

# Sundorne Infant School

Corndon Crescent, Sundorne Road, Shrewsbury, SY1 4LE

**Inspection dates** 2–3 May 2013

<b>Overall effectiveness</b>	Previous inspection:	Good	2
	This inspection:	<b>Good</b>	<b>2</b>
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

## Summary of key findings for parents and pupils

### This is a good school.

- The quality of teaching is good, with examples of outstanding practice.
- The good behaviour of pupils makes this school a happy place where they are able to learn. They develop a wide range of social skills and make good progress in a safe and inspiring environment.
- The rapid growth of numbers of pupils, including those with some learning difficulty, has created challenges that the school has tackled with skill. As a result, all groups of pupils make good progress.
- Senior leaders expect the very best from all. Staff are encouraged to develop their talents in order to improve the quality of pupils' learning.
- Leaders, including governors, check accurately the quality of teaching and learning. These show that the overall progress of pupils is good.
- The school has good relationships with parents and carers, and plays a major role in community life.

### It is not yet an outstanding school because

- Pupils' work is not always planned to meet the abilities of the individual, especially the more able.
- Outstanding teaching is more common in the Early Years Foundation Stage than in Years 1 and 2.

## Information about this inspection

- Inspectors observed a total of 24 lessons, covering every teacher and class from Nursery to Year 2.
- Pupils talked with inspectors about their learning, and many were heard to read.
- Meetings were held with members of the governing body, a local authority representative and a sports coach from Coach England. Meetings were also held with various groups of teaching staff. The questionnaire responses from 40 staff were considered.
- The views of 34 parents and carers, from the online questionnaire Parent View, were also taken into account, together with views expressed directly to inspectors during the inspection.
- Inspectors scrutinised pupils’ books, observed the school’s work and looked at a number of documents, including the school’s own information regarding pupils’ progress, planning and monitoring documentation, evidence relating to child protection and safeguarding, and records relating to attendance.

## Inspection team

Keith Shannon, Lead inspector

Additional Inspector

Mary Maybank

Additional Inspector

Michael Onyon

Additional Inspector

## Full report

### Information about this school

- The school is large for infant and nursery schools, with over 150 more pupils than at the last inspection.
- The overwhelming majority of the pupils are White British.
- The proportion of pupils known to be eligible for free school meals is around average, while there are very small numbers of pupils in the care of the local authority. These groups of pupils are eligible for the pupil premium, which is additional government funding.
- The proportion of disabled pupils and those who have special educational needs supported through school action is broadly average; the proportion of pupils supported at school action plus or having a statement of special educational needs is also average.

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

- Make sure that more-able pupils are able to improve their skills to reach the higher levels of attainment by:
  - developing their understanding of reading from accessing more challenging texts and extending the breadth of their reading
  - enabling them to write more complex sentences using a wider range of vocabulary in longer pieces of extended writing
  - improving their ability to solve challenging word problems in mathematics.
- Increase the amount of outstanding teaching in Years 1 and 2 by:
  - having even higher expectations of what more-able pupils can achieve
  - making sure that teachers, in their marking of work, give older and more-able pupils greater guidance in how to improve
  - sharing more widely the best teaching in the school.

## Inspection judgements

### The achievement of pupils is good

- Pupils start in the Nursery with skills and understanding that are below those typically expected for their age. They make outstanding progress through the Nursery, with good progress in the Reception classes. By the time they reach Year 1, they are generally at the expected level for their age, and sometimes higher.
- Children continue to make good progress in Key Stage 1 and, by the end of Year 2, they reach standards that are generally above national averages. This is especially so in mathematics.
- Following a dip in English standards in 2012 to national averages, the current Year 2 pupils are on track to reach above national averages in 2013. This represents good progress from their starting points. The progress of younger children is even stronger.
- The promotion of equality of opportunity is good. Effective checks are carried out, showing that all groups of pupils make good progress. The school is successfully closing the gap in attainment between those who are eligible for the pupil premium and those who are not. This year all groups of pupils who are eligible are progressing well, although there is still a difference between their performance in reading, writing and mathematics and that of others of about one term.
- Disabled children and those who have special educational needs are very well supported and make good progress.
- Pupils learn to read well. They are taught phonics (the sounds that letters make) successfully, and use these skills to work out words they do not recognise. Most pupils read well by the end of Year 2, although more-able readers are not always challenged as much as they could be. *Pupils* are encouraged to read regularly at home, and there are good examples of parents and teachers supporting one another to reinforce skills learnt.
- Achievement overall is not yet outstanding because the numbers reaching the higher levels in reading, writing and mathematics, especially in Year 2, could be further increased. At times, more-able pupils are not given sufficiently challenging problems to solve in mathematics or enough opportunities to develop their use of more complex sentences through extended writing
- Staff use information well and check pupils' individual progress half-termly. Extra support is given for those who are performing below their expected target. This can cover learning, social or emotional needs. It is often carried out through the team of skilled teaching assistants, who play a significant part in helping pupils do their best.

