

Sandhurst Infant and Nursery School

Inspection report

Unique Reference Number	100703
Local Authority	Lewisham
Inspection number	335584
Inspection dates	19–20 May 2010
Reporting inspector	Margaret Coussins

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

Type of school	Infant
School category	Community
Age range of pupils	3–7
Gender of pupils	Mixed
Number of pupils on the school roll	334
Appropriate authority	The governing body
Chair	Pauline Miller
Headteacher	Maxine Osbaldeston
Date of previous school inspection	12 December 2006
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Introduction

This inspection was carried out by three additional inspectors. They observed 19 lessons and 12 teachers. In addition they visited the Nursery and Reception classes for shorter observations to cover a range of activities. Meetings were held with the headteacher, pupils, governors and other staff with leadership and management responsibilities. Inspectors observed the school's work and looked at a range of school documentation including the school improvement plan, monitoring records, pupils' progress records and safeguarding procedures. Questionnaires from 193 parents and carers were received and analysed.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- how successfully the curriculum has been developed and its impact on pupils' learning and enjoyment
- how effectively the school is working to raise boys' attainment
- the impact of the expanded senior leadership team on school improvement
- how well pupils take responsibility and understand how to improve their work
- how well the school promotes and encourages regular attendance.

Information about the school

Sandhurst is a larger than average school. The proportion of pupils from minority ethnic groups is much higher than found nationally, as is the proportion who come from homes where English is not the first language spoken. The largest group comes from Black or Black British Caribbean backgrounds. The other large groups are from White British or Black African backgrounds. The proportion with special educational needs and/or disabilities is a little below average. Their needs relate mainly to moderate learning, speech, language and communication and behavioural, emotional and social difficulties. The school makes provision for the Early Years Foundation Stage in two Nursery classes, which operate as one unit, and in three Reception classes. The school has National Healthy School Status and the Activemark award.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

2

The school's capacity for sustained improvement

1

Main findings

Parents and carers, pupils, staff and governors are rightly proud of this good school. One parent summed up the views of many and wrote, 'I love Sandhurst and feel proud my children have an opportunity to go to such a fantastic school.'

Pupils' achievement and enjoyment are outstanding. Children get off to a flying start in the Early Years Foundation Stage and all groups continue to make good progress in the rest of the school. Teaching is good overall, some is outstanding, and pupils' attainment is high by the end of Year 2. Teachers support pupils' learning well and mostly meet their different needs effectively. On a small number of occasions the pace of learning slows and work does not provide the right levels of challenge for the most-able pupils or sufficient opportunities for independent learning because expectations are not always high enough. Throughout the school skilled teaching assistants make a good contribution and help pupils with special educational needs and/or disabilities and pupils who are learning English as an additional language to make good progress.

Systems for safeguarding pupils are good and the care, guidance and support they receive are of the highest quality. All this is enhanced by excellent partnerships with outside agencies. As a consequence, pupils grow in confidence and show appropriate concern for the needs of others. They enthusiastically take on responsibilities and make a good contribution to the community through, for example, the work of the school council. Pupils are clearly aware of their individual targets for learning while teachers' feedback and marking give useful pointers that help pupils know how to improve their work. Attendance is no more than average. Although most pupils attend regularly, those from a small number of families are absent from school too frequently, which means they miss out on important learning.

The headteacher, senior leaders and governors work closely together and very effectively to evaluate the strengths and areas for development in the school and drive forward improvement. The highly effective headteacher is committed to giving pupils the best possible start to their education and her ambition and strong drive for improvement are shared by all. The school engages extremely well with parents and carers and this contributes significantly to the school's success. The school has successfully improved from satisfactory to good since the last inspection and has an outstanding capacity to improve further.

What does the school need to do to improve further?

- Draw further on the expertise within the school to ensure that teaching consistently matches that of the best by:

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- pacing lessons well so pupils have time to get on with their learning and accomplish as much as they can
- ensuring that work is always pitched at the right level and expectations are high enough.
- Improve attendance by building on the excellent partnerships with parents and carers and other agencies to ensure the more regular attendance of a small group of persistent absentees.

