

# Sundorne School and Sports College

## Inspection report

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<b>Unique Reference Number</b>	123569
<b>Local Authority</b>	Shropshire
<b>Inspection number</b>	359469
<b>Inspection dates</b>	3–4 March 2011
<b>Reporting inspector</b>	Michelle Parker HMI

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

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<b>Type of school</b>	Comprehensive
<b>School category</b>	Community
<b>Age range of pupils</b>	11–16
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	488
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	David Bennett
<b>Headteacher</b>	Geoff Pettengell
<b>Date of previous school inspection</b>	23 January 2008
<b>School address</b>	Corndon Crescent Sundorne, Shrewsbury SY1 4LL
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## Introduction

This inspection was carried out by one of Her Majesty's Inspectors and three additional inspectors. Twenty three lessons were visited and 21 teachers observed. Meetings were held with parents and carers, groups of students, the Chair of the Governing Body and staff. Inspectors observed the school's work, looked at whole-school planning, teachers' planning and school policies. In total, questionnaires returned by 118 parents and carers were analysed. The team also analysed responses from 90 student and 31 staff questionnaires.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- How effectively does the school meet the needs of gifted and talented students, those with special educational needs and/or disabilities, those in the early stages of acquiring English, looked after students and those known to be eligible for free school meals?
- How effective is teaching in English in promoting learning and is it sufficiently challenging and matched to individuals needs?
- How effective are leaders and managers at all levels in promoting improvements in teaching and learning for all students, especially vulnerable ones?

## Information about the school

Sundorne School and Sports College is much smaller than most secondary schools and serves an urban area in the north of Shrewsbury. The proportion of pupils eligible for free school meals is well above average, as is the proportion with learning difficulties and/or disabilities. Almost all students are White British although a small number are from Eastern Europe and are in the early stages of learning English. The school achieved specialist status as a sports college in 2005.

**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

This is a good and rapidly improving school. This is because of the vision, determination of the outstanding leadership of the headteacher who is ably supported by his highly effective senior leadership team. The school benefits from the strong leadership of the Chair of the Governing Body and the hard-working and caring staff. Consequently, the school has a strong 'can do' ethos and the promotion of equal opportunities is outstanding. As a result, attainment has improved significantly from 2008. The attainment of five A\* to C grades including English and mathematics has improved over the last three years. However, improvements in English have lagged behind those in mathematics. All students make at least good progress in their learning. Those students with special educational needs and/or disabilities and those known to be eligible for free school meals make outstanding progress. Measures to ensure students feel safe, coupled with safeguarding arrangements, are outstanding. The school's specialism in sports makes a significant contribution to the extent to which students are encouraged to be healthy, which is also outstanding.

Teaching is good overall and an increasing proportion of lessons are outstanding. Several teachers use assessment strategies in exemplary ways which ensure that students effectively set and achieve their own appropriately challenging targets. The school recognises that assessment information is not used consistently by all staff. The school has worked effectively to tackle unacceptable behaviour. Students understand that staff will deal consistently with any behaviour that does not meet the school's high standards. Consequently, behaviour in lessons is good. The outstanding care, guidance and support provided by the school has greatly reduced exclusions to only one last year and ensured that attendance is above average.

Students develop good workplace skills and are well prepared for their next stage of learning and work. This is because students understand the need for good attendance. In addition, the school provides good opportunities for students to contribute to their local community: students are keen to take on leadership roles such as helping pupils in primary schools with modern foreign languages, literacy and sports. Students' self-confidence has greatly improved as a result.

The curriculum is good. The sports specialism enriches the whole-school provision and motivates and interests all students. They are able to take a wide range of different physical education (PE) options which cater for a wide range of interests, thus increasing participation rates and raising students' self-esteem.

The school has an outstanding capacity to improve. Monitoring is rigorous and thus the school knows itself well. The school has rightly ambitious plans to do even more to enhance the life chances of all its students.

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## What does the school need to do to improve further?

- Raise standards, especially in English and mathematics, and continue to improve teaching and learning to be outstanding by:
- - sharpening assessment practices so that teachers use data, take account of students' current understanding and amend their planning accordingly to enable students to practise and build upon their previous learning.

