



# Sandye Place Middle School

## Inspection Report

**Unique Reference Number** 109651  
**LEA** BEDFORDSHIRE LEA  
**Inspection number** 278231  
**Inspection dates** 18 January 2006 to 19 January 2006  
**Reporting inspector** Mrs. Marianick Ellender-Gele LI

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

<b>Type of school</b>	Secondary	<b>School address</b>	Park Road
<b>School category</b>	Community		SG19 1JD
<b>Age range of pupils</b>	9 to 13		
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01767680420
<b>Number on roll</b>	424	<b>Fax number</b>	01767691141
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	Ms.M Purchase
<b>Date of previous inspection</b>	Not applicable	<b>Headteacher</b>	Mr. Peter Teague

<b>Age group</b> 9 to 13	<b>Inspection dates</b> 18 January 2006 - 19 January 2006	<b>Inspection number</b> 278231
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## **Introduction**

The inspection was carried out by one of Her Majesty's Inspectors of schools and two Additional Inspectors.

## **Description of the school**

Sandye Place is a middle school of average size. It draws its pupils from the town of Sandy. A low proportion of children are from minority ethnic groups. A high number of pupils have learning difficulties or disabilities and many have speech and communication needs.

## **Key for inspection grades**

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## **Overall effectiveness of the school**

### **Grade: 2**

This is a good school, with some outstanding features, that gives good value for money. Pupils work hard and are cared for exceptionally well. Standards are above average and this represents good achievement for the school and substantial progress for most pupils. Teaching challenges pupils so that they are interested and eager to learn. Staff provide very effective support for those who need it. The school ensures that pupils are happy and safe. The curriculum is good and pupils access an excellent range of extra activities. Pupils, staff and the great majority of parents are rightly pleased with the school. It is run very well and is well placed to improve further. The experienced and committed headteacher has developed high levels of respect from parents, governors and the community. He energetically promotes high levels of achievement and very high standards of behaviour. The leadership team and governors are broadly accurate in their evaluation of the school's strengths and they know what needs to be improved. Progress since the previous inspection has been good and staff seek continuously for ways to refine provision and practice. Subject leaders now need to monitor more rigorously the effectiveness of the teaching and the use of assessment. This is to ensure that the progress of older pupils is consistently high to match the rapid progress younger pupils make in their first two years at the school.

### **What the school should do to improve further**

- evaluate with more precision the impact of teaching on learning and achievement - improve the use of assessment so that older pupils build on the good knowledge they have at the end of Year 6 and make even better progress across all subjects.

## **Achievement and standards**

### **Grade: 2**

Standards are good. By the end of their time at the school, pupils have made good progress overall and reach standards that are above those expected for their age. Standards on entry into Year 5 have been inconsistent. In recent years they have been slightly below average although current Year 5 pupils show skills typical of nine year olds. Some have above average levels of knowledge. Progress is very good in Years 5 and 6 and the rate of improvement is better than seen nationally. Pupils make very good progress in English and mathematics and good progress in science. The 2005 Year 6 tests results were particularly strong and most targets were exceeded. Older pupils enter Year 7 with above average levels. They continue to make good progress. Speaking and listening skills are well developed and used effectively across subjects. There still remains room for improvement in writing to match the very good progress made in reading. In all years, girls and boys do equally well. Pupils with learning difficulties and disabilities achieve very well as a result of the very effective support they receive, with a significant number making outstanding progress.

## **Personal development and well-being**

### **Grade: 2**

Personal development and well-being are good. The school is a friendly and safe environment in which pupils show respect towards each other and the staff. Pupils of all ages are enthusiastic about their school as reflected in their good attendance and punctuality. Behaviour is excellent in and beyond the classroom and pupils display positive attitudes to learning and their school. Spiritual, moral, social and cultural development is good. Pupils are sensitive towards the feelings of others, and appreciative of the world around them. They support fund raising events, such as Children in Need, very well. The school is making very successful efforts to promote healthy lifestyles and pupils take part in a wide range of sporting activities. Pupils value the opportunity to share their ideas for improvement through the school council. Their suggestions for healthy eating options in the canteen and playground equipment have been agreed by the school. They are encouraged to take responsibility and older pupils act as mentors and reading partners for some of the younger pupils. Pupils are successfully developing key skills that will contribute to their future economic well-being. Most act maturely and are able to work productively on their own and in groups. They enjoy learning and develop good personal qualities.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

The quality of teaching is good with some outstanding features. Teachers have high expectations of pupils' work and attitudes. As a result, the school is a happy and caring place in which pupils make good progress. Teachers and teaching assistants work effectively together for the benefit of all pupils, particularly the high proportion of pupils with learning difficulties and disabilities, who do exceptionally well. In most lessons teachers use an effective range of strategies to make lessons enjoyable, engage pupils' interest and involve them in discussion about their learning. In an outstanding Year 8 maths lesson the teacher used the interactive whiteboard and skilful questioning very effectively to motivate pupils. This ensured that the pupils knew exactly what they were going to learn and how they were going to achieve success. Most teachers know their pupils very well because of the rigorous and thorough way in which they track pupils' progress. However, this good practice is not consistently used across the school. Teachers set challenging targets which pupils themselves understand and most pupils know what they need to do to improve their learning. The range of computers and other forms of technology has improved since the last inspection. However, pupils do not have enough opportunities to use information communication technology to support their learning in lessons.

