

Alexandra House
33 Kingsway
London
WC2B 6SE

T 08456 404040
F 020 7421 6855
enquiries@ofsted.gov.uk
www.ofsted.gov.uk



26 February 2009

Mrs J Sargent
Headteacher
Sandown Primary School
The Ridge
Hastings
East Sussex
TN34 2AA

Dear Mrs Sargent

Ofsted subject survey: good practice in promoting equality

Thank you for your hospitality and co-operation, and that of your staff at Sandown Primary School, during our visit on Thursday, 26 February 2009 to look at work in promoting equality.

The visit provided valuable information which will contribute to our national evaluation and reporting. Published reports are likely to list the names of the contributing institutions, but individual institutions will not be identified in the main text without their consent.

The evidence, used to inform the judgements made, included meetings with:

- yourself and the SENCO
- the EAL support worker
- the Chair of Governors
- the Pupil Development Course Manager from the Excellence Cluster
- parents
- pupils

In addition, brief observations were made of a number of lessons which included: Y2 Literacy, Y3 Guided Reading, Y2 Numeracy and Y6 Dance. A short review of school documentation was also carried out.

The quality of provision to promote equalities is good with some outstanding features.

Features of good practice observed

- The school has a very strong commitment to the promotion of equalities which underpins the school's motto 'The best that I can be'. This is very effectively supported by the leadership and high level of commitment of senior management and staff. It is visually expressed in work seen around the school and in the planned curriculum.

- The 'Creative Curriculum' is a strength within the school and it is particularly relevant for vulnerable pupils and those with behaviour difficulties as it is experiential, emphasises kinaesthetic and co-operative learning, and is applicable to real life situations. It successfully supports the development of good working relationships and behaviour in pupils.
- Pupils with SEN make good progress through high quality teaching and learning, well planned lessons and very effective support staff. Consequently, less able pupils feel sufficiently confident to show and read their work aloud in class during plenary and class evaluation sessions.
- Excellent identification and assessment of the needs of vulnerable pupils, together with the provision of a range of nurture programmes, leads to increased confidence and self-esteem in pupils. This results for example, in vulnerable pupils being able to demonstrate moves and step sequences in dance lessons.
- Excellent communication, between the school and a range of agencies, means that external expertise is used to greatest effect and efficiently meets the needs of the most vulnerable pupils where family relationships are fragile or where English is an additional language. The work is well co-ordinated and links systematically with other aspects of provision particularly the curriculum. This very effectively supports pupils and parents and leads to positive attitudes to learning and improved family relationships.

Areas for development

- Raise standards by ensuring that lesson activities are consistently matched to the needs of all pupils.
- Continue to address the issue of the rate of persistent absence within the school.

I hope these observations are useful as you continue to develop the promotion of equalities in Sandown Primary School.

As I explained previously, a copy of this letter will be sent to your local authority and will be published on Ofsted's website. It will also be available to the team for your next institutional inspection.

Yours sincerely

Morag Bowden
David Humphries
Her Majesty's Inspectors