

Sandringham School

Sandringham Way, Paddock Hill Estate, Camberley, Surrey, GU16 9YF

Inspection dates 12–13 February 2015

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Good	2
Leadership and management		Good	2
Behaviour and safety of pupils		Good	2
Quality of teaching		Good	2
Achievement of pupils		Good	2
Early years provision		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Since the previous inspection, standards have steadily improved. Over time, attainment is significantly above the national average in all subjects.
- Governors are knowledgeable and understand their role in supporting and challenging the school and its leaders.
- Teaching is good. Teachers plan activities suited to the abilities of the pupils. Consequently, pupils achieve high standards in reading, writing and mathematics at the end of Key Stage 1. They are very well prepared for the next stage of their education.
- Leaders and managers regularly check on the progress of the pupils and the performance of the teachers. Where support is needed, it is provided promptly.
- Pupils feel safe in the school. Their parents are confident that the school keeps the pupils safe and secure.
- The behaviour of the pupils is good. They are polite and courteous at all times. Pupils practise the school's values. The school is orderly, calm and well maintained.
- In the Reception class, children are provided with a range of interesting activities. Children show that they enjoy their learning. They are confident and this helps them to make progress.
- Parents are kept well informed about the progress of their children. Parents are fully involved in the life of the school.
- The school provides good opportunities for the development of pupils' spiritual, moral, social and cultural education. The school is a UNICEF rights respecting school. There are positive links with the local community.

It is not yet an outstanding school because

- In some lessons, teachers do not adapt their teaching to take account of the pupils' understanding. Consequently, progress is slowed.
- Pupils do not always know how to improve their work because marking is not consistently good in all classes.
- School improvement documents do not have quantifiable measures of success with clear timescales.

Information about this inspection

- Learning was observed on 13 separate occasions, either in whole class or in small groups. Three of these observations were carried out alongside the headteacher.
- The school provided a range of documents for the inspection team to scrutinise. These included the school’s plan for improvement, the evaluation of its work, minutes of meetings of the governing body, records of governor visits, records of behaviour and safety, attendance information and information about the progress of the pupils.
- The inspection team held meetings with the headteacher and the leaders of English, mathematics, special educational needs and physical education, a group of governors and a group of pupils. They spoke to a representative of the local authority and held informal discussions with parents. The 54 responses to Parent View, Ofsted’s online questionnaire, and a letter from a parent were considered. The 28 questionnaires returned by members of staff were taken into consideration.
- The inspection team visited the breakfast club and spoke to pupils informally at break time and lunchtime.
- The work in pupils’ books was examined in detail.
- A group of pupils was heard reading.

Inspection team

Jill Thewlis, Lead inspector
Sean McKeown

Additional Inspector
Additional Inspector

Full report

Information about this school

- Sandringham is a smaller than average-sized infant school. There is a nursery on site which is managed by the school. and is inspected separately.
- The proportion of pupils who receive support from pupil premium (additional funding provided by the government for pupils known to be eligible for free school meals or in local authority care) is below the national average.
- The proportion of pupils who are disabled or who have special educational needs is below average.
- Children in the Reception class attend on a full-time basis.
- The majority of pupils are of White British heritage. Two teachers left at Christmas 2014 and have been replaced by four staff sharing two jobs.
- The school has applied to become an academy from 1 August 2015.
- The headteacher is a local leader of education. She works with other local schools to share expertise.

What does the school need to do to improve further?

- To raise the standard of teaching to outstanding by:
 - using assessment within the lesson to adapt the teaching according to the needs of the pupils
 - ensuring that the marking policy is consistently applied.
- To strengthen leadership and management by:
 - ensuring that school improvement documents have quantifiable measures of success and clear timescales.

