

Sundridge Primary School

Inspection report

Unique Reference Number	103266
Local Authority	Birmingham
Inspection number	355350
Inspection dates	3–4 November 2010
Reporting inspector	Deborah Udakis HMI

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

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	183
Appropriate authority	The governing body
Chair	Steve Wall
Headteacher	Jean Turner
Date of previous school inspection	4 March 2008
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Introduction

This inspection was carried out by two of Her Majesty's Inspectors and an additional inspector. A total of 16 lessons were observed; all teachers were seen; meetings were held with parents, groups of pupils, governors, partner agencies and staff. The inspectors observed the school's work, and looked at policies and procedures, attainment and progress data, pupils' work and analysed questionnaires from 39 parents and carers, 98 pupils and 20 staff.

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

- The effectiveness and accuracy of assessment and tracking systems and the steps taken to stem the decline in progress by the end of Year 6.
- How well groups of pupils, particularly boys and pupils with special educational needs and/or disabilities, attain and progress through the school.
- The effectiveness of teaching at matching work to pupils' needs to ensure they make at least good progress.
- The effectiveness of leaders and managers at all levels in identifying and driving through priorities to promote improvement.

Information about the school

This is an average-sized primary school. Most of the pupils live in Kingstanding, an area with high levels of social disadvantage. Most pupils are White British and a few are from minority ethnic backgrounds. Few pupils are at an early stage of learning English as an additional language. The proportion of pupils with learning difficulties and/or disabilities is above average, as is the percentage of pupils eligible for free school meals. The school is a member of the Education Action Zone. There is a children's centre on the school site with a privately run day nursery. The school operates an after school club. The school has achieved the Quality Mark, Healthy School Standard, Financial Management Standard in Schools and the Investors in People 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

2

Main findings

This is a good school. Strong and trusting relationships have been developed with parents and carers. Parents who responded to the questionnaire universally agreed that children enjoy school. Senior leaders fully embrace working in partnership with parents and carers as co-educators. Effective two-way communication results in good continuity of care for children as they enter the Early Years Foundation Stage. Consequently, the school gives the children a good start to their education. These effective transition arrangements are mirrored when pupils move class and leave for secondary school. The particular attention the school pays to pupils' health and safety and their enjoyment in coming to school contribute significantly to the good outcomes.

Pupils' achievement is good, because of the good quality of teaching. Teachers plan skilfully, adapting and refining activities so that pupils are sufficiently challenged. In the most effective lessons, pupils show excitement and enjoyment of their learning and make good progress. For example, in a Year 5 Spanish lesson pupils engaged eagerly in discussing their favourite colours.

The school is led well by the headteacher, who is committed to driving through improvements in the school. The school's self-evaluation accurately reflects key aspects of leadership, provision and outcomes. The governing body makes a strong contribution to the work of the school. It successfully ensures that school policies, systems and procedures are carefully checked for compliance. The monitoring and evaluation activities carried out by senior and middle leaders are generally rigorous and focused on securing improved outcomes for pupils. Actions taken to secure greater consistency in teaching and learning are having some success and this is clear from the overall good progress made by pupils. However, because pupils' learning experiences in different classes are uneven, there is still some variation in the amount of progress pupils achieve each year. Similarly, the introduction of some initiatives, such as a new marking policy and the plan to promote community cohesion, have not yet been monitored and evaluated carefully enough to ensure they are having the desired impact on pupils' learning.

There has been recent success improving pupils' attainment with higher proportions of Year 6 pupils reaching the nationally expected levels in English, mathematics and science. The school's increasingly accurate assessment and tracking systems have enabled teachers to monitor pupils' progress carefully, enabling them to target intervention strategies to support those in danger of falling behind. This focused approach, which is showing success at raising pupils' outcomes, demonstrates that the school's capacity to improve is good.

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What does the school need to do to improve further?

- Raise pupils' attainment further by:
 - ensuring pupils make consistently good progress across all year groups
 - ensuring that teaching in all classes is always good or better.
- Strengthen the effectiveness of the leadership, at all levels, by monitoring and evaluating the impact of all improvement strategies on pupils' outcomes.

Outcomes for individuals and groups of pupils

2

Attainment indicators for the last three years show fluctuations in standards, but broadly satisfactory overall and in line with the national average by the end of Year 6. The higher standards achieved in 2010 were confirmed by the quality of work seen in lessons. Most children start school with skills below those expected for their age. However, pupils, including the more able and those with special educational needs and/or disabilities make good progress overall. Efforts to improve boys' attainment are showing signs of success, as the attainment gap with girls is closing. Inspectors observed high levels of pupils' engagement, enthusiasm and enjoyment in lessons. Taken together, the satisfactory attainment and good progress results in good pupils' achievement in their education.

The school has a strong emphasis on promoting healthy lifestyles and pupils respond excitedly to the various initiatives introduced. For example, since the introduction of the 'bike it' scheme and the 'walk to school' programme, significant numbers of pupils have increased their daily exercise and relish the rewards the school has implemented. The school's increased opportunities for pupils to take part in physical exercise, has encouraged greater numbers of pupils to join after school clubs and participate in team games.