## Outcomes for individuals and groups of pupils

2

Attainment on entry is well below average and by the time students leave the school attainment overall is broadly average. Most recent data indicates that 47% of students achieved five or more A\* to C grades including English and mathematics. The school has successfully improved results in mathematics over the last few years. This is because of the detailed tracking of students, combined with closely-matched interventions to support students who were struggling. English results have remained lower than those in mathematics. Teaching assistants are effectively deployed to support students. They understand and know the students well and ensure that misconceptions in learning are addressed promptly. Students are withdrawn from lessons to receive carefully-tailored work in small groups. The successful use of precision reading has improved students' reading skills so that they can read and participate confidently in lessons. As a result, all students make good progress and those identified as having special educational needs and/or disabilities make outstanding progress.

Students enjoy and achieve well. Relationships between staff and students are good so that the atmosphere is warm and friendly. Students report that they like working in groups and paired work. For example, in an outstanding art lesson students worked independently and talked to each other confidently about how they were developing their work and about the artists they were studying. Even those students who said they found drawing difficult were able to use elements of the artists' work in their ideas. They found the work challenging and liked working towards an entry-level qualification.

Students feel safe and report that the rare occurrences of bullying are dealt with swiftly and they know who to talk to for support and help. Behaviour is good. Responses from parental questionnaires raised some concerns about behaviour. The school acknowledges that in the past students whose behaviour failed to match the high expectations of the school were not always dealt with effectively. The school has introduced behaviour tracking alongside sanctions and interventions which are having a positive impact. As a result, there is a calm and purposeful atmosphere in classrooms.

Students' spiritual, moral, social and cultural development is good. High quality displays of students' work celebrate their successes. The school has made great strides in addressing shortcomings in collective worship and recognises this is ongoing. It makes good use of its neighbourhood church. Careful thought has been given to providing opportunities for discussing moral and topical issues through, for example, the 'thought for the day'. The school is aware that it needs to develop more opportunities for students to meet people from a wider range of ethnic groups.

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*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account: Pupils' attainment <sup>1</sup>	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	1
<b>The extent to which pupils feel safe</b>	<b>1</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>1</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>2</b>
Taking into account: Pupils' attendance <sup>1</sup>	2
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

<sup>1</sup> 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?

Learning in lessons is good. Teachers' planning is clear and learning objectives are shared, enabling students to know what they have to do. Students work diligently in lessons and enjoy the work. Teachers use assessment information inconsistently. In the best lessons, most students are clear about their targets and know what to do to achieve them. For example, in a good textiles lesson the teacher spoke to each member of the group as they came in and checked they knew their target for the lesson and how to achieve it. Marking of work varies. In some lessons it provides helpful feedback on what went well and how work can be improved, followed by opportunities to do this. In an outstanding PE lesson, students confidently set themselves challenging targets, broke them down into their component parts and explained how they will achieve them. In many lessons, students are encouraged to assess their own work and each others which enables them to have a good understanding of how to improve. However, the school acknowledges that these strategies are not used consistently.

Care, guidance and support are outstanding, contributing positively to students' good progress. There is an effective counselling service which is well managed by the school. Issues relevant to students are carefully considered as part of the personal and social education curriculum. It is very responsive to students' needs and their views are regularly sought and listened to. For example, the school has recently introduced study skills which

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links closely with the work of the learning mentors. In addition, the school offers a wide range of clubs after school and ensures that vulnerable students are able to attend these.

*These are the grades for the quality of provision*

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

## How effective are leadership and management?

Leadership from the headteacher is outstanding. He has brought together a highly-effective senior leadership team who steer the school with integrity. The team has developed a culture of high expectations and partnership working by the staff. As a result, all staff are working together to drive the school forward and make the necessary improvements. There is a strong culture of encouragement and support for all staff. This academic year the school was able to appoint two new staff to the English department. It now has strong leadership in English and an increasing amount of outstanding teaching. In addition, the school rigorously uses its data to pinpoint weaknesses in learning and address them. Middle managers are held to account effectively for the working of their teams and teachers for the learning in the classroom. Effective monitoring has identified the school's outstanding practice. This has enabled leaders and managers to develop structures to share strong practice effectively, as well as enhancing the school's capacity to improve. For example, co-coaching is used to help develop teaching and learning strategies. Performance management takes account of teachers' own views of what they need to develop and is closely aligned to the school's development plan. Professional development for all staff is tailored to individual need and provides for a wide range of qualifications. Improvements in leadership and management at all levels can similarly be attributed to greater confidence that parents and carers have in their views being listened to by the school. For example, communication has improved through using text messages and the recently established parents' forum.

