



Sandown School

Inspection Report

Unique Reference Number 118573
LEA Kent
Inspection number 280344
Inspection dates 8 June 2006 to 9 June 2006
Reporting inspector David Collard AI

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

Type of school	Primary	School address	Golf Road
School category	Community		Deal
Age range of pupils	4 to 11		Kent CT14 6PY
Gender of pupils	Mixed	Telephone number	01304 374951
Number on roll	368	Fax number	01304 380896
Appropriate authority	The governing body	Chair of governors	Rev Stephen Skinner
Date of previous inspection	18 September 2000	Headteacher	Miss Sian Griffiths

Age group 4 to 11	Inspection dates 8 June 2006 - 9 June 2006	Inspection number 280344
-----------------------------	---	------------------------------------

© Crown copyright 2006

Website: www.ofsted.gov.uk

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

Sandown is a slightly larger-than-average primary school. The number of pupils eligible for free school meals is above the national average, as is the proportion of pupils with learning difficulties and disabilities. There are very few pupils from minority ethnic groups and all speak English fluently. Since January this year the school has been led by an acting headteacher, formerly the deputy head. The appointment of a permanent headteacher is to be made during the autumn term.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

The school provides a satisfactory quality of education. Under the direction of the acting headteacher the correct priorities have been identified to move the school forward quickly and there have been noticeable improvements. Since the last inspection the school has been through difficult times. Standards fell and pupils were not achieving as well as they should. Despite this, parents have remained highly supportive because good pastoral care was maintained, a contributory reason why the school's provision did not deteriorate further. Since January, a determined team effort has brought about improvements. A wealth of data has been collated, analysed and used to direct where the areas of support will have the most benefit. Inevitably, this has taken time to complete and teachers are not always using the information well enough yet in lessons. Despite this, teaching is satisfactory overall. Leadership and management are satisfactory and improving. The school's evaluation of itself is realistic and inspection evidence confirms that standards are once again rising and pupils are achieving satisfactorily. Children start school with slightly below-average ability, make good progress through the Foundation Stage and achieve well. Pupils leave Year 6 with standards broadly in line with those expected, except in science, where there has not been the same level of focus on monitoring the quality of teaching. Many of the statutory policies have recently been renewed. Much of the practice has still to become embedded but a good start has been made. However, because these systems are so new and subject leaders have not been used to taking this higher degree of responsibility, strategic planning at middlemanagement level is not having the effect it could. The school can, therefore, demonstrate a satisfactory capacity for further improvement but at this stage only provides satisfactory value for money.

What the school should do to improve further

- Help subject leaders understand their responsibilities better and extend their roles to make leadership and management more effective.
- Check teaching more rigorously, particularly in science, and use the information to remedy weaknesses and improve pupils' achievement.

Achievement and standards

Grade: 3

Achievement through the school is satisfactory. Children in the Foundation Stage make sound progress because of teachers' clear understanding about how young children learn. When they enter Year 1 most are working securely within the levels expected for their age and have particularly well-developed social skills. Through Years 1 to 6, achievement is now satisfactory, although this was not the case until recently. Analysis of the national tests in 2003 and 2004 indicated that not all pupils made satisfactory progress but by 2005 this trend was reversed and overall progress is now satisfactory. Pupils' work strongly indicates that they are reaching standards close to those expected by Year 2 and in line with their expected age levels in Year 6. The

school recognises that this achievement still needs to rise, especially in science where, up until now, there has not been a sufficient focus on teaching quality. Pupils identified for special support or with learning difficulties are making at least satisfactory progress and sometimes better. When a group of underachieving pupils was given extra support in writing, many made much faster progress, covering work in a term that is normally expected in a year. However, this improvement must be balanced against the pupils' poorer progress prior to this because the teaching had not been strong enough. Only now are they progressing as well as they should.

Personal development and well-being

Grade: 2

Personal development and well-being are good. As was the case at the last inspection, pupils continue to enjoy school and think it is a good place to be. Attendance is satisfactory and effective procedures to follow up and support families where children are persistently absent are in place. Pupils' spiritual, moral, social and cultural development is good and supported well through many areas of the curriculum. Behaviour is good. Pupils are very aware of what it means to lead a healthy lifestyle and many clubs promote physical activity. One Year 3 pupil said, 'We eat fruit because it gives us lots of energy and doesn't rot your teeth.' Personal safety is important to the pupils, as shown in some Year 6 work about safety around the swimming pool. The school council feels it has a strong voice and that its views are considered. One of its recent initiatives was to introduce a buddy system in the playground, which is highly valued by the pupils. The school is currently working to become an eco-school, which is raising pupils' awareness of environmental issues within the community. The ethos of the school is good and encourages pupils to work in teams and take responsibilities. This was well illustrated when the school's mixed tag rugby team won the local tournament, which now entitles them to take part in an all-Kent competition. Some good links are made to computer skills such as through pupils' use of spreadsheets when undertaking costings of projects. These are all helping develop their economic understanding as well as preparing pupils for their future life.

Quality of provision

Teaching and learning

Grade: 3

Teaching is satisfactory but this is not as good as it was at the last inspection. During the interim, the lack of monitoring of teachers' performance and the subsequent lack of challenge in lessons have been reasons why pupils' standards fell. In the last two terms there has been urgency in remedying this deficiency. There is a noticeable impact, reflected in better quality work in books and the subsequent raising of the end-of-year targets. Teachers' planning is much more closely related to the needs of the pupils because better use is made of relevant assessment data that shows how pupils are progressing. Consequently, teachers expect more from individual pupils and intervene rapidly when they are not doing as well as they should. There is still a legacy from the

weaker teaching in the past. At present, the quality of teaching ranges from good lessons to those lessons that are barely adequate. The school recognises that too much is only satisfactory. In science, for instance, where very little monitoring has taken place, the work in books shows that pupils have not made the same level of improvement. Consequently, this is reflected in the poorer national test results. Observation of teaching currently centres on using the much-improved assessment data to ensure teachers are fully accountable for the success of their own class. From the significant improvements over a short period and the raising of pupils' achievement, the school is demonstrating that it has the capacity to overcome past problems quickly.

