

Sandhurst Junior School

Minard Road, Catford, London SE6 1NW

Inspection dates

28–29 November 2017

Overall effectiveness	Requires improvement
Effectiveness of leadership and management	Requires improvement
Quality of teaching, learning and assessment	Requires improvement
Personal development, behaviour and welfare	Good
Outcomes for pupils	Requires improvement
Overall effectiveness at previous inspection	Good

Summary of key findings for parents and pupils

This is a school that requires improvement

- Leadership requires improvement. This is because leaders and governors have not ensured that actions from the previous inspection have secured the required improvements.
- The quality of teaching, learning and assessment is variable. It does not bring about good outcomes.
- Some teachers' expectations of pupils are too low. Pupils, including the most able, do not receive challenging work and, as a consequence, are not able to reach their full potential.
- The assessment of pupils lacks rigour. New systems have not had time to embed. This means that leaders and managers do not track pupils' progress rigorously.
- Governors are not sufficiently holding leaders to account for the effective use of additional funding. The progress of pupils who have special educational needs (SEN) and/or disabilities and disadvantaged pupils is not good enough.
- The curriculum fails to meet the academic needs of all pupils. As a result, the development of pupils' writing skills and use of mathematical reasoning across the school vary.
- Published data shows that exclusion rates are higher than national averages. School records show that although reducing, there are still too many exclusions.

The school has the following strengths

- The provision for pupils' personal development, behaviour and welfare of pupils is good. Strong relationships between staff and pupils help to develop pupils' self-esteem.
- Pupils behave well and are keen to learn. They are respectful to others and welcoming to visitors.
- Safeguarding is effective. Pupils are well looked after and say they are safe at school. Parents agree with their opinion and are positive about most aspects of the school.
- Leaders manage the performance of teachers appropriately. The sharing of best practice is starting to influence some better teaching.
- Pupils attain well in some subjects, including in art and science. Teaching captures their interest, which motivates them to learn.
- Pupils' progress in reading is improving. Pupils achieve broadly in line with the national average because they enjoy their reading.

Full report

What does the school need to do to improve further?

- Improve the quality of leadership at all levels by:
 - fully implementing assessment systems in order to track pupils' progress regularly and robustly
 - reviewing the use of additional funding to ensure that disadvantaged pupils achieve as well as other pupils nationally, and pupils who have SEN and/or disabilities achieve well from their starting points across a wide range of subjects
 - ensuring that governors evaluate the school's performance accurately, particularly with regard to the progress of pupils, and hold leaders to account.
- Improve the quality of teaching, learning and assessment, and raise pupils' progress to be at least good, particularly in writing and mathematics, by ensuring that:
 - teachers and teaching assistants use assessment information to set work that provides the appropriate level of challenge for all pupils, including the most able
 - pupils have opportunities to explain the reasoning behind their calculations
 - pupils develop secure writing skills across the curriculum.
- Continue to reduce exclusion rates by ensuring that pupils who exhibit poor conduct are able to manage their own behaviour better.

An external review of the school's use of pupil premium should be undertaken to assess how this aspect of leadership and management may be improved.

An external review of governance should be undertaken to assess how leadership and management can promote substantial improvements.