Governance is good. The Chair of the Governing Body provides strong leadership and clarity of vision for the governing body. Consequently, governance is rapidly improving and a broad range of data is used effectively to hold the school to account.

Safeguarding procedures are robust and exceed statutory requirements. This is because safeguarding procedures are rigorously implemented throughout the school so that all students are aware of safe practices. Safeguarding procedures are also reflected in the school's vigilance in tackling discrimination and promoting equal opportunities so that students feel safe and achieve well in school.

Community cohesion is good. The school has a broad range of provision, especially in the local area, including working with the elderly, people with disabilities, and pupils from Key Stages 1 and 2. It has been proactive in tackling issues around Islamophobia and

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homophobia. The school recognises that it needs to develop more opportunities for adult learners to access learning.

*These are the grades for leadership and management*

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

## Views of parents and carers

The large majority of parents and carers who responded to the questionnaire were positive about the school and their children's education. Very few parents and carers had concerns. This is above average. The concerns raised included: behaviour; weaknesses in the mathematics department; the quality of teaching and the number of supply teaching staff; the quality of the induction process for Years 6 and 7 and communication with parents and carers. Inspectors investigated all parental concerns. They were able to confirm that the school had acted upon any concerns raised by parents, carers or students and followed them up assiduously. The school has appropriate policies in place with regard to the issues raised by parents and carers and procedures are followed consistently.



## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Sundorne School and Sports College 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 118 completed questionnaires by the end of the on-site inspection. In total, there are 488 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	25	21	82	69	8	7	1	1
The school keeps my child safe	35	30	80	68	3	3	0	0
My school informs me about my child's progress	55	47	59	50	4	3	0	0
My child is making enough progress at this school	48	41	62	53	7	6	0	0
The teaching is good at this school	29	25	82	69	7	6	0	0
The school helps me to support my child's learning	37	31	69	58	10	8	0	0
The school helps my child to have a healthy lifestyle	18	15	83	70	9	8	0	0
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)	26	22	78	66	4	3	0	0
The school meets my child's particular needs	34	29	77	65	6	5	0	0
The school deals effectively with unacceptable behaviour	31	26	63	53	13	11	4	3
The school takes account of my suggestions and concerns	19	16	78	66	8	7	1	1
The school is led and managed effectively	25	21	83	70	4	3	0	0
Overall, I am happy with my child's experience at this school	46	39	62	53	7	6	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	59	35	3	3
Primary schools	9	44	39	7
Secondary schools	13	36	41	11
Sixth forms	15	39	43	3
Special schools	35	43	17	5
Pupil referral units	21	42	29	9
All schools	13	43	37	8

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 August 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 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.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

## 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"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
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.**



7 March 2011

Dear Students

**Inspection of Sundorne School and Sports College, Shrewsbury, SY1 4LL**

Thank you for all your help and comments throughout the inspection; they were very useful to us. We were impressed by your courtesy and how well you worked together in lessons. You go to a good and rapidly improving school. It has many outstanding features, particularly in the way you are looked after and supported and in the way the school is led and managed. As a result, all of you make at least good progress and many of you are doing much better than students in similar schools.

Your headteacher provides outstanding leadership of the school. He is ably supported by the senior leadership team and your hard working and dedicated teachers, teaching assistants and governors. Together, they make sure that you do well in school and aspire to great things. All staff care about you and encourage you. We were impressed by how well you worked together in pairs and groups and behaved in lessons. Your attendance has improved and is above average. You must maintain this if you are to take every opportunity offered to you at school as this will help you to achieve your high ambitions. Teaching and learning are good and improving. We have asked your school to improve this further by giving you better feedback on how to improve your work and what you need to do next.

We wish you continued success in all you do.

Yours sincerely

Michelle Parker

Her Majesty's Inspector

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