

# Sandhurst Primary School

Rye Road, Sandhurst, Cranbrook, Kent TN18 5JE

## Inspection dates

5–6 February 2019

<b>Overall effectiveness</b>	<b>Good</b>
Effectiveness of leadership and management	<b>Good</b>
Quality of teaching, learning and assessment	<b>Good</b>
Personal development, behaviour and welfare	<b>Good</b>
Outcomes for pupils	<b>Good</b>
Early years provision	<b>Good</b>
Overall effectiveness at previous inspection	Requires improvement

## Summary of key findings for parents and pupils

### This is a good school

- Leaders and governors, led by a strong headteacher, have high aspirations for pupils to thrive. They have the trust and confidence of parents, carers and the local community to lead the school in improving further.
- Leaders know the school well and have ensured that good teaching is leading to strong progress. Outcomes in reading, writing and mathematics are good overall; however, too few pupils achieve higher standards.
- The culture of self-evaluation results in constant improvement. Governors are becoming increasingly systematic when reviewing the effectiveness of the school. However, governors are aware of the need for more rigour.
- Phonics is taught systematically and, as a result, pupils make strong progress in learning their sounds. Pupils apply this knowledge to good effect in their reading.
- Leaders provide a broad curriculum with a range of exciting first-hand experiences. Most pupils make good progress in the wide range of subjects, including music and French.
- Safeguarding is effective. This is a nurturing school. Pupils are safe and cared for well.
- Teachers track pupils' progress regularly, and pupils are known individually to them. Although most teachers plan work that meets pupils' needs, not all pupils fulfil their potential.
- Leaders use additional funding for disadvantaged pupils effectively. Most disadvantaged pupils make good progress.
- Pupils' personal development, behaviour and welfare are good. Pupils typically are friendly and respectful to adults and to each other. They have positive attitudes to their learning.
- Leaders are thoughtful in how they use the extra funding for sport. Pupils welcome the additional physical activities organised in lessons and the wide range of extra-curricular sporting activities provided for them.
- Pupils are prepared well for life in modern Britain. Spiritual, moral, social and cultural development is woven into the curriculum, and is promoted successfully.
- Children have a good start in early years, with a wide selection of stimulating activities. Leaders are aware that more children need to achieve higher standards.
- Parents are kept well informed and consequently are able to help their children successfully with learning at home.

## **Full report**

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

- Leaders should ensure that more pupils throughout the school, including those who are disadvantaged, are challenged consistently to achieve their full potential and attain higher standards.
- Governors should refine their skills of holding leaders to account, so that staffing and resources are used to accelerate the rise in standards further.

## Inspection judgements

### Effectiveness of leadership and management

**Good**

- The strong leadership of the headteacher and other senior leaders has ensured that the school is improving rapidly. Leaders make regular visits to classrooms and scrutinise pupils' work. Training is organised for staff, focusing on key priorities. Staff work together closely to develop good practice, and high expectations are shared widely. Consequently, the standard of teaching and learning is improving constantly and standards are rising.
- Leaders assess pupils' progress regularly. As a result, they know the pupils well and have an accurate view of achievement across the school. Pupils who are in danger of falling behind are identified and appropriate extra support is organised.
- The curriculum is broad and linked to a range of topics that have been carefully chosen. When reading about Henry VIII, pupils learn how to use speech marks, and while making Mayan masks, pupils learn about other cultures. Most pupils make strong progress in a range of subjects.
- A programme of visits and visitors brings learning to life, for example pupils learn about local history from the curator of the Cranbrook Museum, perform at the O2 Arena in Greenwich as part of a mass choir and learn about the Ancient Egyptians when visiting the British Museum. Pupils are helped to learn French by a native French speaker, in preparation for a trip to France. They enjoy taking part in community projects such as growing plants in wellington boots for the local horticultural society and providing artwork for the local hospice 'pop-up café'. Pupils and parents welcome the wide variety of extra-curricular clubs, including gardening, tag rugby, construction, guitar and gymnastics. These activities are attended well by pupils and contribute effectively to their learning.
- The school's mission, 'aim high, be happy', is supported by governors, staff, parents and pupils. This mission is underpinned by the principles of 'resilience, independence, enjoyment, confidence and challenge'. These school values are reflected in the culture and curriculum of the school and help to ensure pupils' understanding of British values.
- Pupils learn about and experience democracy as school councillors. They take on responsibility for others, in roles as play leaders, librarians and e-safety leaders. The curriculum and assemblies provide regular opportunities for pupils to reflect, listen to the views of others and share their differences. Pupils learn about other cultures in topics and through a link with a school in Africa. Consequently, staff prepare pupils well for life in modern Britain, and pupils' spiritual, moral, social and cultural development is promoted very effectively.
- Leaders ensure that all pupils have an equal opportunity to achieve. For example, counselling and play therapy help pupils cope with challenges. The breakfast club provides care before school, and those who have difficulty working at home get extra help in school.
- Additional funding for disadvantaged pupils and those with special educational needs and/or disabilities (SEND) is used well. Leaders track the progress of these pupils very carefully, using this information well to organise extra learning activities that are

