

Sudbury Primary School

Inspection report

Unique Reference Number	131813
Local Authority	Brent
Inspection number	364029
Inspection dates	8–9 June 2011
Reporting inspector	Martin Beale

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

Type of school	Primary
School category	Foundation
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	820
Appropriate authority	The governing body
Chair	Biddy Gillman
Headteacher	Uma Pandya
Date of previous school inspection	28 January 2008
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Introduction

This inspection was carried out by five additional inspectors. They visited 32 lessons, observing 27 teachers. They held meetings with staff, groups of pupils, and the Chair of the Governing Body. Informal discussions were held with parents and carers as they arrived with their children at the start of the day. Inspectors observed the school's work, and scrutinised assessment information, pupils' books, records of pupils' progress and school improvement plans. Inspectors analysed 445 parental questionnaires.

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

- The effectiveness of the work undertaken to improve the impact of middle leaders in driving improvement in their areas.
- The impact of action to improve the pupils' achievement at Key Stage 1.
- How successful teachers are in encouraging pupils to take responsibility for their learning.
- The impact of taking a more creative approach to curriculum planning.

Information about the school

Pupil numbers are rising as this school, already much larger than the average-sized primary school, expands to take in four classes in each year group. A major rebuilding programme due for completion later in 2011 has been taking place to accommodate this change. Almost all pupils are from minority ethnic backgrounds and the majority are from a variety of Asian heritages. Most pupils speak English as an additional language, of whom over a third are at an early stage of language acquisition. The proportion of pupils known to be eligible for free school meals is above average. The school has identified that a large proportion of its pupils have special educational needs and/or disabilities. Their needs are mostly associated with learning difficulties related to the development of literacy and numeracy.

Considerably more pupils than in most schools join or leave other than at the usual times, with newcomers often arriving speaking limited English. Children in the Early Years Foundation Stage are taught in a recently reopened Nursery and four Reception classes. The school has recently received the Basic Skills Charter Mark and the Inclusion Quality Mark.

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

Sudbury Primary is a good and improving school. It is a happy school with a tangible sense of purpose throughout. It has developed some outstanding features under the headteacher's skilled leadership, particularly in areas of the pupils' personal development. Outstanding care, guidance and support, good and improved teaching, a rich curriculum and the pupils' excellent attitudes to learning enable them to make good progress from whatever their starting points.

Children make good progress in the Nursery and Reception classes in a rich and welcoming environment. They enjoy, and are challenged by, the range of carefully planned activities and make good use of freely accessible resources. Pupils make good progress across Years 1 to 6. Attainment is starting to rise at the end of Year 2 but pupils are not always set sufficiently challenging targets for Key Stage 1 based on their attainment by the end of Reception. Attainment by the end of Year 6 is broadly average.

The best lessons stimulate the pupils' thinking, encourage them to become independent and drive their learning forward well in calm and well-managed classrooms. Focused programmes enable pupils identified with special educational needs and/or disabilities to make good progress, although teachers do not always plan lessons to support the learning of pupils identified with special educational needs and/or disabilities.

The emphasis on basic skills has led to improved achievement in English and mathematics which has been recognised by the award of the Basic Skills Charter Mark since the last inspection. Learning is brought to life for the pupils by the themes they study. Their writing has improved by being given opportunities to develop their skills in contexts they find engaging, generally closely linked to their topics.

Pupils feel exceptionally safe in school, which is a view echoed by parents and carers. They are confident that any problems they encounter will be solved swiftly and fairly. The pupils' exemplary behaviour contributes much to the harmonious and purposeful atmosphere in school. They are well mannered towards adults and keen to help newcomers settle into school life. Pupils work and play well together and share a set of values based on fairness. The pupils' outstanding spiritual, moral, social and cultural development is reflected in the great consideration they show towards each other and their appreciation and understanding of the customs of other cultures and religions.

By knowing pupils as individuals and the circumstances of their families, the school is able to tailor support to their needs particularly for those who are potentially more vulnerable. Attendance has risen to above average because of the coherent action by teachers, administrative staff and support from external agencies.

The headteacher is supported well by a committed staff team and a supportive but challenging governing body. The leadership role of other staff is becoming increasingly

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effective, through focused training and support, in supporting improvements. Staff and pupils are coping well with the challenges posed by the building work going on around them. It is a testament to the leadership of the headteacher and the work of staff that improvements have not stalled during this period. Thorough monitoring and accurate self-evaluation provide a firm basis from which leaders can plan for the future. These features provide the school with good capacity for further improvement.

What does the school need to do to improve further?

- Ensure that lessons cater for the specific learning needs of all pupils identified with special educational needs and/or disabilities.
- Set pupils at Key Stage 1 more challenging targets based on their attainment at the end of Reception and use the tracking of their progress as a lever to drive up their attainment by the end of Year 2.