Inspection judgements

The leadership and management are good

- Leaders and managers have secured good teaching over a period of time. Consequently, pupils' achievement has been consistently above the national average in reading, writing and mathematics. Pupils' attainment has been increasing over the last three years, especially in reading and writing, because the leaders have responded to the needs of the pupils.
- The leader of special educational needs is effective. She identifies where support is needed. The support is provided and the leader checks the progress pupils make to ensure that the support is effective. Support programmes are delivered by adults who have received specific training.
- Disadvantaged pupils receive good support. The school's leaders identified a gap between disadvantaged pupils and their classmates in 2014. They have acted promptly by putting support in place. As a result this gap is now closing.
- The school's evaluation of its work is reflective and largely accurate. The plan for improvement identifies the priorities but there are no quantifiable measures of success or milestones. As a result, it is difficult for senior leaders, including governors, to know how successful actions have been.
- The leaders of English and mathematics have clear priorities for improvement. They track the progress of pupils in their subjects. Effective actions to raise standards in phonics (linking letters and sounds) and provide pupils with opportunities to apply mathematical skills have been successful.
- The school uses additional funding provided by the government to ensure that more pupils take part in physical activity wisely. Training has been provided for adults which ensures that lessons are of a higher quality. New equipment has been purchased and a wider range of clubs provided. As a result, the numbers of pupils engaging in additional physical activity has doubled over the last year.
- The school is determined to ensure that all pupils have equal opportunities. There is no discrimination in the school. Relationships between all members of the school community are warm and caring. The school's values underpin the commitment to equal opportunities.
- All teachers, including the headteacher, have targets which are linked to performance and to salary progression. The performance of teachers and teaching assistants is checked regularly. There is no inadequate teaching in the school.
- The school is recognised as a good school by the local authority. Consequently, it receives light support. The local authority supports the governors in setting performance targets for the headteacher.
- All safeguarding arrangements meet statutory requirements and are effective. Pupils say that they feel safe in the school and their parents endorse this view.
- Parents are overwhelmingly supportive of the school. One parent said, 'the school balances all its responsibilities without compromising on standards. The level of pastoral care and the education on offer is exceptional.'
- The curriculum is taught through themes or topics. Pupils' learning is enhanced through a wide range of visits out and visitors into the school. Pupils have a wide range of opportunities to apply their mathematical skills: for example, using ordinal numbers to order the planets, and using bar charts and pictograms to present information from surveys. British values are well promoted. Pupils studied 'Remembrance Day,' exploring the reasons for remembering. Values are highlighted. For example, during the inspection, the value was 'respect.' Pupils are able to talk about the value and understand its meaning. There is clear evidence of respect in the way the pupils conduct themselves and in the positive relationships within the school. Pupils are prepared for life in modern Britain because they are encouraged to practise British values.
- The spiritual, social, moral and cultural education of pupils is well catered for. Assemblies, which are broadly Christian, are well planned and are linked to the current 'value'. Pupils are given time to reflect in a calm atmosphere. There is clear evidence that pupils understand the difference between right and wrong. Pupils are made aware of other cultures through visits to other places of worship. Parents and visitors come to the school to talk about their own culture and how they are different from each other. The school is currently developing a link with a school in Malawi. Pupils are encouraged to interact and talk to adults by showing visitors, including governors, around the school. They understand that there are some who are less fortunate than themselves and support local and national charities.
- **The governance of the school:**
 - Governors are well informed about the school. They provide a good level of challenge, questioning the headteacher closely about the progress of the pupils. The headteacher provides detailed reports to governors, including information about the progress of pupils and the quality of teaching. Governors understand the strengths and areas for development. They know how the additional funding for the

support of disadvantaged pupils is spent and the impact it has. Governors are able to explain the spending of the sport premium grant but are less sure about its impact. Governors are uncompromising about the link between performance and pay. Underperformance is tackled effectively. The school's finances are well managed. Succession planning in recruiting a new bursar was highly effective and ensured a smooth transition. Governors make regular, focused visits to the school. Following these visits, a report, including any recommendations, is written and presented to other governors. Governors are a visible presence around the school. They attend parent consultation evenings, informal social events, information evenings and ensure that they are introduced to the parents of pupils new to the school. Governors write their own newsletter to ensure that parents are kept informed.

The behaviour and safety of pupils are good

Behaviour

- The behaviour of pupils is good. It is not outstanding because in a few lessons where teaching does not engage pupils, they lose focus. Pupils say that sometimes there is bad language and a yellow card is given. This means they have a warning.
- Pupils say they are generally kind to each other. They are clear that there is no racism.
- The school promotes mutual respect by promoting 'values'. Pupils respond to this. They are polite to all the adults in the school. Pupils are confident and able to talk sensibly to adults.
- At play time and lunchtime, they socialise across all year groups. Older pupils are encouraged to take responsibility by acting as 'play leaders', helping younger pupils to devise games.
- Pupils are able to play and work collaboratively together. They are supportive of each other. For example, in a mathematics lesson, one child forgot the name of a three-dimensional shape and his friend was able to remind him. In the Reception class, a child was observed showing another child how to make a snowflake.
- The school environment is clean and tidy. There is no litter. Displays in the school reflect the work of the pupils and the values of the school. They are well presented. Each class has a class charter which pupils know and understand.
- Attendance is average. The school follows up absences rigorously and does not allow term-time holidays. Pupils are punctual. There are no exclusions.
- Pupils trust the adults in the school to help them if they are concerned about anything. They feel safe, secure and cared for. Their parents agree.

Safety

- The school's work to keep pupils safe and secure is good.
- Pupils understand what bullying is, including bullying on the internet. They say they have lessons on how to keep safe when using modern technology. They know how to keep safe out of school and can talk about 'stranger danger'.
- Pupils are encouraged to adopt healthy practices. For example, at lunchtime, all pupils use an anti-bacterial hand spray before collecting their lunch.
- The school site is safe and secure. Arrangements for admitting visitors to the school are effective.
- Governors, staff, parents and pupils have no concerns about safety.

