

Sandringham Primary School

Sandringham Road, London E7 8ED

Inspection dates

23–26 May 2017

Overall effectiveness	Outstanding
Effectiveness of leadership and management	Outstanding
Quality of teaching, learning and assessment	Outstanding
Personal development, behaviour and welfare	Outstanding
Outcomes for pupils	Outstanding
Early years provision	Outstanding
Overall effectiveness at previous inspection	Good

Summary of key findings for parents and pupils

This is an outstanding school

- The headteacher is highly ambitious for his staff and pupils. Aply supported by school leaders, he has established a nurturing, inclusive and vibrant learning community. As a result, pupils across the school make outstanding progress irrespective of their starting points.
- The 'children first' ethos permeates the life of the school. All staff have very high expectations of what pupils can achieve. They work seamlessly together to ensure that all pupils have access to a creative curriculum that effectively prepares pupils for life in modern Britain.
- Staff are encouraged to understand how children learn and they use this knowledge to ensure that teaching is of the highest quality. This is particularly true in mathematics, where all staff share a common approach to teaching, and consequently, pupils excel. Teachers believe that their professional development is inspirational.
- Governors are knowledgeable and highly effective. They scrutinise leaders' decisions to ensure that planned actions will prove beneficial to pupils' learning. They ensure that the use of funding for pupils who have special educational needs and/or disabilities and those who are disadvantaged is used highly effectively.
- Pupils across the school are enthusiastic and independent learners. They enjoy the imaginative learning environment and excellent resources. Pupils are keen to work together and consistently show respect and tolerance. Their behaviour around the school site is exemplary.
- Safeguarding is effective.
- Leaders have created a culture that effectively promotes pupils' spiritual, moral, social and cultural development. Pupils say that they feel safe and cherished. They are surrounded by adults who are genuinely interested in listening to their concerns or worries.
- The early years provision is outstanding. Children make substantial progress, often from very low starting points.
- Leaders and governors have forged strong links with parents and the wider community. This partnership working encourages a wraparound approach to learning.
- The majority of pupils are keen to attend school and do so regularly. Leaders are working closely with a minority of parents to encourage a commitment to full attendance during term time.

Full report

What does the school need to do to improve further?

- Continue to work closely with parents to ensure that all are committed to full attendance for their children during term time, so that these pupils can make routinely rapid progress.

Inspection judgements

Effectiveness of leadership and management

Outstanding

- The headteacher is highly ambitious for every pupil. He has established a learning ethos that permeates throughout the school. The whole school community shares his strong moral belief that children must come first. His effective leadership team ensures that consistently improving the quality of teaching is given the highest priority. Consequently, teaching ensures that pupils make outstanding progress irrespective of their starting points.
- Teachers are encouraged to be reflective. Leaders ensure that they are given plentiful opportunities to study how pupils learn, share their best practice and learn from educational experts. New teachers learn their trade in a highly supportive environment. As one teacher said, 'I can flourish as a professional at Sandringham.'
- Leaders have a very accurate understanding of the school's strengths and a determination to improve it still further. Every area of the compact site has been utilised to benefit pupils' learning. The opening of a new building next term to provide a purpose-built early years area and facilities for music, drama and art will enhance pupils' opportunities still further. Senior leaders are highly reflective and regularly evaluate the impact of their actions to ensure that it is enabling pupils' rapid progress.
- Senior and middle leaders know the strengths of every teacher. They regularly check that teaching is of the highest quality. The consistently applied whole-school approach to teaching ensures that all staff are fully supported irrespective of their experience or teaching ability. Staff are clear about their responsibility to ensure that all pupils make substantial progress from their starting points and work closely together to ensure this.
- Leaders at all levels monitor carefully that all pupils, and groups of pupils, are making the necessary progress from different starting points. They quickly and effectively intervene should a pupil's progress stall. Leaders check the impact of interventions to ensure that these are having the desired effect.
- Leadership of the provision for pupils who have special educational needs and/or disabilities is very strong. Funding is used to ensure that all pupils are fully included in school activities, both in and out of the classroom. Teaching assistants are highly trained and skilled. They work closely with teachers to ensure that all pupils have equal opportunities to excel in their learning. Pupils are encouraged to participate in the wealth of extra-curricular opportunities available at the school. Those who have more complex needs also have a programme of activities to encourage their independence, including horse riding, weekly shopping and cooking. As a result, pupils who have special educational needs and/or disabilities make the same substantial progress from their starting points as other pupils in the school.
- The carefully crafted curriculum ensures breadth, depth and balance. While leaders devote appropriate weight to the teaching of mathematics, English and science, pupils enjoy many other creative opportunities. Themes are threaded seamlessly through both the core and foundation subjects. Specialist teachers deliver art, Spanish, physical education, music, drama and animation. Consequently, the quality of teaching in the foundation subjects is very strong.