Outcomes for individuals and groups of pupils

2

When learning is most effective, pupils work with interest and determination. They are very attentive to their teachers and each other, concentrate for long periods and persevere with their work. Pupils collaborate well when working in pairs and groups, and greatly enjoy discussing their ideas with a partner. They offer constructive criticism and advice that is well received so that their work is improved. Pupils develop their writing in different contexts, apply their numeracy skills to solving problems and use their information and communication technology skills to support their learning in a variety of subjects. In the few instances where lessons are less productive, the pupils occasionally lose interest because their teachers talk too much and do not encourage them to take an active role in their learning.

There are no patterns to any variation in the achievement of different groups of pupils, including for those of different ethnic heritages. Year 6 test results rose in 2010 and were well above the national average. Although assessment data indicates that pupils in the current Year 6 are not quite at this level, this still represents good progress from their starting points. The language development of pupils is given appropriate attention and, once their English language skills become more secure, their progress accelerates.

Pupils have a considerable voice in school life and take very seriously positions of responsibility such as monitoring behaviour in the playground. They have raised concerns about temporary disruptions caused by the building works and feel these have been dealt with as well as possible. Implementing 'e-safety' policy adds to the pupils' confidence that their perspectives are incorporated into school actions. Pupils are very aware of how to be healthy and the importance of exercise and a balanced diet. Pupils express curiosity about, and interest in, other cultures, reflect on their experiences and are very respectful of the feelings and values of others. However, the school acknowledges it needs to do more to raise awareness of local issues and establish more formal links with national and international communities.

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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	1
Pupils' behaviour	1
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	1

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?

Although teaching is good overall, there are some outstanding lessons that move pupils' learning forward rapidly. Teachers explain the purpose behind each lesson and how pupils' learning will build on from what they have done before. In the most effective lessons, teaching is lively and interesting, which captures pupils' attention and motivates them to do well. The pupils' thinking is extended through skilled questions, and resources, including new technology, are used to focus their minds on learning. However, lessons are not always adapted to support effectively the learning of pupils with special educational needs and/or disabilities. Marking is thorough, but occasionally does not provide pupils with enough guidance on how to improve their work.

Learning is linked creatively between subjects to add enjoyment and relevance for the pupils. Topics are carefully planned so that continuity in the development of skills and knowledge is secure. Pupils also greatly value having a voice in shaping what they would like to learn in each topic. Themed events such as 'World of Work Week', in which notions of fair trade were developed, have stimulated and motivated pupils. Experiences are enriched in a wide variety of ways and benefit considerably from the expertise of outside providers. This includes specialist sports coaches and activities in partnership with local secondary schools to extend gifted and talented pupils.

The school provides an exceptionally welcoming environment for all pupils. Pupils are valued as individuals and have high levels of confidence in the school to support, guide

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and advise them effectively. The school's work with families and outside agencies to support potentially vulnerable pupils is excellent, for example workshops for Somali and Tamil families to help their children. Thoughtfully planned transition arrangements help pupils to settle in quickly, including for pupils joining mid-year. These are based on familiarisation of the next year and programmes for Year 6 pupils that enlist local secondary schools.

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	1

How effective are leadership and management?

The headteacher's commitment to breaking down barriers to learning is shared by staff. The drive to promote equality of opportunity and tackle discrimination makes this a harmonious school where pupils whose circumstances make them more vulnerable achieve well. The Inclusion Quality Mark reflects the school's success in this area.

The school uses assessment information well to identify and take action to halt any underachievement. Senior leaders are quick to spot emerging patterns and address any gaps in the achievement of different groups. Action to overcome weaknesses has led to improved teaching and learning and teachers are keen to work together or observe experts in order to improve their practice. Middle leaders are becoming more effective in fulfilling their roles, and are taking a stronger lead in monitoring performance. However, self-evaluation has not always been linked to incisive planning to raise attainment more rapidly at Key Stage 1.

The well-led governing body challenges the school to do better and is closely involved in school evaluation and strategic planning. The governing body also ensures that procedures for safeguarding the pupils are robust, and their impact is frequently monitored, reviewed and updated. One feature is the opportunity for the pupils to become involved in developing scenarios regarding their safety and recommending further actions.

The school makes a strong contribution to promoting greater community cohesion but has not evaluated effectively its actions in order to identify the next steps to take. It engages well with a range of local groups and has developed productive links with a school abroad. Parents and carers receive appropriate information about their children's progress and are directed, where necessary, to extended services in the area. Their views about the school are sought on a regular basis and action taken where possible. The school has productive partnerships with other agencies to extend learning experiences. The expertise of others is sought when specialist guidance is needed to support pupils with special educational needs and/or disabilities.