Inspection judgements

Effectiveness of leadership and management

Requires improvement

- Leaders and governors have not secured effective improvements since the previous inspection. The school's actions have not ensured that teaching, learning and assessment are of sufficiently high quality to promote good outcomes. Most pupils, including vulnerable pupils, have not made enough progress, particularly in their writing and mathematics.
- The school's strategy for tracking pupils' outcomes is inconsistent. Performance and assessment information is not used well to measure pupils' progress from their starting points. Newly implemented systems are starting to inform leaders where to target extra support so that pupils will be able to catch up with their learning.
- The pupil premium funding is not used well. Although support is in place, it fails to secure good outcomes. The progress of disadvantaged pupils is below that of other pupils nationally. Extra funds do enable eligible pupils to take part in activities they might not otherwise experience.
- Additional funding to support pupils who have SEN and/or disabilities is not used to maximum effect. Most pupils across all year groups do not make good progress, despite receiving support with their learning. Some pupils make gains in their personal development, resulting from engaging with therapists and external specialist services.
- The curriculum is broad, but fails to meet the academic needs and abilities of all pupils. Pupils enjoy and achieve in some subjects, such as in science and art. Improvements attempted in writing and mathematics are not having the same positive impact. Some pupils fail to reach their potential across a wide range of subjects. Extra-curricular activities, including music, sport and school visits complement the curriculum.
- The provision for pupils' spiritual, moral, social and cultural development is strong. Pupils develop a good awareness of British values, such as respect and democracy, through the active work of the school council. Additionally, pupils gain an appreciation of different faiths and cultures through their learning. These experiences give pupils responsibility and prepare them for life in modern Britain.
- The additional funding to support primary physical education (PE) and sport is used effectively. Pupils have a range of opportunities to take part in different sports as well as in many after-school clubs, which pupils enjoy. For instance, pupils take part in football tournaments and, in 2017, one of the school's teams was the winner in their league.
- Leaders manage teachers' performance appropriately. Staff, including newly qualified teachers and trainee teachers, say that they are well supported in their professional development. Sharing of best practice is starting to have some impact on teaching. This has not had time to impact on the progress pupils make.
- Links with other schools, external consultants and the local authority are providing appropriate support to the school. This challenges school leaders on aspects of school improvement and provides opportunities for staff training. This support has not had time to bring about sustained improvements in teaching and pupils' outcomes.

- A caring ethos exists in this school. Positive relationships among school leaders, teaching staff and governors underpin the personal development and welfare of pupils. Leaders foster strong partnerships with parents, for example through workshops. Parents are positive about most aspects of the school.

Governance of the school

- The work of governance is variable. Governors have not ensured that additional funding is having maximum impact on the outcomes of eligible pupils. The progress of pupils, including disadvantaged pupils who attract extra funding, has been below average for the past two years. An external review of pupil premium funding is appropriate, because the school's information indicates that this pattern of underperformance continues.
- Governors respect their roles and are aware of the need to fulfil their statutory responsibilities. They have ensured that safeguarding arrangements at the school are fit for purpose. The website did not meet requirements at the start of the inspection. The school's latest examination results and the use of additional funding were not published, as required, for example. The website is now compliant as missing items were added during the inspection.
- Governors care about pupils' academic and personal development. They use their experience, training and school visits to support, challenge and check school leaders' information on aspects of the school's work. Nevertheless, they have not sufficiently held leaders to account for bringing about the necessary improvements since the previous inspection. An external review of governance is recommended, to assess how leadership and management can secure effective improvements for this school.

Safeguarding

- Arrangements for safeguarding are effective.
- Leaders and all staff are determined to ensure that pupils are safe. They take appropriate and prompt action to address any concerns. Positive relationships with parents, pupils and external agencies ensure that pupils receive early help, should they need it.
- Effective systems are in place to check that all members of staff are suitable to work with children. Staff, including governors, are appropriately trained, including about the risks associated with radicalisation and extremism. Staff know how to make referrals if they have a concern. Record-keeping is meticulous and allows leaders to check that actions have secured pupils' safety.

Quality of teaching, learning and assessment

Requires improvement

- The quality of teaching, learning and assessment is too variable across the school. It has not helped pupils to make the progress that they should. Pupils are unable to reach their potential in a range of subjects, including in their writing and mathematics.
- Systems for tracking pupils' progress lacks rigour. Weak assessment practice means that some teaching fails to meet pupils' needs and abilities in relation to their starting points. Consequently, evaluations of what pupils already know and what they can do

are inconsistent. Scrutiny of pupils' work and observations of learning, some jointly with school leaders, confirmed this.