## **Curriculum and other activities**

### **Grade: 2**

Pupils enjoy participating in a very good range of learning activities. There is a strong emphasis on developing pupils' numeracy and literacy skills and plenty of good opportunities enable them to use these skills in their subjects. Pupils regularly participate in an impressive range of activities outside of lessons. For example, they have the opportunity to participate in drama productions, play golf and sing in the school choir. Many pupils enjoy participating in competitive sport and school teams win many local fixtures. All this encourages pupils to lead an active and healthy life and helps to develop their interest in the arts. Visits to museums, residential centres and local places of interest enrich pupils' learning. For example, gifted and talented pupils have many opportunities to develop their skills outside lessons and pupils in Year 7 visit France to learn about its culture and language. A comprehensive programme of personal, social and health education provides clear information about staying healthy and keeping safe. It also helps to develop life skills that help pupils to become responsible caring citizens.

## **Care, guidance and support**

### **Grade: 1**

Teachers and support staff work hard and know the pupils very well. They provide an outstanding level of care. Pupils needing extra help are identified early and supported very effectively. Pupils and parents know their concerns will be listened to by all staff. For example, the Parent Support group gives parents and carers the opportunity to discuss any concerns they may have about their children. The school works closely with outside agencies, such as the educational psychologist and learning support team, to ensure pupils receive the support that they need. This first-rate level of care makes pupils feel valued and well looked after. A small minority of parents are concerned about pupils' behaviour. However, the school has excellent procedures in place to deal with unsatisfactory conduct. Child protection arrangements are clear and understood by all staff. The school grounds and buildings are well maintained and staff and pupils take pride in, and care for, their school.

## **Leadership and management**

### **Grade: 2**

Leadership and management are good. The headteacher is experienced and committed. Parents, governors and the community appreciate his energetic approach to promoting very good standards of behaviour, high levels of care and achievement for all pupils. The leadership team and staff work well together to ensure the provision of the very best opportunities for all pupils. The effectiveness of the school's self evaluation is good overall and clearly identifies key priorities for development. Staff and governors are fully involved in setting the direction of the school. The school improvement plan is used well to monitor progress and measure outcomes. However, the school's judgement of its work in some areas such as teaching and learning is not always

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sufficiently precise. Subject leaders and teachers are involved in monitoring the quality of teaching and the accuracy of assessment. These activities are currently insufficiently focused on the impact they have on learning and need to indicate more clearly what pupils achieve and could do better in all their subjects. The school leaders are effective in promoting equality of opportunity and the personal development and well being of all pupils. They have been particularly successful in creating a coherent whole-school approach to engaging and motivating the vast majority of pupils. The school runs very smoothly and calmly on a day-to-day basis. It is effective in recruiting specialist teachers and there is a good programme of professional development. Performance management is well established for teachers and support staff. The governing body is very effective in discharging its statutory responsibilities. It monitors progress well and makes a significant contribution to the development of the school. Governors are very supportive of the headteacher and staff, and work in a spirit of trust to further improve the school.





## Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	<b>School Overall</b>	<b>16-19</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	2	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	NA	NA
The effectiveness of the school's self-evaluation	2	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

### Achievement and standards

<b>How well do learners achieve?</b>	2	NA
The standards <sup>1</sup> reached by learners	2	NA
How well learners make progress, taking account of any significant variations between groups of learners	2	NA
How well learners with learning difficulties and disabilities make progress	1	NA

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	1	NA
The attendance of learners	2	NA
How well learners enjoy their education	1	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	2	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	2	NA

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	2	NA
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	2	NA
<b>How well are learners cared for, guided and supported?</b>	1	NA

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	2	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1	NA
How effectively and efficiently resources are deployed to achieve value for money	2	NA
The extent to which governors and other supervisory boards discharge their responsibilities	2	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

<b>The extent to which schools enable learners to be healthy</b>	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
<b>The extent to which providers ensure that learners stay safe</b>	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
<b>The extent to which learners make a positive contribution</b>	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
<b>The extent to which schools enable learners to achieve economic well-being</b>	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

**Text from letter to pupils explaining the findings of the inspection**

Thank you very much for making us feel so welcomed when we visited your school. We very much enjoyed coming into your lessons and looking at your work. We especially enjoyed talking to many of you, and seeing you participate so well in your assembly and play activities. You gave us lots of helpful comments that helped us to form a true picture of your school. This is what we found out. You are working very hard in lessons and show great interest in your work. You learn very well and make good progress. It is obvious that you enjoy school and look forward to coming each day. We thought that you were well behaved, very polite and helpful to each other and visitors. We saw that you enjoy the interesting work your teachers give you, and the support that they provide in lessons to help you to do well. All the adults in school look after you very well and help you to feel safe and keep healthy. You really appreciate the extra opportunities the school gives you, especially visits, sporting fixtures and clubs. We have seen the effective way in which your headteacher, staff and school governors run the school. We enjoyed looking at the colourful displays around the school and we learned a lot from them about what you do in school. Your headteacher and teachers already know what they need to do in order to make your school even better. We have asked them to make sure that, as you get older, you improve your learning even more to help you make even better progress across all your subjects. We have also suggested that the assessment of your work is used more so that you build on the very good start you make in your first two years at the school. We wish you all every success in the future.