Highly effective links with other schools and the local community support officers enable pupils to make positive contributions to the local and wider communities. Pupils enjoy having the opportunity to take responsibility around the school, for instance as members of the school council, as playground pals and as monitors in assembly. Pupils take an active role as fundraisers and are recognised for their role in supporting charity work.

Pupils' moral, social and cultural development are good. Their spiritual development is satisfactory. Pupils have good opportunities to gain an understanding of religion through the curriculum, but opportunities for pupils to take part in moments of quiet reflection and prayer are missed in assemblies. Trusting and caring relationships develop between pupils. Video conferencing with other schools in this country and abroad has raised pupils' awareness of other cultures and the importance of working together in a multi-cultural society.

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These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account:	
Pupils' attainment ¹	3
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	2
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	2
The extent of pupils' spiritual, moral, social and cultural development	2

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

How effective is the provision?

Overall, the quality of teaching is good, but there is variation across the school with some lessons that are satisfactory. In the best lessons, pupils make good progress and are excited and motivated to learn. For example, in a Year 4 literacy lesson the teacher's highly effective use of information and communication technology (ICT) to show a cartoon clip stimulated pupils' imagination and understanding of sequencing events in the correct order. In less effective lessons, teachers do not ensure pupils pay enough attention to their work and do not make their expectations of behaviour clear enough. Pupils with special educational needs and/or disabilities are often provided with good quality support from teaching assistants, which is an important factor that contributes well to their making good progress.

Teachers assess pupils' levels of attainment with precision. The highly effective tracking system ensures that under-achievement is quickly identified and appropriate and timely intervention strategies are implemented. Assessments are used well to inform planning and to set targets for pupils' further development. The quality of marking is variable. The new marking policy has yet to be fully evaluated to determine how well it is working. Inspection evidence shows that although some marking of pupils' work praises good work and sets out how it could be improved further, other comments are sometimes poorly written and, in a few instances, contain grammatical errors.

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The introduction of the 'creative' curriculum, where links are made between different subjects and pupils are given opportunities to apply their learning in practical situations, has benefitted pupils as they enjoy applying their skills to everyday activities. The teaching of Spanish is broadening pupils' knowledge of other cultures. There is a good range of extra-curricular activities, including residential trips, off-site visits, health promotion projects and sporting activities.

Since the last inspection, exciting developments in the provision of ICT, particularly opportunities for pupils to develop their computer skills, has increased their confidence in using and applying their skills across the curriculum. Pupils are also using the interactive white boards successfully to develop their skills in delivering presentations.

Pupils' attendance has improved since the last inspection and is now above average. The school engages positively with parents and carers to promote high levels of attendance. This effort, along with the introduction of initiatives to promote pupils' attendance, has reaped this huge benefit. School rewards for consistent high levels of attendance are cherished by the pupils and valued by their families.

The school is a caring and pupil-friendly environment that supports learning very well. Partnerships with other agencies are highly effective and result in high quality care and support for all pupils and their families, particularly those who are identified as needing additional support. The school's pyramid club, which targets pupils who would benefit from extra support, is very successful at building confidence and promoting pupils' positive self-esteem. Parents comment that their children are more confident as a result of attending the club.

These are the grades for the quality of provision

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

How effective are leadership and management?

The headteacher is highly committed to the school and is passionate about the pupils' education. She is acutely aware of fluctuations in pupils' attainment and has worked hard with her team to raise standards in the last year. The school's strategic plan sets out clearly the relevant areas for improvement. It includes specific quantifiable targets and detailed actions and accountabilities to bring about further improvement. The realistic and meaningful targets impact positively on the leadership's ability to embed ambition and drive improvement.

The governing body has a good understanding of how well pupils are achieving in relation to national expectations. It is actively involved in setting and monitoring the school's priorities and makes a positive contribution to the school's development by holding the

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senior leaders to account. Members of the governing body build a good understanding of the school's effectiveness through taking part in joint lesson observations and meeting regularly with the headteacher and subject leaders to discuss pupils' progress. Leaders and managers take health and safety, risk assessments and safeguarding issues very seriously. The single central record is extremely well maintained. The school's effective multi-agency approach to safeguarding and the good implementation of common assessments and information sharing promotes pupils' well-being successfully. All aspects of policy, procedure and training are up to date. Pioneering work with other partner agencies, such as the Malachi Trust, supports the work of the leaders and managers in promoting the welfare of pupils.

The school knows the characteristics of the area well having worked with other schools to audit the needs of the community. In collaboration with their partner schools the senior leaders have prepared a three year plan setting out actions to promote community cohesion. Now in the plan's second year, it has yet to be fully evaluated to determine how much progress has been achieved towards meeting the stated objectives. The links with other contrasting primary schools, both in this country and abroad, are proving a successful initiative that raises pupils' awareness of other cultures and beliefs. Visits undertaken to religious sites and local cultural events result in pupils showing an appreciation of other cultures. There is increasing support from parents who appreciate the value of the school's role in promoting tolerance and respect.

