

Sandhurst Junior School

Minard Road, Catford, London, SE6 1NW

Inspection dates 20–21 June 2013

Overall effectiveness	Previous inspection:	Outstanding	1
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- The leadership of the headteacher provides a clear sense of direction for all staff and she has worked extremely hard in motivating all of them to focus on the correct priorities to drive the school forward.
- Pupils achieve well in both mathematics and English, and this has continued to improve over the past few years. A significant minority reached the higher levels in English in 2012.
- Teaching is good. Teaching assistants are used well to ensure that all pupils are able to access the curriculum.
- Pupils are very proud of the school and enjoy coming to school. This is reflected in their above-average attendance. Pupils feel extremely safe and are confident that all adults will sort out any issues.
- Pupils find the curriculum exciting and it develops their spiritual, moral, social and cultural development well.
- Senior leaders robustly check the quality of teaching and work closely with governors.
- Parents and carers are highly confident in all aspects of the school's work.

It is not yet an outstanding school because

- The school has a small amount of teaching that requires improvement and it is in the early stages of sharing and spreading its best practice as another way of addressing this.
- Sometimes, there is not enough support and challenge given to pupils, particularly the more-able ones. Marking does not always give them the next steps necessary to help them to improve their work.
- At times, pupils are not given enough opportunities in other subjects to extend their writing.
- Progress is not as rapid in Year 3 because the school is in the early stages of building on current assessment arrangements for pupils when they join the school, in order to establish their exact starting points.

Information about this inspection

- Inspectors observed teaching and learning in all classes and undertook joint observations with the headteacher and the deputy headteacher. They visited 15 lessons.
- Inspectors listened to groups of pupils read and observed an assembly.
- The inspection team held meetings with groups of pupils, key staff, members of the governing body, a representative from the local authority and spoke to parents and carers at the start of the school day.
- They looked at many key documents including: school’s information showing pupils’ progress, the governing body minutes, pupils’ work, the school development plan, attendance and records relating to safeguarding.
- The inspection took into account the responses of 43 parents and carers who made their views known through the online questionnaire (Parent View) and responses to the staff questionnaire.

Inspection team

Sharona Semlali, Lead inspector	Additional Inspector
Kanwaljit Singh	Additional Inspector
Clifford Walker	Additional Inspector

Full report

Information about this school

- Sandhurst Junior is a larger-than-average-sized school.
- The school is growing and has increased its admission numbers.
- Since the previous inspection, a new headteacher was appointed in April 2011 following the retirement of the previous headteacher. Membership of the senior leadership team has also changed.
- The school provides alternative provision at New Woodlands Special School.
- The proportion from minority ethnic groups and those who speak English as an additional language is above average. Very few are at the early stages of learning to speak English. The two largest ethnic groups are from Caribbean and African heritages.
- The proportion of pupils supported through school action is above average.
- The proportion of pupils supported at school action plus or with a statement of special educational needs is also above average.
- The proportion of pupils known to be eligible for the pupil premium funding (additional funding for looked after children, pupils known to be eligible for free school meals and children from service families) is above the national average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.

What does the school need to do to improve further?

- Share and spread best practice so that teaching is never less than good and often outstanding by ensuring that:
 - appropriate levels of support and challenge are always given to pupils, particularly the more-able
 - marking consistently helps pupils to improve their work by giving them the next steps and quality time to act on the advice
 - pupils are given more opportunities to extend their writing across the curriculum.
- In order to ensure that progress is more rapid in Year 3, continue to establish a secure knowledge of pupils' starting points when they join the school, by building on the current rigorous arrangements that are in place.

Inspection judgements

The achievement of pupils

is good

- Pupils make good progress from their wide range of starting points. Progress is most rapid in Years 5 and 6. Assessment arrangements used to establish pupils' starting points when they join the school are in their early stages of development. However, they indicate that pupils perform less well than indicated at the assessments at the end of Year 2 and therefore progress is not as rapid in Year 3.
- By the time they leave at the end of Year 6, attainment is above average and has steadily improved over the last few years. In 2012, a significant proportion of pupils achieved the higher levels in writing. Currently, a small minority are on track to attain the highest levels in mathematics.
- Disabled pupils and those who have special educational needs make good gains in their learning because they are given a wide range of personalised support so that they have an equal chance of accessing all areas of the curriculum. The school makes effective use of alternative provision to support those with very complex learning and emotional needs. They also make good progress from their individual starting points.
- The gap in attainment between pupils eligible for the pupil premium and others in the school is narrowing. In the 2012 national tests, pupils who were eligible for free school meals were just over four terms behind in mathematics and were just over one term behind in English. However, the gap is closing, as currently they are on track to make similar rates of progress in both mathematics and English when compared to the others in the school and to attain at similar levels to others with the same starting points.
- Pupils who speak English as an additional language and those from minority ethnic backgrounds achieve slightly better than their peers nationally. This is because all adults clearly model how to use language well and they have a wide range of opportunities to develop their speaking and listening skills.
- Reading is well promoted in the school and pupils read regularly at home. The school's attractive library is very popular with the pupils and the reading club that takes place there is over-subscribed.
- Pupils achieve well in writing and they are well prepared to write in most subjects. However, they are not given enough opportunities to further extend their writing across the curriculum.
- Historically, pupils do not achieve as well in mathematics as they do in English. The school has addressed this and throughout the school pupils are currently achieving well in mathematics. This is partly due to the fact that pupils are learning to become quicker at calculating mathematical problems mentally. Different incentives, such as giving them 'passports' to different continents, are motivating them to learn and compete against themselves much more quickly.