- Expectations of what pupils can achieve are too low. Pupils, including disadvantaged pupils and those who need extra help, do not make enough progress or reach the standards they should. Some teachers do not demand enough of pupils, including the most able, by setting challenging work. Pupils expressed, via completing the questionnaires, that they would like to experience more challenge in their learning.
- Pupils, including those who are disadvantaged, make slow gains in their mathematical learning. Some teaching does not ensure that pupils acquire mathematical knowledge appropriate for their age and starting points. For some pupils, misconceptions are not eradicated quickly enough to enable them to think and reason mathematically for themselves.
- Teaching is inconsistent in developing pupils' writing skills across the curriculum. Pupils are not always expected to present their work neatly, develop strong punctuation skills or routinely correct their grammar. The school's focus to improve spelling has influenced some pupils' work, but others still make habitual errors in their work.
- The contribution of teaching assistants to the quality of teaching varies. Additional support provides some pupils with help with their learning. However, some contributions are ineffective, which results in the slow progress of pupils who have SEN and/or disabilities.
- Where pupils learn effectively, it is because the work is at the appropriate level for their ability. Teachers carefully plan and use questioning skilfully to check pupils' understanding and reshape explanations, where necessary. Pupils remain focused, are able to consolidate their learning and draft work independently, including in their homework.
- Most pupils read well. Generally, teaching matches the appropriate level of reading material to pupils' abilities. This ensures that pupils develop better reading skills.
- The teaching of science and art is strong. Teachers make learning fun, which inspires pupils to learn. As a result, pupils develop good artistic and scientific skills. Scrutiny of pupils' work confirms that most pupils thrive in these subjects.

Personal development, behaviour and welfare

Good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- A caring ethos permeates all aspects of school life. As a result, strong relationships exist between pupils and staff, and between pupils. Parents, pupils and staff are confident that pupils are well looked after at the school.
- Leaders place pupils' personal and social development as an integral part of the curriculum. Within personal, social, health and economic education, pupils learn to manage their emotions, interact positively with each other and develop confidence in their communication.
- Pupils make a good contribution to the school. Pupils respond well to their positions of

responsibility, including as monitors and members of the school council. A system designed by the school council enables the kitchen staff to know whether pupils enjoyed the day's meal.

- Leaders ensure that pupils' physical and emotional well-being needs are met. Therapists and learning mentors work closely with the staff, and tailor specific support for individual pupils. School records show that supported pupils have become more settled in their learning and at lunchtimes and playtimes. Additionally, the breakfast club provides pupils with a positive start to their day, by ensuring that a nourishing meal is on offer.
- Pupils learn how to keep safe through their learning, special events, visits and visitors. Workshops for parents ensure that pupils know how to keep safe, for example while using the internet, inside and outside school. Pupils told inspectors the steps they would take to make sure that they are safe online.
- Pupils know the different forms bullying and say that when it does occur, their teachers deal with it swiftly. Pupils describe the school as a 'bully-free environment' and a place where they feel safe. Parents agree that their children are safe at school.

Behaviour

- The behaviour of pupils is good. Pupils are courteous, polite to staff and visitors and often hold doors open for others.
- The school's friendly atmosphere is calm and conducive to learning. Corridors and classrooms have vibrant wall displays that showcase pupils' talents, including inspirational artwork. Pupils conduct themselves well around the school, and they play happily with one another during playtimes.
- Pupils behave well during lessons and settle quickly to tasks set by their teacher. They show a genuine interest in their learning and low-level disruption seldom occurs. Occasionally, some pupils lose interest when they are not challenged enough during their lessons.
- Overall attendance is above average and the attendance of disadvantaged pupils and those who have SEN and/or disabilities is improving. Strategies are in place to promote regular attendance and good punctuality. Leaders take prompt action when pupils are absent from school.
- Published information shows exclusion rates are higher than national figures. Leaders work hard to promote good standards of behaviour at the school. Despite this, a few pupils misbehave and so, although reducing, fixed-term exclusions remain.