Outcomes for individuals and groups of pupils**1**

Pupils' good behaviour and their enthusiasm in lessons contribute well to their good learning and progress. Learning motivates boys and girls alike and they make similarly good progress. All pupils, and particularly boys, are inspired by working together and learning through problem solving and investigative opportunities. For example, the boys who were writing to describe characters in 'Little Red Riding Hood' said they had 'lots of ideas in our heads'. This was a result of participating in role play activities before writing. In a mathematics lesson pupils collaborated well with their partners to decide on the accuracy of the answers to mathematical problems. Their skills in negotiating helped them to explain different ways to work out answers to the problems and they made good progress. Pupils who are learning English as an additional language and pupils with special educational needs and/or disabilities make similar progress to others.

Pupils feel extremely safe and secure and say they can always talk to an adult if there is anything they are worried about. They have a good understanding of the need for regular exercise and a healthy balanced diet to keep fit and well. Pupils' spiritual, moral, social and cultural development is good and they have a particularly strong cultural awareness. The highly inclusive ethos of the school helps pupils learn to respect the diversity of faiths, cultures and backgrounds within the school community. They thoroughly enjoy celebrating the range of languages spoken in school and often greet adults in the language of the month. One parent wrote that the school is 'very multicultural and respects all aspects, one of the things I strongly believed in when choosing a school'.

These are the grades for pupils' outcomes

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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Please turn to the glossary for a description of the grades and inspection terms

Pupils' achievement and the extent to which they enjoy their learning	1
Taking into account: Pupils' attainment ¹	1
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	1
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	2
Taking into account: Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

Inspectors agree with the comment from a parent who wrote, 'We have found Sandhurst to be a friendly and welcoming school, always putting the children's needs first.' Teachers plan and prepare their lessons very thoroughly and work hard to make them interesting and exciting for pupils. There is a good pace to learning in many lessons and teachers very imaginatively bring subjects alive. There are good systems for assessing pupils' learning and, generally, good use is made of assessment information to plan the next stages in learning. However, there are still a few occasions when work is not pitched at the right level, particularly for more-able pupils.

The headteacher and senior leaders have provided a good, creative curriculum to meet the needs of all the pupils. Learning is enhanced by many enrichment opportunities including visitors and trips. These activities broaden pupils' interests and experiences very effectively. Pupils and parents and carers appreciate the provision of a range of after-school clubs but said they would like to see more sporting activities offered. Parents and pupils agree that the school looks after them exceptionally well. One parent said, 'I know my children are safe and happy and therefore fully engaged in learning. They have an opportunity to mix with a wide range of children from different cultures and they are learning about their place in the community.' The needs of vulnerable pupils are very well met and greatly enhanced by excellent links with other agencies to provide well-targeted support.

These are the grades for the quality of provision

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate
Please turn to the glossary for a description of the grades and inspection terms

The quality of teaching Taking into account: The use of assessment to support learning	2
	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	1

How effective are leadership and management?

The headteacher and governors ensure there is no complacency even though attainment is high. For example, they are working very hard with pupils and their families to promote regular attendance. There is an excellent understanding of the development priorities and the school is doing the right things to ensure that all teaching is good or better. Monitoring, self-evaluation and the tracking of pupils' progress are rigorous and lead to the clear identification of what needs to be improved, followed by well-targeted support. The extended senior management team has successfully improved the consistency of the planning and tracking of pupils' progress across the classes in each year group.

The highly inclusive ethos of the school ensures that all pupils have equal opportunities to learn and develop as well-rounded individuals without fear of discrimination. Leaders have developed the school as a very cohesive community in which pupils show tolerance and respect towards others. The school successfully engages community groups; for example, Tamil and Somali groups are involved in adult and family learning opportunities. Safeguarding procedures are well developed, known by all staff and applied across all aspects of the school's work. The school ensures that pupils have an excellent understanding of how to keep themselves safe.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement Taking into account: The leadership and management of teaching and learning	1
	1
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	1
The effectiveness of partnerships in promoting learning and well-being	1
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	1
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	2

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

The effectiveness with which the school deploys resources to achieve value for money	1
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Early Years Foundation Stage