updated regularly. Leaders also work with external agencies to support pupils' specific needs. Consequently, most pupils who are disadvantaged and those with SEND are making strong progress.

## **Governance of the school**

- Governance is effective.
- Leaders and governors have a shared ambition for pupils to thrive. Together, they have the respect and trust of the community to lead the school forward.
- Leaders and governors are reflective, seeking constantly to improve. They attend training regularly, and are aware of how this helps them to fulfil their roles. Governors have completed an audit to ensure that, as a team, they have the range of skills needed. This information is now being used to recruit new governors to fill recent vacancies.
- Governors monitor the school development plan and have recently developed a more strategic approach linked to school priorities. Governors are aware of their responsibility to hold leaders to account for pupils' outcomes. They visit the school regularly, meeting with leaders, looking at pupils' work and visiting classrooms. Their systematic approach is a recent development, and governors are aware of the need to ensure even greater rigour in monitoring the use of resources to raise standards further.
- Governors track school expenditure carefully. They receive reports from leaders on the use of additional funding for disadvantaged pupils and physical education to ensure that it has a positive impact on pupils' progress. Consequently, there is a range of exciting sporting activities, and most disadvantaged pupils make strong progress.

## **Safeguarding**

- The arrangements for safeguarding are effective.
- Staff undertake regular training and understand safety procedures. Staff take action quickly when there are concerns. Leaders keep detailed records that are reviewed by designated governors. Strong systems are in place for use when staff are recruited. Consequently, parents are overwhelmingly confident that their children are safe.
- Pupils are taught how to be safe, including how to stay safe when online. Pupils say that it is easy to make friends at the school, and they speak articulately about how they care for, and respect, one another. Pupils know that there is always someone to talk to about any problems they might have, whether arising from inside the school or outside. Pupils are very confident that any issues raised will be taken seriously by staff and dealt with effectively.
- Pupils are cared for individually. Leaders work closely with external agencies, when necessary, to provide specific support for pupils and their families. This is a nurturing school. As a result, pupils are safe and feel secure.

## Quality of teaching, learning and assessment

**Good**

- Teachers have strong subject knowledge. Most staff have high expectations that are used to plan lessons, lead discussions with pupils and provide engaging resources and activities. Staff are very positive and encourage pupils, for example by emphasising an initiative that it is 'good to be green', a school system that supports positive learning behaviour. Most pupils are attentive and keen to learn. They enjoy being challenged.
- Pupils' learning is supported by activities linked to first-hand experiences. For example, a trip to the Museum of Kent Life was linked to pupils' science work on new life and growth, and a visit to see the concert 'Peter and the Wolf' supports pupils' participation in music and drama lessons. These activities give pupils the opportunity to use their literacy and numeracy skills in different ways and to learn new vocabulary.
- Most adults question pupils skilfully to extend previous learning. New information is broken down into small steps, and questions are made more difficult when an activity is too easy. Teachers use assessment information to adjust their teaching as lessons are under way. Accordingly, most pupils make strong progress in key areas of learning.
- Additional adults play a significant role in the classroom, providing individuals with well-targeted and appropriate extra support when needed, whether in small groups or individually. Most staff are enthusiastic and support pupils' learning with extra practice, additional activities and careful questioning. Teachers brief the additional adults about planned activities and, as a result, most pupils are attentive and learn successfully.
- Teachers know the pupils very well, and most teachers ensure that lessons meet the differing needs of pupils effectively. The thoughtful use of equipment and the variety of tasks and adult support enable disadvantaged pupils and those with SEND to take part successfully in most lessons.
- Teachers provide homework in line with school policy, including spellings, reading and mathematics at various levels of difficulty. Parents are kept informed about their children's progress and have a chance to meet regularly with both teachers and governors. Homework is valued by staff, and a lunchtime homework club supports pupils who are not able to complete the tasks at home. As a result, homework contributes effectively to pupils' learning in school.
- There are numerous strengths to teaching, learning and assessment. However, as leaders recognise, not enough pupils achieve their full potential, or attain the higher standards.

