

# Inspection of a school judged good for overall effectiveness before September 2024: Sandhurst Primary School

Rye Road, Sandhurst, Sandhurst Primary School, Cranbrook, Kent TN18 5JE

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Inspection dates:

19 and 20 November 2024

## Outcome

Sandhurst Primary School has taken effective action to maintain the standards identified at the previous inspection.

## What is it like to attend this school?

Pupils' well-being is paramount at this happy, welcoming school. Pupils thrive right from the beginning in Reception. Pupils are proud of their school. They love coming here and enjoy learning. One pupil, reflecting the views of many, said it was their 'happy and safe space'.

Pupils behave extremely well, they are respectful and caring. Children settle extremely well in Reception. They quickly learn the routines of the school day and work and play together happily. Older pupils are excellent role models for children starting school. Staff know all the pupils well and build strong, positive and trusting relationships with them. Pupils know they can always talk to an adult, who will listen to them if they are worried or concerned. Parents and carers are overwhelmingly positive about the school and particularly appreciate the caring and supportive ethos.

There is a relentless determination for every pupil to do well, whatever their needs or circumstances. The school sets high expectations of what pupils can achieve. Pupils with special educational needs and/or disabilities (SEND), access the same curriculum as their peers. Pupils work hard. They build their knowledge securely over time and are ready for the next stage of their education.

## What does the school do well and what does it need to do better?

The school's curriculum is broad and ambitious for all pupils. There is a clear sequence for learning important knowledge, skills and vocabulary from Reception to Year 6. The school's work has had a positive impact on raising standards in English and mathematics, as seen in their current work. Pupils also secure their knowledge well in other subjects, including, for example, history and geography, where the curriculum has been introduced

more recently. The school is correctly working diligently to tailor the curriculum in other subjects even more effectively and meaningfully to its pupils. The school identifies the needs of pupils with SEND accurately. Appropriate adaptations and skilled support in lessons ensure that all pupils have equal opportunities to learn.

Reading is a strength of the school. Staff deliver the phonics programme with expertise. From the start in Reception, children rapidly learn the sounds that letters make and use this well in their early reading and writing. If pupils fall behind, they receive help and catch up quickly. A love of reading is encouraged successfully throughout the school. Pupils speak with great enthusiasm about their favourite authors and the shared class texts. Pupils develop as confident, fluent readers, which helps them learn across the wider curriculum. Pupils in Year 6 said Friday was their favourite day at school because they spend time reading with their Reception 'buddies'.

Teachers have strong subject knowledge. They deliver interesting lessons that spark pupils' curiosity and imagination. Pupils are always excited by and engaged in their learning. Teachers present information clearly and check any misunderstandings, which helps to inform their teaching. They provide 'flashbacks' to help pupils revisit key knowledge in lessons and to understand how it links to new knowledge they are learning. Teachers model successful learning very effectively. They give pupils lots of opportunities to practise and refine their skills and knowledge.

Pupils conduct themselves exceptionally well in lessons, in the playground and around the school. The few pupils who find it difficult to manage their own emotions and behaviour are helped to quickly refocus on their learning in appropriate ways. Pupils have a strong sense of acceptance that different pupils may need to learn in different ways.

Pupils enjoy many educational trips and visitors to school that help bring learning to life and expand their horizons. Pupils enjoy lots of musical and sports activities. They learn in the forest school and by looking after the animals and growing vegetables. They take their responsibilities seriously. For example, pupils act as school and house captains and as members of the school council. They develop confidence and the personal skills which prepare them very well for later life, such as independence and resilience. Most pupils attend regularly. The school is resolute in its work to promote regular attendance for all pupils.

Governors have enhanced their skills and hold the school to account effectively for its performance. Staff feel highly valued and proud to work at the school. There is a strong culture of mutual support and teamwork. Staff appreciate the consideration of their workload and well-being. Leaders, including governors and staff, share the school's vision and always make decisions in the best interests of the pupils. There is no complacency but an unwavering resolve to build on the school's current successes and secure further improvement.

## **Safeguarding**

The arrangements for safeguarding are effective.

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

### **(Information for the school and appropriate authority)**

- In some foundation subjects, the curriculum is relatively recent and the school has not finished its work in tailoring it to meet the needs of its pupils more effectively. As a result, although pupils achieve well, there is scope for pupils' even higher achievement in line with the strengths in the core subjects, as seen in pupils' current work. The school should develop and review the curriculum in the foundation subjects to ensure all pupils achieve the highest possible outcomes.

## **Background**

Until September 2024, on a graded (section 5) inspection we gave schools an overall effectiveness grade, in addition to the key and provision judgements. Overall effectiveness grades given before September 2024 will continue to be visible on school inspection reports and on Ofsted's website. From September 2024 graded inspections will not include an overall effectiveness grade. This school was, before September 2024, judged to be good for its overall effectiveness.

We have now inspected the school to determine whether it has taken effective action to maintain the standards identified at that previous inspection. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school's work has improved significantly or that it may not be as strong as it was at the last inspection, then the next inspection will be a graded inspection. A graded inspection is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the first ungraded inspection since we judged the school to be good for overall effectiveness on 5 and 6 February 2019.

## **How can I feed back my views?**

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

## Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

## School details

<b>Unique reference number</b>	118282
<b>Local authority</b>	Kent
<b>Inspection number</b>	10341475
<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	170
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Frances Holland
<b>Headteacher</b>	Amanda Norman
<b>Website</b>	<a href="http://www.sandhurst.kent.sch.uk">www.sandhurst.kent.sch.uk</a>
<b>Date of previous inspection</b>	5 and 6 February 2019, under section 5 of the Education Act 2005

## Information about this school

- Since the previous inspection, the school has increased its capacity and all pupils are now taught in single-age classes.
- The school provides wraparound care with a breakfast and after-school club.
- The school does not currently use any alternative provision

## Information about this inspection

- Inspections are a point-in-time evaluation about the quality of the school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the school and has taken that into account in her evaluation of the school.
- The inspector met with the headteacher, the assistant headteacher and the key stage 2 leader. They met with other leaders and staff. They met with members of the governing body, including the chair and held a telephone conversation with the local authority senior improvement adviser.

- The inspector visited a sample of lessons, spoke to many pupils about their learning and looked at samples of pupils' work.
- To evaluate the effectiveness of safeguarding, the inspector: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- The inspector met with a group of staff and considered the opinions expressed through the online staff survey.
- The inspector considered the responses to the pupil survey and spoke with several groups of pupils. They also took account of the responses to the online survey, Ofsted Parent View and parents' free-text comments, as well as talking to some parents at the start of the school day.

### **Inspection team**

Margaret Coussins, lead inspector

Ofsted Inspector

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