Curriculum and other activities

Grade: 2

The good curriculum is well planned, with an effective balance of practical and academic subjects, as was the case at the last inspection. Foundation Stage activities provide a good mix of teacher-directed and child-chosen tasks. Across the school the programme for personal, social and health education provides well for pupils' general well-being. Interesting creative activities, such as investigations into marbles or studies of the local area, often appeal to the interests of pupils who have learning and emotional difficulties, and these are being used successfully to improve their basic skills. The school has started to provide extra challenges for gifted and talented pupils. Pupils profit from a good range of extra-curricular activities, particularly in sport and music, and they attend these with particular enthusiasm. Key skills are used effectively in different subjects. However, there is an over-use of work sheets in some infant classes that hinders pupils' own thinking. Visits, including a residential visit, are used effectively to widen the range of experiences for pupils, such as to Hever Castle for Tudor studies.

Care, guidance and support

Grade: 2

Care, guidance and support for pupils are good. Pupils rightly feel that they are looked after well and that there is always someone they can talk to if the need arises. Pupils have fruit and water during the day. Safety procedures are good, with regular risk assessments being carried out. Child protection and welfare arrangements are robust and particularly effective because the school has been creative in using its links with other agencies and the use of additional funding. Personal guidance and support are good because staff use assessment information well to identify individual pupils' needs, including those with learning difficulties. Weekly assemblies celebrate pupils' achievements both in and out of school. Work projects and good liaison help pupils to make the move into secondary schools where approximately four in ten manage to achieve selective grammar school places. The school, recognising that there are possible dips in performance, is working to make a smoother transition for children between the reception classes and Year 1.

Leadership and management

Grade: 3

Leadership and management are satisfactory. Recent changes at senior level have meant that the school is going through an unsettled period. Despite this, the staff team is pulling together well and achieving much from the clear direction of the acting headteacher. In recent months, many new policies now fully comply with statutory requirements. Furthermore, the now challenging targets set for Year 6 pupils in national tests look likely to be met. Much of the renewal is still embedding itself into the school's practice. The revised improvement plan clearly sets out the most important initiatives for action. The lack of good analysis in the past means that the success criteria for these are not sharply focused enough. As a result, good support from the local authority has been encouraged and is being used well to provide an outside and critical perspective. Good attention is now paid to the views of parents and pupils. Parental concerns about homework and the role of governors have been clarified as a result. The checking of teaching and standards of work is satisfactory overall. The school recognises that these systems are not as rigorous as they could be and subject leaders have not been held sufficiently to account for these aspects of their work. The work of the governing body is satisfactory. It is rediscovering its role following a time when it had been too reliant on advice from senior staff. As a consequence, it is still at an early stage in obtaining for itself an in-depth analysis of school matters through its own monitoring procedures. Despite this, it has an effective committee structure. Financial planning is satisfactory. The school has made uneven, but overall satisfactory, progress since the last inspection. It has demonstrated a sound capacity to make further progress.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: www.ofsted.gov.uk.

Inspection judgements

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

Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	3	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	3	NA
The effectiveness of the school's self-evaluation	3	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

How well do learners achieve?	3	NA
The standards ¹ reached by learners	3	NA
How well learners make progress, taking account of any significant variations between groups of learners	3	NA
How well learners with learning difficulties and disabilities make progress	3	NA

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	2	NA
The attendance of learners	3	NA
How well learners enjoy their education	2	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	3	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	3	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	2	NA
How well are learners cared for, guided and supported?	2	NA

¹ 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

How effective are leadership and management in raising achievement and supporting all learners?	3	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	3	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2	NA
How effectively and efficiently resources are deployed to achieve value for money	3	NA
The extent to which governors and other supervisory boards discharge their responsibilities	3	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

The extent to which schools enable learners to be healthy	
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
The extent to which providers ensure that learners stay safe	
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
The extent to which learners make a positive contribution	
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
The extent to which schools enable learners to achieve economic well-being	
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

12 June 2006 Dear Pupils, Thank you for looking after us so well during our recent visit. We very much enjoyed seeing you all at work and talking to you about your school. We were sorry not to have seen all those in Year 6 but hope you enjoyed your time in Hayling Island. No doubt you would like to know what we thought about your school, so I have included a few of the main points below.

- You told us how much you liked school and we could see why this was so. We think you are looked after well and the staff are always trying to make sure you are kept safe and well.
- You also told us that you felt your work was interesting and we agree. Your teachers try to make sure that the work you do is relevant and interesting and on most occasions this is what happens.
- You said that you felt your teachers were teaching you what you needed to know. We generally agree with this, although we think that more of you could be given even greater challenges during your lessons. I expect you will look forward to that!
- Recently, we could see from your books that many more of you are progressing much better with your work. This is because your teachers have spent time making sure that they know how well you have been doing in the past and can set new work accordingly. This has been more successful in English and mathematics and we have asked your teachers to make sure this also happens in science.
- Your new acting headteacher has worked hard to make sure that all the school's paperwork is up to date and this has helped the staff decide what needs to be done next to improve your school. We have asked if more of the staff could be involved with this in the future.

Finally, can we wish you all the best for your future time at Sandown and hope that you do well at your next school. Yours sincerely, David Collard (Lead Inspector) Alexandra House 33 Kingsway London WC2B 6SE T 0207 421 6800 F 0207 421 6707 www.ofsted.gov.uk