The school is inclusive and promotes equal opportunity well. Pupils are taught to develop respect for themselves, others, staff, the school and the wider community.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
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	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	2

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Early Years Foundation Stage

Children settle quickly and get off to a good start in the Early Years Foundation Stage. They make good progress and, by the end of the Reception Year, attain standards above the national average. These good outcomes are because adults have a good understanding of how young children develop and learn. Adults make effective use of observations and record children's achievements in their learning journeys, which are shared with parents. Staff use assessment information, gathered through observations, to plan activities that are tailored well to children's varying needs and abilities. They make good use of tracking information to identify areas of learning where there is underachievement. Parents and carers make valuable contributions to their children's learning. For instance, they develop and build their child's knowledge of letters and sounds successfully at home.

Children form good, caring and trusting relationships with each other and with adults. They are excited and motivated to learn. They are confident to try new activities. The rewards for positive behaviour are highly prized by the children and, as a result, behaviour is good. Arrangements to promote children's health and safety are robust, and all welfare requirements are met, which ensures that children feel safe and are happy in school.

The leadership and management of the Early Years Foundation Stage are good resulting in a clear vision and plans for future improvements. The curriculum provides positive experiences for children and covers all areas of learning. Adults provide exciting and challenging outdoor play activities, including visits to the Forest School, where children explore the outside environment safely. During these visits, they develop skills such as making knots, fire building and whittling. Children benefit from a healthy mix of child-initiated and adult-led opportunities. They are developing their negotiating and communication skills with their peers well as they successfully discuss and work through issues such as sharing equipment.

These are the grades for the Early Years Foundation Stage

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

Views of parents and carers

Only a small minority of parents completed and returned the Ofsted questionnaire. Of those that did, the overwhelming majority of parents and carers are supportive of the school and hold the work of the headteacher and teachers in high regard. These views were confirmed by the parents and carers met during the inspection.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Sundridge Primary 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 39 completed questionnaires by the end of the on-site inspection. In total, there are 183 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	33	77	10	23	0	0	0	0
The school keeps my child safe	29	67	14	33	0	0	0	0
My school informs me about my child's progress	22	51	16	37	3	7	1	2
My child is making enough progress at this school	25	58	17	40	1	2	0	0
The teaching is good at this school	25	58	17	40	1	2	0	0
The school helps me to support my child's learning	25	58	14	33	3	7	0	0
The school helps my child to have a healthy lifestyle	22	51	20	47	0	0	1	2
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)	23	53	16	37	1	2	0	0
The school meets my child's particular needs	23	53	19	44	0	0	0	0
The school deals effectively with unacceptable behaviour	16	37	22	51	4	9	0	0
The school takes account of my suggestions and concerns	20	47	15	35	3	7	2	5
The school is led and managed effectively	23	53	14	33	2	5	2	5
Overall, I am happy with my child's experience at this school	27	63	16	37	0	0	0	0

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 all 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	58	36	4	2
Primary schools	8	43	40	9
Secondary schools	10	35	42	13
Sixth forms	13	39	45	3
Special schools	33	42	20	4
Pupil referral units	18	40	29	12
All schools	11	42	38	9

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 are for the period 1 September 2009 to 31 March 2010 and are the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn and spring terms 2009/10 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 pupils' 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.



5 November 2010

Dear Pupils

Inspection of Sundridge Primary School, Birmingham, B44 9NY

You may remember that I visited your school recently with two other inspectors. We really enjoyed our two days at Sundridge Primary School. I particularly enjoyed the Early Years Foundation Stage outdoor play when children were playing with bubbles and using the wind to blow bubbles around the playground. It was great fun! I am writing to thank you all for being so kind, friendly and helpful. I thought you would like to know what we found out.

After watching all of you learning in lessons, looking at your work and talking to staff, we decided that you are receiving a good education.

The good things about your school are:

You feel safe in your school.

Most of you are making good progress and are receiving good support to help your learning.

Your work which is displayed around the school adds to the lovely learning environment. Your school is well-maintained and welcoming.

The headteacher and teachers are very enthusiastic and provide a wide range of activities to promote healthy lifestyles and your safety. I was very impressed with the number of you who are now walking or cycling to school.

Attendance has improved and is now good and so is your behaviour. You told us you really like the rewards you receive for continued good attendance and behaviour.

The new computer programmes and activities are exciting and are helping you to develop your skills when using new technology.

We have asked the school to do two things so that every one of you makes good progress and learns as much as you can.

We have asked the senior leaders to ensure that:

- teachers help you to make consistently good progress across all year groups by making sure that teaching is consistently good
- they monitor and evaluate how well the measures they put in place to support you are making a difference to your enjoyment and achievement.

Your headteacher, teachers and the governing body are working well to make the school even better. You can help too by working hard in every lesson and by taking great pride in all of your written work. I wish you all every success in the future.

Yours sincerely

Deborah Udakis

Her Majesty's Inspector

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