From starting points that are below expectations for their ages, children achieve extremely well and exceed the goals for all areas of their learning by the time they move to the next class. There are very positive, trusting relationships with staff and, as a result, children are happy, behave very well, settle contentedly into the routines of the day and are extremely well cared for. One parent wrote, 'The staff's sunny disposition reflects in my child's smiles when I pick him up. Most of all I feel my child's emotional well-being is a priority, he has secure attachments and his opinion is valued.' Children have an excellent understanding of the need to keep themselves healthy and safe and checked that the inspector had her badge to show 'it was safe to talk to her'. They play well together and make an excellent contribution to the smooth running of the day by registering themselves when they arrive, sharing resources amicably and tidying away their activities. Children are encouraged to develop their curiosity through investigation and exploration: they observe minibeasts with magnifying glasses in the Nursery and find out what objects sink and float in the Reception classes. Children develop their early reading and writing skills very well, as there are many opportunities to write for practical purposes such as menus and invitations to the outdoor cafs. There is a consistent and very skilled approach to the teaching of phonics and excellent use is made of interactive whiteboards to motivate children in their learning.

Children in the Nursery benefit from an excellent outdoor area that is very well organised and resourced. The range of activities in the outdoor area for the Reception children is limited due to the restrictions of the space, although adults work very hard to maximise the opportunities for learning. The school is fully aware of this and plans are established for extensions. On occasion, some children in Reception are not always challenged to extend their thinking and creativity. Safeguarding procedures are given the highest priority. There are excellent links with parents and carers to ensure very smooth transitions from Nursery to Reception and into Year 1. Regular assessments enable staff to keep track of children's progress and plan the next steps in their learning.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	1
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	1
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	1

Views of parents and carers

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Parents and carers are almost unanimously delighted with all aspects of the school's work. The overwhelming majority of those who completed the questionnaire agree that their children enjoy school, are well cared for and kept safe. A very small minority do not feel that their children are making enough progress and that the school does not deal effectively with unacceptable behaviour. The inspection found that progress is mostly good, sometimes better, and that the school deals very effectively with any inconsiderate or inappropriate behaviour and ensures it does not disrupt the learning of others. The inspectors fully support parents' and carers' positive views about the school.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Sandhurst Infant and Nursery School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 193 completed questionnaires by the end of the on-site inspection. In total, there are 334 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	124	64	68	35	0	0	1	1
The school keeps my child safe	103	53	85	44	1	1	1	1
The school informs me about my child's progress	85	44	96	50	8	4	0	0
My child is making enough progress at this school	78	40	100	52	9	5	3	2
The teaching is good at this school	85	44	97	50	4	2	1	1
The school helps me to support my child's learning	76	39	104	54	4	2	0	0
The school helps my child to have a healthy lifestyle	56	29	97	50	4	2	1	1
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	76	39	96	50	4	2	3	2
The school meets my child's particular needs	76	39	96	50	4	2	3	2
The school deals effectively with unacceptable behaviour	69	39	99	51	9	5	4	1
The school takes account of my suggestions and concerns	77	40	98	51	5	3	2	1
The school is led and managed effectively	83	43	99	51	0	0	4	2
Overall, I am happy with my child's experience at this school	103	53	83	43	2	1	2	1

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above is for the period 1 September to 31 December 2009 and is the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> ■ The school's capacity for sustained improvement. ■ Outcomes for individuals and groups of pupils. ■ The quality of teaching. ■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships. ■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



21 May 2010

Dear Pupils

Inspection of Sandhurst Infant and Nursery School, London SE6 1NW

I am writing to thank you for making us so welcome when we visited your school and for talking to us about your work. You were very polite and friendly. You are right to enjoy coming to Sandhurst because it is a good school and many things are outstanding.

We agree with you and your parents and carers that Sandhurst is an exceptionally caring and safe place to be and this, with your good behaviour and enthusiasm to learn, helps you make good progress. Your school has improved in lots of ways since the last visit by the inspectors because the headteacher and all the adults work very hard to make it better. You work very hard, too, and by the time you go to the juniors you are doing exceptionally well in your reading, writing and mathematics. Those of you in the Nursery and Reception classes get an outstanding start to your time in school. All of you make good and sometimes even better progress because you are taught well and teachers plan interesting and exciting things for you to do. Your parents and carers are very pleased that you come to this school.

Here are two things that we know will help the school do even better.

- All of you should try and come to school every single day, because if you are away, you miss out on important learning.
- We want all of your lessons to be as good as the very best ones and we would like your teachers to make sure that they always plan work that is not too easy for you so you can learn even faster.

We really enjoyed talking to you and watching you learn. You can help your teachers by continuing to work hard and keeping your enthusiasm for learning.

Yours sincerely

Margaret Coussins

Lead inspector

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