

Inspection of Sandy Lane Primary School

Sandy Lane, Bracknell, Berkshire RG12 2JG

Inspection dates: 4–5 February 2020

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| Overall effectiveness | Good |
| The quality of education | Good |
| Behaviour and attitudes | Good |
| Personal development | Good |
| Leadership and management | Good |
| Early years provision | Good |
| Previous inspection grade | Requires improvement |

What is it like to attend this school?

Pupils are proud to be part of Sandy Lane Primary School. Teachers have high expectations of their behaviour and learning. This helps pupils develop good attitudes to learning. They enjoy learning together and are quick to settle in class.

Pupils behave well during lessons and around the school. They hold doors open for others and are always polite and friendly, for example. They know and follow the school's values of being 'Positive, Respectful, Inclusive, Driven and Excellent' ('PRIDE'). A pupil linked this to the lion on the school crest: 'We're like a pride of lions. We belong together.'

Pupils feel safe in the school. They know that any incidents of poor behaviour will be dealt with. They say that bullying is rare in the school. Any problems are quickly sorted out by staff. Pupils told us that they have trusted adults they can speak to if they have any worries.

Pupils enjoy a wide range of activities outside of their lessons. For instance, pupils had recently enjoyed singing in a choir festival in London and performing 'The Twits' on stage at a drama workshop.

What does the school do well and what does it need to do better?

Leaders know that it is important to make sure that what pupils learn builds on what they already know. Their plans for what pupils learn in reading, mathematics and languages ensure this particularly well. However, plans for some other subjects, such as geography, history and science, are still developing. In such subjects, pupils' learning is not yet set out in a logical order.

Leaders have ensured that reading sits at the heart of the curriculum. The teaching of phonics is now a strength. Pupils develop their reading skills more rapidly than in the past. In early years, teaching successfully prioritises early reading and writing. This provides a sound foundation for pupils' phonics learning in Year 1. Teachers help those who have fallen behind to catch up quickly. Pupils enjoy sharing books with each other and with adults. For example, when one pupil asked an adult to read to them, others flocked round to listen.

Teachers' consistently high expectations for pupils' behaviour ensure that good conduct is a feature of lessons across the school. If pupils have difficulties meeting these expectations, they are well supported by trained staff. As a result, pupils are able to focus on what they are learning and exclusion rates are low. Leaders celebrate good attendance and provide effective support when there are problems.

Leaders prioritise pupils' personal development. Staff share the school's PRIDE values regularly. Pupils understand these and follow them. For example, they enjoy being house captains, being on the Eco Council or being 'German ambassadors'.

Leaders ensure that pupils learn about what it means to be a global citizen. One pupil said: 'We come from different places but we're all the same inside.'

Leaders have built strong relationships with families. Leaders run workshops to help parents support their children. For example, they run workshops on developing reading and staying safe online. Parents praise the headteacher for how he has prioritised building strong links between the school and parents. One parent said: 'The school is at the heart of the community and the community is at the heart of the school.'

Leaders have high expectations for pupils with special educational needs and/or disabilities (SEND). They are working with teachers and teaching assistants to make sure that all learning meets the needs of these pupils. Where the curriculum is already well planned and sequenced, pupils with SEND are well supported and can focus on their learning. In those subjects where the sequencing of the curriculum is still developing, pupils do not always get the exact support they need. As a result, pupils with SEND are not yet developing their knowledge and skills well across all subjects.

Pupils get off to a good start in early years. The early years leaders have built an ambitious curriculum that develops a love of learning. This ensures that all groups of children, including those with SEND, are engaged, excited and eager to learn. Staff keep a sharp focus on developing children's vocabulary and their understanding of mathematics. The curriculum builds well on what children already know. As a result, they achieve well and are well prepared for future learning. Children behave well and get along with other children and adults. Leaders know the children well and help them build positive relationships.

Safeguarding

The arrangements for safeguarding are effective.

Leaders and governors take all aspects of safeguarding seriously. As a result, the school has developed secure processes and a strong culture of safeguarding. Safeguarding training is a priority for the staff and governors. Leaders ensure that safer recruitment requirements are met.

All adults in the school are clear about what to do if they have concerns about a pupil. When pupils need help it is provided quickly and effectively, including working with external support where required. Pupils are helped to recognise online risks and learn how to keep themselves safe.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Leaders have ensured that most areas of the school curriculum, including core subjects, are now planned and sequenced well. In these subjects, pupils can build

on their skills and knowledge, to know more and to do more as they progress through the school. However, there remain subjects, such as science, history and geography, where such plans are not yet fully in place. Leaders should continue to develop, support and monitor these curriculum areas to ensure that all pupils, including those with SEND, develop coherently sequenced knowledge and skills in all subjects.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use Ofsted Parent View information when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

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| Unique reference number | 133619 |
| Local authority | Bracknell Forest |
| Inspection number | 10122200 |
| Type of school | Primary |
| School category | Maintained |
| Age range of pupils | 3 to 11 |
| Gender of pupils | Mixed |
| Number of pupils on the school roll | 527 |
| Appropriate authority | The governing body |
| Co-Chairs of governing body | Annekan Priesack and Jenny Sachar |
| Headteacher | Neil Davies |
| Website | www.sandylanebracknell.com |
| Date of previous inspection | 12 December 2018, under section 8 of the Education Act 2005 |

Information about this school

- Since the previous inspection, two middle leaders have been appointed following the promotion of the previous post-holders to senior positions in other schools.

Information about this inspection

We carried out this inspection under section 5 of the Education Act 2005.

- Inspectors met with the headteacher and the deputy headteacher. We also met with leaders responsible for English, mathematics, history, information and communication technology (ICT), modern foreign languages, SEND and early years. We met with the chair of the governing body and three other governors. We met with a representative of the local authority.
- We did deep dives in these subjects: reading, writing, mathematics, ICT, history, and modern foreign languages. We completed a range of inspection activities in order to explore these subjects in depth, including meeting with subject leaders and teachers, lesson visits with senior leaders, a review of pupils work and discussions with pupils.

- As part of our inspection of safeguarding, we had discussions with the designated safeguarding lead, governors, staff and pupils. We checked a range of school documents and records, including the single central record.
- Inspectors spoke to pupils about their views of the school. As well as speaking to parents at the school gate, inspectors considered the 108 responses to Ofsted’s online survey, Parent View, and the 104 free-text responses. We took account of 44 responses to Ofsted’s staff survey and 14 responses to Ofsted’s pupil survey.

Inspection team

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|-------------------------------|------------------|
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| Nigel Cook | Ofsted Inspector |
| Paul Shaughnessy | Ofsted Inspector |

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