sup> 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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## How effective is the provision?

Excellent relationships between pupils and adults boost the impact of the good teaching that now takes place in most lessons. Most teachers have good subject knowledge and planning is detailed so that the needs of pupils, whatever their level of ability, are effectively met. In a few lessons, more able pupils were not sufficiently challenged and opportunities were missed to move their learning forward at an appropriate pace. Assessment is used well in most lessons to ensure that activities are engaging so that pupils are motivated, challenged and eager to learn more. In some lessons, progress is slower because teachers talk for too long and do not give pupils enough opportunity to apply their skills and maximise the learning opportunity. Pupils are set appropriate targets but these are not checked consistently, and guidance to pupils to extend their learning further is of variable quality.

The good curriculum contributes well to pupils' good achievement and personal development. Particular strengths are in the provision of the vibrant music curriculum and extensive sporting activities, both supported by talented specialist teachers. Pupils are well cared for. One pupil commented, 'Teachers care and it is a safe and friendly school.' Those with special educational needs and/or disabilities and those considered vulnerable are provided with sensitive support so that they achieve as well as their peers. Induction support for children who join the Early Years Foundation Stage is a strength, as are transition arrangements for transfer to secondary school. However, more needs to be done to secure pupils' regular attendance and ensure that policies and procedures to protect pupils are meticulous.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</b>
Taking into account: The use of assessment to support learning	2
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>3</b>

## How effective are leadership and management?

The school's effective leadership and management promote good outcomes for pupils. The new headteacher has raised teacher expectations rapidly through a systematic and rigorous approach to monitoring the school's work. Teachers are rightly proud of recent improvements in pupil outcomes, particularly in writing, and staff training is targeted very effectively to ensure that improving learning is central to the school's actions. Governors are well informed and know the school's strengths and weaknesses but have yet to establish effective strategies to monitor the work of the school closely. Equal opportunities are at the heart of the school's actions and any discrimination is tackled

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rigorously. Adequate safeguarding procedures are in place but risk assessments are not always specific and relevant to the venue for the event. Furthermore, security checks on agency teachers, on their arrival at school, are not sufficiently rigorous. All stakeholders are regularly consulted and the school has undertaken a careful analysis of the needs of its community and has accurately tuned its provision to effectively promote community cohesion. Consequently, pupils have a good understanding of a broad spectrum of communities across the world.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	2
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>3</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>3</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

## Early Years Foundation Stage

Children achieve well in the Early Years Foundation Stage. They make good progress from very low starting points because the school swiftly assesses their needs and initiates specific support to accelerate their learning. Children are eager to settle, thoroughly enjoy their learning and persevere with tasks. They get on well together and learn to share resources such as construction toys and, in Reception, work as learning partners in phonics activities taking turns to be 'teacher'. They often make their own choices, though gender stereotypes are not always challenged by staff.

Planning and assessment procedures are consistent across the Nursery and Reception classes so that there is a good balance between adult-initiated and child-led learning. The range of indoor and outdoor learning in the Nursery is good but inadequate outdoor facilities in Reception restrict children's opportunities to develop their practical and investigation skills. Adults are deployed well to support children's welfare though more consistent procedures are needed to ensure that children adopt hygienic habits after



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practical activities. The assistant headteacher, responsible for the Early Years Foundation Stage, maintains a high profile and monitors provision effectively. She tracks children's progress carefully and successfully establishes good links with parents and carers.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
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**

Approximately one third of parents and carers returned completed questionnaires. The responses of the overwhelming majority were positive about their child's overall experience at school. A very small minority expressed concerns about the leadership's response to their suggestions and concerns and how effectively the school prepares pupils for the next stage of their education. Inspectors found that parents and carers are welcomed into the school and considerable efforts are made to involve them in their children's education, for example through learning workshops and the study support programme. Induction procedures into the Early Years Foundation Stage and the transfer into Year 1 were also found to be effective so that pupils continue to make consistent and sustained progress. Pupils themselves reported that they were well prepared for the transfer to secondary school. Furthermore, support to parents of those pupils who join the school other than at normal times is good. Consequently, these pupils soon catch up in their learning and make good progress.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Sandringham Primary 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 333 completed questionnaires by the end of the on-site inspection. In total, there are 936 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	176	53	147	44	2	1	6	2
The school keeps my child safe	146	44	166	50	7	2	9	3
The school informs me about my child's progress	145	44	164	49	12	4	5	2
My child is making enough progress at this school	110	33	197	59	13	4	5	2
The teaching is good at this school	142	43	169	51	9	3	5	2
The school helps me to support my child's learning	117	35	119	37	17	5	4	1
The school helps my child to have a healthy lifestyle	118	35	193	58	15	5	1	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)	89	27	185	56	16	5	7	2
The school meets my child's particular needs	86	26	205	62	18	5	8	2
The school deals effectively with unacceptable behaviour	91	27	204	61	21	6	2	1
The school takes account of my suggestions and concerns	79	24	201	60	28	8	6	2
The school is led and managed effectively	104	31	192	58	10	3	5	2
Overall, I am happy with my child's experience at this school	135	41	175	53	10	3	5	2

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

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

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 is for the period 1 September to 31 December 2009 and is the most recently published data available (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

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"> <li>■ The school's capacity for sustained improvement.</li> <li>■ Outcomes for individuals and groups of pupils.</li> <li>■ The quality of teaching.</li> <li>■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.</li> <li>■ The effectiveness of care, guidance and support.</li> </ul>
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.**



30 April 2010

Dear Pupils

Inspection of Sandringham Primary School, London E7 8ED

The inspection team really enjoyed their recent visit to your school to see you at work. You made us feel very welcome and all of you spoke positively about your school life.

You clearly enjoy school and you learn lots whilst you are there. Your parents and carers are equally happy with the school. Your school is a good school. In particular, we liked these things about your school.

- You behaviour is really good and you get on well together as a school community.
- You are making good progress and, in particular, your writing is improving consistently.
- You feel safe and secure and thoroughly enjoy your lessons, the vast majority of which are exciting and challenging
- The staff work hard to ensure that you develop as good citizens and develop good attitudes to learning.
- You are keen to improve your school and you play your part well by taking on responsibilities such as being school councillors and sports leaders.
- The school offers you lots of after-school clubs that improve your physical, creative and personal development.

The school community at Sandringham Primary rightly wants the school to be even better and to help make this possible, we have asked the staff and governors to:

- work more closely with you and your parents and carers so that your attendance improves significantly. We also expect you to play your part by coming to school more regularly.
- develop a permanent outside area for the Reception classes so that children have really good opportunities to learn through active play
- improve teachers' marking and advice to you so that you are more confident in knowing what you have to do to improve your work.

We hope that you will continue to play your part in making Sandringham Primary an even more successful school.

Yours sincerely

Gordon Ewing

Lead Inspector

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