- Provision for pupils' spiritual, moral, social and cultural education is excellent. Pupil premium funding is used to ensure that pupils, particularly those who are disadvantaged, have the same opportunities and cultural experiences as other pupils nationally. Leaders are passionate about ensuring that pupils understand the wider world outside of the local community. There are regular trips to museums, galleries and musical events. Year 6 pupils are excited about the impending annual camping trip. Pupils learn about different religions and visit different places of worship. Outside visitors such as the fire service are encouraged to work within the school to broaden pupils' understanding of life in modern Britain. The police cadets are a thriving group who enjoy socialising together, camping and learning to be alert to risks in the wider community. School leaders are keen to listen to the views of pupils and give them opportunities to understand democracy – voting around the use of the London bus is one example of this.
- Governors carefully scrutinise how pupil premium funding is spent to ensure that it is having a positive impact on disadvantaged pupils' learning. They regularly check that disadvantaged pupils, including the most able disadvantaged pupils, make the same substantial progress as their peers, which they do. Governors ensure that these pupils continue to make better progress than all pupils do nationally.
- Leaders use the physical education and sport premium grant to provide specialist coaches and specific training for teachers. Pupil 'sports leaders' encourage active participation in clubs at break- and lunchtimes. The school competes regularly and highly successfully in local sports tournaments and boasts an extensive trophy cabinet. Pupils benefit from regular swimming lessons in the Olympic Aquatic Centre. Pupils talked about their healthy lifestyle choices, including eating well and exercising regularly.
- Leaders carefully monitor the progress of any pupils attending the Eleanor Smith School and wherever possible, reintegrate pupils as soon as they are ready. They have established close links with the school, visit regularly and ensure that transition is seamless.
- Parents and carers are highly impressed by the work of the school. As one parent told inspectors, 'This is a wonderful school with passionate teachers and support staff that are truly dedicated to helping the children achieve the best according to their ability.' Another commented, 'When I collect my daughter from school I always ask her how her day has been. Her most common response is "great" and sometimes "amazing".'

Governance of the school

- Governors are highly experienced, knowledgeable about the school and bring a wealth of skills. They check carefully that leaders' decisions are having an impact on pupils' progress and scrutinise information provided by the school. They have an accurate understanding of the school's strengths, but are not complacent. They share the headteacher's reflective desire to improve the provision still further. Governors are developing strategies to engage hard-to-reach families. They take a hard stance on those requesting holidays in term time and work hard to educate parents on the importance of term-time attendance. Many live locally and understand some of the issues faced by parents and carers. Relationships between the governors and the community are strong.

- Governors are clear about their statutory responsibilities, particularly around safeguarding. They are well trained and ensure that all staff working at the school have undertaken appropriate safeguarding training, including on the 'Prevent' duty.

Safeguarding

- The arrangements for safeguarding are effective. Checks on the suitability of staff to work at the school are comprehensive and in line with current statutory guidelines. Staff are vigilant and clear about their statutory responsibility to ensure that pupils are kept safe. They are well trained and clear about what to do should they believe a pupil is at risk. Relationships between staff, families and pupils are very strong. Links with external providers ensure that families can quickly access support should they need it.
- All staff are very clear about potential risks in the local community. They are particularly vigilant about ensuring that no child or family is at risk of radicalisation or extremism. Staff are equally alert to any signs that pupils are at risk of female genital mutilation, forced marriage or child sexual exploitation. Equally, they are alert to signs of neglect, deprivation and abuse.
- Parents believe that their children are kept safe at school. They were very complimentary about the individual support offered to them and their families. Relationships between home and school are strong.