### The quality of teaching is good

- The quality of teaching is good, with many examples that are outstanding. This is especially so in the Nursery and Reception classes. Strong relations between colleagues, and a shared understanding of how best to meet individual needs, have resulted in Nursery teaching that is consistently outstanding. Children take a great deal of personal responsibility for their learning, which results in outstanding progress being made.
- The learning environment, both in classrooms, corridors and outside, is stimulating and celebrates pupils' learning. Great attention has been paid to ensuring that pupils learn through

many different methods, including the creation of a Forest School, structured play area, lots of large equipment and gardens.

- Teachers have high expectations of pupils' work and behaviour, though there are occasions, especially in Years 1 and 2, when more could be expected of the most able. Learning flows well throughout the day in calm and purposeful lessons. In a Reception class, pupils wanted to continue into their break time to ensure that they had completed the activity. One wrote a lengthy descriptive passage, which she was able to read back and discuss. Pupils are encouraged to ask questions in a way that will enable them to think and follow up on answers.
- Great efforts have been made to raise the effectiveness of marking pupils' work. Even for very young pupils, teachers are showing how work can be improved further. However, with some older and more-able pupils, this does not go far enough.
- The effective use of pupil premium funding has enabled those eligible to benefit from individual and small-group work, especially in reading.

### **The behaviour and safety of pupils** are good

- The behaviour of pupils around the school is good. They are polite, respectful, supportive of one another in play, and add to a calm atmosphere.
- Pupils are well managed and understand what is acceptable behaviour. They enjoy the rewards they can earn, and told inspectors how much they enjoy the school. Pupils were also very clear about how safe they feel, who they would turn to if they were worried or scared, and why it is important to look after one another. Parents and carers also said that their children are safe in school.
- The school encourages pupils to develop their own skills in maintaining the environment. For example, the Forest School and the gardens give opportunities to learn about nature and how to work collaboratively, or on their own, to understand the world around them.
- Pupils use the internet and are taught, in ways appropriate to their age, how to use it safely.
- Pupils said that there was no bullying or 'making fun of people because they're different'. They were clear about what they should do if any bullying or discrimination did take place.
- Attendance has improved due to a clearly understood set of expectations by the school, and is now in line with national averages.
- In lessons, pupils are generally keen to learn and, in the case of the younger pupils especially, take great pride in having great responsibility for their learning. Some pupils, however, do not do this enough and can rely upon the teacher too much.

### **The leadership and management** are good

- The headteacher has successfully communicated his passion and drive for excellence to all staff, governors and parents. This is shown by the overwhelming support that was evident in staff questionnaire returns and the online questionnaire Parent View.
- The headteacher is supported by a very experienced deputy headteacher and a developing

senior leadership team. Together, they work to raise standards and give all pupils the education they need.

- With the rapid rise in numbers of pupils and the admittance of pupils with increasingly complex learning needs, staff have been quick to increase their own skills in how best to help. Senior leaders, through regular checking of teaching and progress, are able to highlight where attention is needed to ensure raised attainment.
- The local authority knows the school well and uses it as an exemplar of good practice, with many benefiting from training visits to the school. The local authority has a light touch approach to supporting the school.
- There is a good curriculum with many opportunities for spiritual, moral, social and cultural development. There are assemblies celebrating pupils' successes, other cultures and faiths, as well as many stimulating examples of activities before and after school where pupils develop friendships with one another across age groups.
- The school has extremely positive links with parents, and works effectively with external agencies.
- School leaders, including governors, closely track how training and support help to improve the quality of teaching. This is done through lesson observations, discussions with teachers and pupils, and scrutiny of work. Opportunities are not always taken to share examples of outstanding teaching with all staff. The performance management of teachers is linked closely to the progress of pupils in their care. Teachers work well to create learning that brings about good progress for pupils, although the challenge for the school is to make sure that greater attention is given to the work set for the more-able pupils in particular.
- Safeguarding arrangements meet statutory arrangements.
- **The governance of the school:**
  - The governing body has a balance of experienced and new people as its membership. Governors undergo initial training to ensure that they can challenge leaders successfully, and they ensure that their skills are regularly updated. They match available expertise to specific tasks and committees. Governors visit school regularly and are able to assess the impact of their decisions. They have an appropriate understanding of the school's performance management and appraisal systems, and how these have been used in the past. Decisions about teachers' pay are closely linked to performance and responsibilities. Governors track finances well, including the use of the pupil premium money. They support the school in deciding how this money is to be used, and question its impact. Their understanding of data gives them an appropriate awareness of pupils' progress and the quality of teaching.

## What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

## School details

<b>Unique reference number</b>	123395
<b>Local authority</b>	Shropshire
<b>Inspection number</b>	413405

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

<b>Type of school</b>	Nursery and Infant
<b>School category</b>	Maintained
<b>Age range of pupils</b>	3–7
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	401
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Emily Wada
<b>Headteacher</b>	Alan Derry
<b>Date of previous school inspection</b>	15 November 2005
<b>Telephone number</b>	01743 362519
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