The quality of teaching

is good

- A wide range of inspection evidence and the school's monitoring information show that teaching is good but a small amount requires improvement. The method of sharing and spreading its best practice is in the early stages of development to address this.
- The teaching of mathematics is good across the school. Teachers give pupils a range of opportunities to develop their investigations and problem-solving skills in mathematics. For example, in Year 6, pupils were highly engaged in trying to solve a mathematical problem using a 'Frog Investigation' by actively working out and explaining the different patterns and formulas involved to solve it.
- Teachers' use of questioning is generally good, which helps pupils to acquire a deeper understanding and knowledge of what they are studying. In a physical education lesson in Year 4, the teacher's effective use of questioning helped the pupils to reflect and think how their

bodies were feeling after an intense period of exercise.

- In all classes, teachers produce a very positive climate where pupils enjoy learning, and most give them time to reflect on it. In a year 3 science lesson, pupils were actively engaged in reflecting about what they had learned when they studied the life cycle of a butterfly.
- Teachers encourage the pupils to work and support each other with their learning.
- Teaching assistants are used well to support pupils' learning. In a Year 5 lesson where pupils were trying to solve money problems, the teaching assistant constantly supported the different groups by making sure that all of the pupils were given appropriate help.
- Pupils eligible for the pupil premium funding are provided with extra support through one-to-one tuition, small-group activities and teaching assistant support during lessons.
- A small amount of teaching that requires improvement does not always provide appropriate challenge and support, particularly for the more-able pupils. Some of the work scrutiny shows that marking does not always provide pupils with the next steps needed to improve their work and they are not always given quality time to respond to the advice given.

The behaviour and safety of pupils are good

- Pupils are always courteous, friendly and polite. Their attitude to learning is consistently good in all lessons as they are very keen to learn.
- Behaviour in a wide range of contexts, such as walking independently around the school, is consistently good. Parents and carers, staff and pupils are positive about behaviour in the school.
- The school leaders continually analyse pupils' behaviour and this has helped them to provide extra support for those pupils that need it.
- Pupils say that the school is 'fair' in the way it manages any unwarranted behaviour.
- Pupils enjoy taking on different responsibilities around the school to help to manage their behaviour. For example, pupils are reliable and committed to being 'playground friends' that organise games in the 'old hall' and others help to supervise the stairs at key times during the day.
- Pupils say that they feel safe and perceive there to be no dangers in school. They have a good understanding of how to keep themselves safe in different situations, including 'stranger danger', and they are aware of the risks when using the internet.
- Pupils have a good understanding of the different types of bullying and are adamant there is very little bullying that takes place in school. If it does happen, it is usually verbal, and they are confident that the school will sort it out.
- Attendance is above average and is robustly monitored. Pupils always attend school on time. Pupils attending the alternative provision also have a good record of regular attendance.

The leadership and management are good

- The leadership of the headteacher has motivated the staff team to work together to drive developments that are firmly focused on successfully improving pupils' achievements, particularly in mathematics. They have created a school that is very inclusive, that caters for the diverse needs and cultures within the school. They seek to promote equality and no form of discrimination is tolerated.
- The school's accurate self-evaluation clearly shows that they have a good and clear understanding of the school's strengths and weaknesses. The impact of actions they have taken demonstrate that they have the capacity to improve the school further.
- The headteacher, alongside the senior leadership team, has robust systems that regularly check the quality of teaching and learning in the school. All teachers have performance objectives that are clearly linked to pupils' achievement. Checks on teachers' performance are rigorous and the information from this is used to make decisions about their pay.

- The school provides an exciting curriculum that is relevant and meaningful for its pupils, who thoroughly enjoy the extra enrichment it provides, such as visits to the 'Design Museum' and seeing some of their art work being exhibited in the 'Tower of London'. The high-quality art work displayed around the school is a result of how well it is taught. Members of the Philharmonic Orchestra did a small music project with pupils. The global dimension to the curriculum helps to increase pupils' spiritual, moral, social and cultural understanding well.
- Parents and carers overwhelmingly support the school's work. Responses from the questionnaire show that all of the parents and carers would recommend this school to another parent or carer.
- The local authority has given the school effective 'medium-touch' support, with a clear focus on improving mathematics, which has worked well.

■ **The governance of the school:**

The governing body consists of committed and many experienced members who have had the training needed for their role. They have a good understanding of the school's data and know what the quality of teaching is like throughout the school. They regularly visit the school and meet with most of the senior leaders, and report back to the full governing body. They provide the right balance of support and challenge, and are able to use this wide range of information to hold leaders to account. They fully participate in the decision-making process in the allocation of the pupil premium and monitor the effectiveness of the use of the funding. The headteacher's performance objectives are in place and there is a performance management system where rewards and teachers' salaries are linked to pupils' achievements. They ensure that safeguarding procedures meet requirements so that pupils are kept safe at all times.

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	100702
Local authority	Lewisham
Inspection number	412345

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

Type of school	Junior
School category	Community
Age range of pupils	7–11
Gender of pupils	Mixed
Number of pupils on the school roll	315
Appropriate authority	The governing body
Chair	Sophie Smith
Headteacher	Rebecca Dove
Date of previous school inspection	13–14 March 2007
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