Quality of teaching, learning and assessment

Outstanding

- The whole-school focus on being a 'good learner' starts in pre-school and continues throughout each key stage. Staff model being lifelong learners. The school's 'principles of learning' and 'learning attributes' are consistently adhered to by staff and known and understood by pupils. This ethos of a community learning and exploring together permeates the life of the school. As one pupil said, 'Learning is fun.'
- Teachers and teaching assistants are well trained and have excellent subject knowledge. They plan interesting and imaginative activities that develop pupils' skills and actively engage pupils in their learning. All staff have very high expectations of what pupils can achieve, irrespective of their starting points. Pupils are enabled to attempt challenging tasks in a safe and creative environment.
- Classrooms and learning areas are exceptionally well resourced and bustling with activity. Pupils attempt tasks diligently and enthusiastically. They enjoy their learning and are quick to offer support and guidance to others in the class. Pupils are curious learners, who act upon the advice of teachers and show perseverance and resilience when attempting difficult tasks. They are encouraged to articulate their learning verbally and in writing, and do so with enthusiasm.
- The school is very large and the site compact. However, leaders have ensured that around every corner, there is a discrete and imaginative area in which pupils can play and learn. Staff ensure that learning continues throughout the day, including during recreational times such as break and lunchtime. Reading areas, chalkboards, the London bus, the sensory garden and the sports courts all generate meaningful play opportunities to extend pupils' learning.
- The most able pupils happily attempt challenging activities that stretch their

understanding of concepts and ideas. They are taught the principles of resilience should they find something particularly difficult and know that they can ask for help. Teachers routinely provide extra sessions and more complex homework tasks, which are welcomed by parents and pupils alike.

- Mathematics is taught consistently well across all key stages, with pupils building on their skills year on year. Pupils receive plentiful opportunities to practise their problem-solving and reasoning skills, with a focus on the process rather than simply outcomes. Reflection time in each lesson requires pupils to articulate the concepts they have learned. In doing so, pupils consolidate their learning as they accumulate mathematical skills.
- Phonics is taught in a consistent way across the school. Consequently, pupils build on their knowledge and understanding of new words. Pupils receive regular guidance on choosing suitably challenging and accessible books, particularly when they have finished the reading programme and move on to 'free reading'.

Personal development, behaviour and welfare

Outstanding

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is outstanding.
- Sandringham is a very large primary school. However, leaders ensure that strong moral principles guide the decisions they make. Consequently, leaders have created a harmonious and compassionate environment, described by many as 'like a family'. The strong pastoral team applies multiple approaches to nurture each pupil. Pupils' individual needs are known exceptionally well and strong links with parents ensure that wraparound care can be effectively offered.
- Pupils are exceptionally proud of their school and their achievements. They mix well across year groups, showing empathy and care towards each other. Pupils learn about right and wrong and are encouraged to contemplate complex ideas through 'Thinking Friday' time.
- Pupils are keen to take on leadership responsibilities across the school. 'Digital leaders' encourage pupils to stay safe online and provide advice and guidance. As a result, pupils understand the risks posed online and know what they need to do to stay safe.
- Strong relationships and trust between staff and pupils ensure that any concerns are quickly acted upon. 'Talk time' boxes ensure that pupils across the school can tell a teacher in confidence if they are concerned about anything. Staff check these boxes daily and deal quickly with any arising concerns. Pupils were unanimous in their praise for this system. Equally, at key stage 1, 'worry bear' encourages pupils to share their worries. Pupils were clear that they would always share their concerns as they trust the adults around them.
- Pupils say that bullying is extremely rare and that staff deal quickly and efficiently with any minor quarrels. Pupils have lots of opportunities to reflect on the different types of bullying and strategies to deal with it should it occur. The inclusive ethos of the school actively encourages pupils to respect, tolerate and celebrate each other's differences.
- Leaders encourage pupils to share their ideas. The school councillors act as

ambassadors and a pupil voice. A yearly questionnaire ensures that all pupils can contribute their ideas to improving the school. For instance, pupils voted to have 'puddings' on a Friday, rather than the other options available during the rest of the week. Staff show a genuine interest in the views of pupils and this open attitude ensures that pupils feel valued and nurtured.