## Personal development, behaviour and welfare

**Good**

### Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- Staff know pupils well, and relationships are good. The 'aim high, be happy' ethos is woven through all aspects of school life. Pupils are respectful of each other, tolerant of differences and cooperate well. Involvement with local charities enables pupils to support others who are less fortunate. The forest school helps pupils to learn about caring for the environment and wider world.

- Pupils are known individually by staff, a fact welcomed by parents. Staff work closely with families to provide appropriate support when needed. Plans for pupils with individual needs are kept under regular review to ensure that these pupils take an active part in the life of the school.
- Pupils are taught how to keep themselves safe. Parents who completed Ofsted's online questionnaire, Parent View, were unanimously satisfied that their children are safe and were very confident that any issues they might raise are dealt with appropriately
- Pupils trust staff with their concerns. Incidents of bullying and racism are very rare. Parents are confident that any unkind behaviour is addressed swiftly by staff.
- Pupils speak happily and confidently about their school. They appreciate how they learn from taking part in the various activities on offer, including singing in the choir at a local music festival, growing vegetables in the school garden and visiting a planetarium. Pupils learn how to be independent and take responsibility, for example when serving as animal monitors caring for the guinea pigs, as technicians and as house captains. Parents appreciate the wide range of activities provided by staff.

## Behaviour

- The behaviour of pupils is good.
- The majority of pupils behave well in lessons and around the school. They play together sensibly in the playground and move around the school calmly. Pupils benefit from a range of outdoor activities at breaktime, including using large hoops and playing games organised by Year 6 play leaders. A sensory garden also provides an area for quiet activities. In the summer, pupils enjoy using the spacious field, scrambling over the climbing equipment and using the outdoor gym.
- The vast majority of pupils are keen to attend school regularly. Pupils enjoy coming to school and arrive punctually. One parent commented, 'My children absolutely love going to school.' Leaders follow up any absence swiftly. They work very closely with families to provide a range of support when needed, such as the breakfast club. Consequently, pupils' attendance is in line with the national average.
- Pupils have positive attitudes to learning. As one pupil said, after speaking to an inspector, 'Can I go now, please, as I have some learning to do?' Pupils are able to self-assess and make improvements to their own work using guidance from staff. Pupils work together well and listen to each other's points of view. Pupils take pride in their work, in themselves and in their school.

## Outcomes for pupils

**Good**

- Pupils make strong progress in reading, writing and mathematics. As a result, pupils are now achieving in line with national averages. Most pupils are prepared well for Year 6 and the subsequent transfer to secondary school.
- Pupils with SEND make good progress. Leaders provide individual programmes of learning, which are updated regularly. Staff work with external agencies when needed. Pupils, and their families, are supported very effectively, a fact overwhelmingly appreciated by parents.

- The progress of disadvantaged pupils is tracked carefully, and extra activities are organised to help them catch up where necessary. As a result, many disadvantaged pupils make strong progress.
- Pupils enjoy reading a variety of exciting texts and appreciate the opportunity to choose books from a visiting mobile library. Pupils read regularly. They make strong progress in phonics and use these skills independently in their reading and writing. Pupils discuss their reading articulately. For example, they are able to explain the vocabulary in 'Romeo and Juliet' and summarise the story.
- Pupils' work across the school shows improving progress in a range of subjects, including science, art, religious education and history. Pupils have a growing range of opportunities to apply their numeracy and literacy skills across the curriculum. For example, pupils have an opportunity to act out the Battle of Bosworth when studying the Tudors and learn about alternative number systems when studying the Mayans. These activities are engaging and contribute well to pupils' outcomes. As one parent wrote, 'the teachers work very hard to make the children's learning fun and interesting.'