Outcomes for pupils

Requires improvement

- Most pupils do not make consistently good progress during their time at school and are not fully prepared for the next stage of their education, especially in writing and mathematics. Year 6 pupils transferring to secondary school will have to catch up with their learning.
- In 2016, pupils' progress at the end of key stage 2 in reading, writing and mathematics was below the national average. Provisional 2017 results indicate pupils' progress in

writing is also below the national average, and their progress in mathematics is well-below the national average.

- In 2016, progress rates for disadvantaged pupils in reading, writing and mathematics placed the school in the bottom 10% of schools nationally. The school's assessment information on current pupils, particularly in Years 4 and 6, shows high proportions are underachieving. The pupil premium funding is having little impact on the outcomes of eligible pupils.
- Different groups of pupils are not making enough progress from their starting points. In 2016 and 2017 (provisional results), the progress of the most able pupils requires improvement in reading, writing and mathematics. Pupils who have SEN and/or disabilities are underperforming in all three subjects. Published information and the school's last collated assessment information confirm this.
- Work in pupils' books, including in English and mathematics, shows variability in current pupils' progress from their starting points. Some pupils make the same errors repeatedly in punctuation and grammar in their writing, which hinders their progress over time. Similarly, lack of demanding work in mathematics limits some pupils from making measurable gains in their learning. Pockets of pupils' progress were identified in some subjects; therefore, outcomes for pupils are not inadequate.
- Pupils' progress in reading is improving. Provisional results in 2017 show that pupils' progress in reading was broadly in line with the national average. The proportion of pupils who achieved age-related expectations was slightly above the national average.
- Standards in science and art are good. Pupils' attainment in science was slightly above national expectations in 2016 and 2017 (provisional). Scrutiny of pupils' work in art shows that pupils are making noticeable developments in their artistic skills.

School details

Unique reference number	100702
Local authority	Lewisham
Inspection number	10037691

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 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	350
Appropriate authority	The governing body
Chair	Sophie Smith
Headteacher	Rebecca Dove
Telephone number	020 8698 1846
Website	webfronter.com/lewisham/sjs/
Email address	admin@sandhurstjs.lewisham.sch.uk
Date of previous inspection	20–21 June 2013

Information about this school

- The school meets requirements on the publication of specified information on its website.
- This is larger than the average-sized community school.
- The current headteacher was in post at the previous inspection.
- The proportion of pupils who are eligible for the additional pupil premium funding is above average.
- The proportion of pupils who have SEN and/or disabilities is well above average. Pupils who have a statement of special educational needs or an education, health and care plan is in line with the national average.
- The proportion of pupils from minority ethnic backgrounds is above average.
- The school has brokered support through a local schools' network and the local authority.

- The school runs a breakfast club each day.
- After-school clubs are run and managed by an external provider.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in reading, writing and mathematics by the end of Year 6.

Information about this inspection

- Inspectors observed teaching and learning in 18 sessions across all year groups. Of these observations, some were carried out jointly with senior leaders.
- Inspectors scrutinised pupils' work in various forms. Some pupils' books were viewed together with senior leaders. Inspectors listened to pupils from all year groups reading.
- Inspectors examined a range of documentation provided by the school, including the school's own self-evaluation, governors' minutes of meetings and information about pupil premium spending. Records relating to attendance, behaviour and safeguarding were also considered.
- Meetings were held with governors, senior leaders and teachers, including subject leaders. The lead inspector met with a representative from the local authority.
- In addition to meeting with pupils formally, inspectors spoke to others informally about their learning.
- Discussions were held with parents, at the end of the school day, to hear their views of the school. There were 50 responses to the online questionnaire, Parent View, and 30 text comments.
- Inspectors took account of 39 questionnaires completed by staff and 67 questionnaires completed by pupils.

Inspection team

Rosemarie McCarthy, lead inspector	Ofsted Inspector
Sheila Cohring	Ofsted Inspector
Martina Martin	Ofsted Inspector

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