Behaviour

- The behaviour of pupils is outstanding.
- In lessons, pupils work diligently and hard. They are keen to learn, enjoy the opportunities presented to them and are proud of their work. Pupils show respect and genuine interest in the views and ideas of their peers. In particular, pupils work collaboratively, supporting each other as they attempt complex tasks. Incidents of behaviour that prevent others from learning are exceptionally rare.
- Throughout the school day, pupils exhibit impeccable conduct. They are polite and courteous towards each other, staff and visitors to the school. They play well together and show care and consideration towards the needs of each other. They are happy and feel safe.
- Staff are encouraged to reward good behaviour and do so regularly and consistently. Consequently, pupils aspire to earn praise from their teachers and respect from their peers. 'Poor choices' in behaviour are discussed and the impact discussed with individual pupils. Positive reinforcement ensures that the school is a calm, safe and happy place to learn. These high expectations of how pupils should behave apply also to those who attend alternative provision part or full time. Leaders continue to track their attendance and behaviour to ensure these are of the required standard.
- The vast majority of pupils attend regularly and make the most of each day of learning. However, a minority of parents still request lengthy holiday leave during term time. This has a profound impact on the progress these pupils make and is an area that school leaders are working to address.

Outcomes for pupils

Outstanding

- Children arrive in the early years foundation stage with achievement that is significantly below age-related expectations. Many have speech and language difficulties, or do not speak English. By the time they leave at the end of Year 6, the vast majority have made significant progress over time, irrespective of their starting points.
- Current pupils are making significant progress in mathematics, English and across a wide range of subjects. Work seen throughout the inspection demonstrates pupils' ability to build on their prior knowledge and understanding and extend their learning. Pupils confidently talked about their learning and showed examples of where they had improved and what they had learned. They are encouraged to reflect on and articulate their learning and they do so with aplomb.
- In 2016, the proportion of pupils who met the expected standard at the end of key stage 2 in writing and mathematics was much higher than the national average. More pupils reached the highest standard in these subjects than in other schools nationally.

Pupils' progress in writing and mathematics was in the top 10% of pupils nationally. This was also true of disadvantaged pupils, who made progress that was similar to that of their peers and much higher than the national average.

- While the proportion of pupils who met the expected standard in reading in 2016 was above the national average, school leaders were disappointed by the number who achieved the highest standard. As a result, they now place far more emphasis on teaching inference and deduction, to ensure that more pupils can routinely demonstrate these skills. Current pupils in Years 5 and 6 were quick to explain their understanding of their reading and could demonstrate inference.
- The proportion of the most able disadvantaged pupils in 2016 who met and exceeded the expected standard in reading was higher than the national average. The progress of this group, as with all other groups, is checked carefully, to ensure that they continue to make substantial progress.
- Pupils who have special educational needs and/or disabilities make very good progress from their starting points and, in 2016, they made better progress than pupils did nationally. Some pupils have complex learning needs and school staff are vigilant in recording small steps in their progress to ensure that it is maintained over time.
- The proportion of pupils reaching the expected standard in the phonics screening check at the end of Year 1 has improved dramatically over the past three years and is now much higher than the national average, including for disadvantaged pupils.
- Teachers build on the outstanding progress children make in the early years. In 2016, Year 2 pupils achieving the expected standard and greater depth in reading, writing and mathematics was much higher than the national average.
- Encouraging a love of reading is given high priority throughout the school. Leaders ensure that class texts are suitably demanding and encourage reading of a breadth of authors, historical periods and cultures. The school library sits within the heart of the school and is popular and well used. Every classroom has a discrete reading area with a collection of age-appropriate, interesting texts. Leaders extended the school day by half an hour so that pupils could have more time to read one to one with an adult. Considerable class time is devoted to guided reading opportunities, phonics teaching and reading for pleasure. Pupils heard reading during the inspection did so fluently and coherently. They demonstrated empathy with the characters and an understanding of the plot. Most importantly, pupils show a genuine love for reading. As one pupil said, 'I am becoming a curious reader.'

Early years provision

Outstanding

- Leadership of the early years provision is outstanding. All staff share an aspirational vision for what each child can achieve and together they foster a love of learning. As in the rest of the school, a consistent approach to teaching based on educational research ensures that all staff have the confidence and skills to enable children to make rapid and sustained progress from very low starting points. Staff are well-trained and confident early years practitioners. They provide creative and imaginative opportunities that children delight in.
- The early years provision is large, diverse, very inclusive and nurturing. Child-initiated

play is encouraged and cultivated in the compact yet highly creative learning environment. Staff support children to develop their independence skills and to enjoy tidying away and helping each other. Teachers plan developmentally appropriate activities to ensure that children make rapid progress and enjoy their learning. Children are enthusiastic learners and were keen to show inspectors what they could do. For instance, they are currently studying insects and could explain the symmetry of wing designs on butterflies and how many legs spiders have. They are quick to experiment and take risks in a safe and caring environment. Children are encouraged to read and write and many do this well. Phonics is taught systematically so that children quickly acquire knowledge of sounds and letters.