## Early years provision

**Good**

- Leadership of Reception is strong. Leaders work closely with other staff to ensure consistency in the procedures and to promote high expectations. Leaders are reflective and have a clear understanding of the strengths and weaknesses.
- Most children start Reception with skills and abilities that are broadly typical for their age. Children's achievements are tracked closely, and this progress information is used to plan activities matched to their interests and needs. All adults have high expectations, and they question the children skilfully to ensure that most learn well. Overall, children make good progress. However, as leaders have recognised, too few children are attaining higher standards.
- Phonics is taught effectively, and children make good progress when learning their sounds. They enjoy using magnetic letters to make simple words with vowels and consonants, and are then able to use these words to make short sentences. During 'free choice', the children practise using these letters and sounds independently when making lists in the 'mud kitchen' and in the outdoor writing hut.
- Children at the end of Reception attain in line with children nationally and, as a result, they are prepared well for key stage 1. Additional funding for the small numbers of disadvantaged children is spent carefully and tracked effectively. The learning of children with SEND is supported successfully. Staff know the children well. As a result, disadvantaged children and those with SEND make similar progress to their classmates.
- The early years environment is attractive, stimulating and organised well. There is a wide range of indoor and outdoor activities, including opportunities for numeracy and literacy. Children enjoy acting out the story of 'Goldilocks' in the three bears' house, making 'coffee' in the 'mud kitchen', manipulating spaghetti with tongs, and dressing up, all of which support their learning successfully.
- Relationships are very strong, and staff know the children well. Staff understand how to keep the children safe and have completed safeguarding training. Children are

taught how to be safe. The children help the teacher to look out for possible dangers outdoors before the start of the day, for example helping to collect chestnuts which might cause someone to slip. Safe systems are implemented consistently, and consequently parents are overwhelmingly confident that their children are safe.

- Children enjoy taking part in the many fun activities provided for them. They enjoy learning, and behaviour is very good. They are encouraged not to give up too easily, for example making sure they master the art of riding their bikes carefully between two cones. Children were seen cooperating to share the small toys in the 'igloo' independently, while others worked alongside each other building models using plastic bricks. Consequently, the children are taught how to be successful learners.
- Parents are kept very well informed. There is a close partnership, appreciated by parents, which supports the children's learning successfully. Staff work closely with other nurseries, and children are known as individuals prior to starting school. Parents are welcomed into the classroom and appreciate being able to add information to their children's online learning diaries. As a result, children settle into school quickly.



## School details

Unique reference number	118282
Local authority	Kent
Inspection number	10058130

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 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	144
Appropriate authority	The governing body
Chair	Mr George Parkin
Headteacher	Mrs Amanda Norman
Telephone number	01580 850288
Website	<a href="http://www.sandhurst.kent.sch.uk">www.sandhurst.kent.sch.uk</a>
Email address	<a href="mailto:headteacher@sandhurst.kent.sch.uk">headteacher@sandhurst.kent.sch.uk</a>
Date of previous inspection	19–20 October 2016

## Information about this school

- The school is smaller than the average-sized primary school.
- Early years and key stage 1 pupils are taught in mixed-age classes.
- Key stage 2 pupils are taught in single-age classes.
- Most pupils are of White British heritage.
- A smaller proportion of pupils than the national average is eligible for the pupil premium.
- The proportion of pupils with SEND is below the national average.
- The school has a breakfast club.

## Information about this inspection

- Inspectors observed teaching, learning and assessment in all classes, some jointly with the headteacher.
- Inspectors talked to pupils, looked at their work and listened to pupils read.
- Meetings were held with the headteacher, the chair of the governing body, four other governors and one associate governor, a representative of the local authority and the school's senior and middle leaders.
- Inspectors took account of the 41 responses to Ofsted's online questionnaire, Parent View, and considered the 26 free-text responses provided.
- Inspectors also spoke to parents during the inspection.
- The inspectors observed the wider work of the school, including an assembly, breakfast club, playtimes and lunchtime.
- Inspectors scrutinised a range of documents, including a letter from the vice-chair of governors, minutes of governing body meetings, leaders' and external evaluations of the school's effectiveness, the school development plan, information about leaders' monitoring of teaching and pupils' progress, school policies, the school staff and pupils' surveys, behaviour and safety records, safeguarding policies and procedures and the single central record of recruitment checks made on staff.

## Inspection team

Rosemary Addison, lead inspector	Ofsted Inspector
Kirstine Boon	Ofsted Inspector

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