The quality of teaching is good

- Teaching is good and this enables pupils to make good progress.
- Teachers mark pupils' work. Marking is not consistent across the school. Where marking is best, pupils enjoy reading the comments teachers have made. In the classes where marking is less effective, pupils do not know how to improve their work.
- In some lessons, teachers do not check the understanding of the pupils throughout the lesson. They do not adapt the lesson according to the needs of the pupils. This slows the progress for some pupils.
- Teachers and teaching assistants question pupils well to deepen their understanding and help them to make good progress.
- Pupils who are disabled and those with special educational needs make good progress because the support they receive is sharply focused. The teaching assistants who support them are well trained and skilful. Disadvantaged pupils make good progress because the support they receive is effective in meeting

their needs.

- Teachers use their teaching assistants wisely in the classroom. Teaching assistants receive specific guidance about the groups they will work with. Consequently, pupils make good progress in all subjects.
- Pupils make good progress in both writing and mathematics because teachers plan a wide range of opportunities for pupils to apply their English and mathematical skills in other subjects. They understand that they will use the skills they are learning outside of school.
- The teaching of phonics is good. Pupils understand the link between phonics and reading and writing. When reading to the inspector, one child was able to explain what she would do if she could not read a word. She said 'You sound it out and then you can spell.' Pupils enjoy reading and can talk about books they enjoy. This enjoyment makes pupils want to read. They benefit from using a well-stocked library.
- Pupils' writing showed that pupils are able to apply their knowledge of phonics to their writing. Spelling of common words is largely accurate. Where there were errors, the spelling was phonetic. Punctuation is mostly accurate. Pupils are secure in using the basic skills of writing.

The achievement of pupils

is good

- Pupils achieve significantly more highly than other pupils nationally at the end of Key Stage 1 in reading, writing and mathematics. Good progress from their starting points is made in all year groups and in all subjects.
- The school made changes to the way phonics was taught because they recognised that standards were low in 2013. As a result of their effective actions, the numbers achieving the required standard in 2014 rose significantly and was above the national average.
- The work in pupils' books shows evidence of good progress in all subjects. The quality of writing is good and demonstrates that pupils are able to use a range of punctuation accurately. They have a wide vocabulary and this makes their writing interesting to read.
- The most-able pupils achieve well. In 2014, they were significantly above the national average in all subjects. They are able to successfully apply their knowledge of mathematics to problem-solving activities. In writing, there is evidence that the most able are beginning to use more complex punctuation, for example ellipses.
- Disadvantaged pupils make good progress because of the support they are given. In some cases, disadvantaged pupils are doing better than their classmates.
- Pupils who are disabled or who have special educational needs do better than similar pupils nationally. Pupils with special educational needs who are currently in the school receive targeted support and this enables them to make good progress.

The early years provision

is good

- The leadership of the early years is good. The leader has established a good working relationship with the nursery manager and this means that children move from the nursery to the school smoothly. There was a change of a teacher in one Reception class after Christmas. This change slowed progress. Work in children's 'learning journeys' (their record of work done) and school information show that children are now making more rapid progress.
- Children enter the early years with skills which are typical for their age. Significantly more than the national average leave with a good level of development. Children enter Year 1 with no gaps in their knowledge or understanding. They are ready to continue their learning.
- Teaching across early years is good. Children are confident and independent. They have good communication skills; one child said to the inspector, 'I know you are wearing heels because I could see the shadow.' Teachers provide a wide range of interesting activities which link together. In a literacy session, a carousel of activities provided for the development of fine motor skills, the application of phonic knowledge by writing simple words, enjoying books and practising reading with the teacher and developing handwriting movements to music. Adults are enthusiastic and this helps the children to enjoy their learning and make good progress.
- Children are able to choose whether to learn inside or outside. The outside area is shared with the nursery. The nursery and the school are working together to further develop the outside space. The activities are challenging and exciting. In child-initiated activities, children delight in making glitter ice cubes to create an ice palace, practise their measuring skills and write to 'Elsa,' to say why they like her.
- Children feel safe and their behaviour is exemplary. Staff have high expectations. Routines are well

established and understood by the children. They have excellent attitudes to learning. Independence is fostered. Resources are clearly labelled and accessible. The learning environment is tidy, well organised, calm and purposeful.

- Parents are fully involved in their child's school life. They are encouraged to include significant events and milestones of progress completed at home in the 'learning journey'.
- Children with specific needs are well supported. For example, a group of children who found sharing difficult were working with an adult to develop these skills. Targeted support for individual children is put in place to enable children to make good progress.
- The school develops the spiritual, moral, cultural and social development of the children well. Children in the Reception class follow the same values as the rest of the school. Children study different cultures, for example through Chinese New Year and Diwali.

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

Unique reference number	125097
Local authority	Surrey
Inspection number	449658

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	179
Appropriate authority	The governing body
Chair	Karen Findlay
Headteacher	Christine Dickinson
Date of previous school inspection	19–20 January 2010
Telephone number	01252 837538
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