- Leaders and staff work closely with families to ensure that initial assessments are accurate. Small steps in progress are recorded each day and a summative assessment is made each month. This enables all staff to check that children are acquiring the necessary skills, particularly as many are new to learning English. Links with parents are numerous and strong. School staff give comprehensive advice and guidance to parents about how they can support their children's learning and regular updates on their children's progress.
- Children make outstanding progress in the early years. The majority arrive with starting points which are much lower than those typical for their age, and many have speech, language and communication issues. Very quickly, children learn routines that enable them to play and explore their bustling and active environment in a safe and meaningful way. Their behaviour is typically exemplary. Leaders quickly assess those children who have special educational needs and/or disabilities and provide individualised support. These children typically make exceptional progress. As a result, the proportion reaching a good level of development, including those who are disadvantaged, has risen over time and is now higher than that seen nationally.
- Safeguarding is effective. Staff are highly vigilant and knowledgeable about the potential risks and signs of abuse and neglect. The early years area is safe and secure. As in the rest of the school, routines and procedures are of high quality and routinely applied.

School details

Unique reference number	130381
Local authority	Newham
Inspection number	10031832

This inspection was carried out under section 8 of the Education Act 2005. The inspection was also deemed a section 5 inspection under the same Act.

Type of school	Primary
School category	Community
Age range of pupils	2 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	991
Appropriate authority	The governing body
Chair	Fatima Mangerah
Headteacher	Robert Cleary
Telephone number	020 8472 3800
Website	www.sandringham.newham.sch.uk
Email address	info@sandringham.newham.sch.uk
Date of previous inspection	18–19 July 2013

Information about this school

- Sandringham Primary School is larger than the average-sized local authority maintained community school.
- Almost a third of the pupils are known to be eligible for the pupil premium, which is above average.
- Almost all pupils are from minority ethnic backgrounds, which is higher than the national average. The largest groups are those who are of Indian, Pakistani and Bangladeshi heritage.
- The vast majority of pupils speak English as an additional language.
- Almost a fifth of pupils receive special educational needs support, which is above the national average.
- The number of pupils who have a statement of special educational needs and/or

disabilities or an education, health and care (EHC) plan is below the national average.

- A very small number of pupils attend the Eleanor Smith School.
- Pupils' attainment on entry into key stage 2 is significantly below the national average.
- The school met the government's floor standards in 2016, which set the minimum expectations for pupils' attainment and progress.
- The school meets requirements on the publication of specified information on its website.

Information about this inspection

- The section 8 inspection was converted to a full section 5 inspection.
- Inspectors observed teaching, learning and assessment across a range of year groups and subjects. They observed children learning in the early years, watched an assembly, observed 'Thinking Friday' sessions and listened to a range of pupils reading.
- Inspectors held discussions with representatives from the governing body, the school improvement partner, the headteacher, senior and middle leaders, a range of staff, pupils, and children in the early years.
- Inspectors took account of the 46 responses to Parent View, 72 responses to the staff survey and the views of current pupils. Inspectors spoke to parents as they dropped their children off at school.
- The inspection team scrutinised a wide range of documentation including: records related to pupils' behaviour and attendance; minutes of meetings; information on the progress made by pupils; the school's self-evaluation; and the school's assessment system.
- Inspectors reviewed safeguarding records, policies and procedures, including referrals to external agencies.

Inspection team

Helen Matthews, lead inspector	Her Majesty's Inspector
David Lloyd	Ofsted Inspector
Angela Corbett	Ofsted Inspector
Helena Mills, lead inspector	Ofsted Inspector
Sheila Cohring	Ofsted Inspector

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In the report, 'disadvantaged pupils' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route. www.gov.uk/pupil-premium-information-for-schools-and-alternative-provision-settings.

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Piccadilly Gate
Store Street
Manchester
M1 2WD

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