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These are the grades for leadership and management

The effectiveness of leadership and management in embedding a mbition 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

Early Years Foundation Stage

The children quickly settle into the routines of each class. Their good progress from below typical expectations for their age is built on trusting relationships with their 'key worker' and each other. Adults generate confidence by valuing and showing genuine interest in what the children say and do. Children behave well and are keen to keep themselves and others safe. Relationships are respectful, caring and warm, in part because children are encouraged to resolve any conflicts that might arise and to play purposefully together. Through individual target-setting, children can identify the next steps in their learning such as 'to use capital letters in my writing'.

Adults have a good understanding of how children of this age learn and are skilled at promoting positive attitudes to learning. Activities inside and outdoors are carefully linked and reflect the children's interests and backgrounds. Children are given time and space to explore their ideas and interests, from hunting for mini-beasts to devising a class party. Children become increasingly independent through the many opportunities to develop their own lines of enquiry and to take responsibility for areas of their learning. In role play areas, they become librarians or police officers. Observations are undertaken frequently, but not used consistently to inform planning for the next steps in learning for all children.

Adults work together as a cohesive team to evaluate where provision can be improved. As a result, guided writing sessions were introduced after writing was identified as a weaker area. Robust procedures are in place to safeguard the children and actions followed through from assessments of possible risks. Parents and carers are kept regularly informed about their children's progress and workshops provided to help them to support their learning. However, parents and carers, practitioners and children do not have

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sufficient input into the newly developing 'learning journals' to ensure that they are integral to everyday practice.

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

A much larger proportion of parents and carers responded to the questionnaire than in most primary schools. The level of satisfaction is high in response to almost all of the questions. Inspection evidence endorses their very positive views about the school, particularly that teaching is good and that their children are helped to adopt a safe and healthy lifestyle. Inspectors investigated the concerns of a small number of parents and carers about whether the school listens to their suggestions, through discussions with staff. However, they concluded that the school is increasingly seeking to take account of the views of parents and carers, which is the opinion of the large majority.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Sudbury 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 445 completed questionnaires by the end of the on-site inspection. In total, there are 820 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	256	58	173	39	12	3	0	0
The school keeps my child safe	236	53	194	44	12	3	1	0
My school informs me about my child's progress	187	42	235	53	15	3	3	1
My child is making enough progress at this school	159	36	254	57	24	5	3	1
The teaching is good at this school	219	49	209	47	7	2	6	1
The school helps me to support my child's learning	178	40	234	53	18	4	8	2
The school helps my child to have a healthy lifestyle	169	38	250	56	13	3	4	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)	159	36	241	54	19	4	2	0
The school meets my child's particular needs	120	27	274	62	28	6	6	1
The school deals effectively with unacceptable behaviour	182	41	220	49	19	4	8	2
The school takes account of my suggestions and concerns	114	26	265	60	31	7	12	3
The school is led and managed effectively	154	35	243	55	13	3	9	2
Overall, I am happy with my child's experience at this school	231	52	187	42	16	4	5	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 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	46	48	6	0
Primary schools	6	47	40	7
Secondary schools	12	39	38	11
Sixth forms	13	42	41	3
Special schools	28	49	19	4
Pupil referral units	14	45	31	10
All schools	10	46	37	7

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 2010 to 31 December 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 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">■ 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.



10 June 2011

Dear Pupils

Inspection of Sudbury Primary School, Wembley, HA0 3EY

Thank you for the warm welcome you gave the inspection team when we visited your school recently. We know that you enjoy attending school and saw that you work very hard. Inspectors were particularly impressed by your confident answers to their questions. These are our main findings.

- Sudbury Primary School is good and improving because the headteacher, staff and the governing body do their utmost to help you all to succeed.
- Excellent care, guidance and support aid your good achievement and exemplary behaviour.
- Your exceptionally positive attitudes to learning and above average attendance levels contribute significantly to your progress.
- The curriculum provides many enjoyable experiences for you, including events such as 'Book Week' and 'World of Work Week'.
- The school works well in partnership with others to support your learning and has formed strong links with your parents and carers.
- Teaching is good and improving, but marking is not used consistently to help you to understand what you need to do to improve.
- You develop an excellent understanding of how to keep yourselves safe and have been very sensible while the school is being rebuilt.

We have asked the school to ensure that all lessons support the learning of those of you with special educational needs and/or disabilities. To help push your achievement up further, we have also asked the school to set pupils in Years 1 and 2 more challenging targets. You can play your part in helping the school to get even better by continuing to work hard and improving your attendance even further. Well done for showing such pride in your school and in your achievements.

Yours sincerely

Martin Beale

Lead inspector

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