

# Sundridge Primary School

Sundridge Road, Kingstanding, Birmingham, B44 9NY

**Inspection dates** 8–9 July 2014

<b>Overall effectiveness</b>	Previous inspection:	Good	2
	This inspection:	<b>Requires improvement</b>	<b>3</b>
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Requires improvement	3
Leadership and management		Requires improvement	3

## Summary of key findings for parents and pupils

### This is a school that requires improvement. It is not good because

- Pupils do not make consistently good progress. As a result standards are not as high as they could be by the time pupils leave at Year 6.
- Teaching is not of a high enough quality to secure good progress for all pupils. Work planned for the most able pupils is not challenging enough.
- Some pupils do not read widely and often. As a result some pupils do not read as well as they might.
- Teachers are not fully held to account for ensuring that pupils make good progress.
- Pupils do not have enough opportunities to apply their mathematics understanding in practical ways. Some pupils are not supported quickly enough when they make errors in their work.
- Pupils' attitudes to their work are not consistently positive, especially when the tasks they are given fail to interest or stimulate them.
- Plans to improve teaching and achievement lack clarity. They do not make clear how leaders will judge whether pupils' progress is good enough.

### The school has the following strengths

- The school works effectively to support pupils and families experiencing difficulties.
- Pupils feel safe at school and their parents agree. Procedures to keep pupils safe at school are robust.
- The new headteacher has accurately evaluated the school's strengths and weaknesses and has started to make improvements.
- Gaps in attainment between pupils supported by additional funding and others are closing.

## Information about this inspection

- The inspectors observed learning in 9 lessons and heard a number of pupils read.
- Inspectors spoke with pupils and held discussions with the headteacher and other staff, governors, and the local authority senior education adviser.
- They examined a range of documents including those relating to safeguarding, the school's view of how well it is doing, the school improvement plan and records relating to pupils' progress and behaviour.
- There were 18 responses to the online questionnaire (Parent View), which inspectors took into account alongside the responses to the school's own parental survey conducted earlier in the year. Inspectors also considered the 14 responses to the inspection questionnaire for staff.

## Inspection team

Ian Jones, Lead inspector

Additional Inspector

Mel Adams

Additional Inspector

## Full report

### Information about this school

- This primary school is smaller than average.
- Most pupils are White British.
- The proportion of disabled pupils and those with special educational needs supported through school action is average. The proportion supported at school action plus or with a statement of special educational needs is also average.
- The proportion of pupils for whom the school receives the pupil premium is much higher than that found nationally. This is additional government funding for pupils known to be eligible for free school meals and children who are looked after by the local authority.
- The school met the government's current floor standards in 2013, which are the minimum expectations for pupils' attainment and progress in English and mathematics.
- The headteacher took up post in January 2014.

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

- Improve teaching to at least good in order to raise pupils' achievement by:
  - ensuring that teachers consistently plan work that is sufficiently challenging for all pupils, especially the most able
  - ensuring that pupils make good progress in reading by developing their comprehension skills
  - providing frequent opportunities for pupils to apply their mathematics understanding in practical activities
  - swiftly addressing pupils' misunderstandings and errors in mathematics lessons
  - making sure that pupils understand and respond to comments made by teachers about their work.
- Strengthen the impact of leadership and management at all levels by:
  - ensuring that teachers are rigorously held to account for the progress made by their pupils
  - improving the quality of actions planned to raise achievement have clear measurable milestones that are used to check their impact.

## Inspection judgements

### The achievement of pupils **requires improvement**

- Progress at Key Stage 2 is too inconsistent. The good achievement seen at the last inspection has not been maintained.
- Children usually start the Early Years Foundation Stage with skills that are lower than is typical for their age, especially in their reading, writing and mathematical skills. However, they make good progress from their different starting points and are well prepared for starting in Year 1.
- Pupils usually leave school with average attainment. However in 2013 progress by Year 6 had fallen in mathematics and reading to a low level, especially for girls. Rates of progress have improved this year and the proportion of all pupil groups making expected progress has risen. However the proportion of pupils doing better than expected remains lower than it should be.
- In the 2013 Year 1 reading screening check an average proportion of pupils achieved the expected level, which represents good progress from their starting points. This is because teachers and teaching assistants are skilled in the teaching of phonics (matching letters to the sounds they make). However higher-order comprehension skills for older pupils are less well developed because some pupils do not read as often as they could.
- The progress of disabled pupils and those who have special educational needs has been inconsistent across the school. Evidence shows this is improving due to the well targeted and good quality extra help they receive.
- The progress of the most able pupils requires improvement because teaching is not sufficiently challenging and they are not consistently given work that is demanding enough or encourages them to think hard.
- The school provides good support for pupils who are eligible for support by the pupil premium funding so that their progress is accelerating. In 2014 the gap between them and other pupils at the school had closed in English and mathematics from 2013, when these pupils were about one term behind.

### The quality of teaching **requires improvement**

- Despite improvements this year teaching has not been consistently good enough over time, especially in Key Stage 2. Although teaching is improving, as was clearly evident in observations during the inspection, work seen in pupils' books and in records of pupils' progress, weaker teaching in the past has affected learning and progress.
- Teachers do not always have high enough expectations. The level of challenge for the most able pupils has not been high enough to enable them to achieve well. Teachers do not make enough use of what they know about how well these pupils are learning to plan tasks that are suitably challenging. At times the most able pupils often do not get down to harder work quickly enough or spend time on tasks that are too easy and do not challenge their thinking or stretch their abilities sufficiently.
- Teaching assistants are used well to support pupils' learning. In some lessons they are used to support individual or small groups of pupils who benefit from this extra support. Additional staff have been employed using pupil premium funding, and their work is having a positive impact on

the standards pupils attain.

- While marking is thorough and gives pupils an evaluation of their work along with clear guidance as to how to improve, teachers do not always follow this up to see if pupils have taken their advice.
- In some mathematics lessons teachers do not check pupils' understanding well enough as the lesson unfolds. As a result and when necessary tasks are not adjusted swiftly to maximise learning.
- Children's progress in the Early Years Foundation Stage is typically good. The classroom environment is stimulating, while activities provide appropriate challenge and engage children's interest.
- In some lessons, learning is effective. For example, in a Year 5 poetry lesson on 'The Highwayman' pupils were highly engaged due to careful planning, clear explanation by the teacher and effective use of resources. The work catered for pupils of all abilities, so all groups were involved and made good progress.

### **The behaviour and safety of pupils** requires improvement

- The behaviour of pupils requires improvement. Pupils' attitudes to learning are not consistently good. At times, they lose interest in the tasks set when teaching does not interest or stimulate them.
- The recent improvements to teaching are motivating pupils better and increasing their enthusiasm for learning. This in turn is quickening their rate of progress.
- Pupils eagerly undertake responsibilities within class and outdoors, so contributing to the smooth running of the school community.
- The school's work to keep pupils safe and secure is good. Pupils say they feel safe, confident that adults will respond quickly if any difficulties should arise.
- Pupils have a good appreciation of a range of risks, and recognise that bullying may take many forms. Older pupils, in particular, are well aware of the dangers relating to cyber-bullying.
- Pupils usually get on well together and bullying is rare. Most pupils are confident that any problems will be addressed by the school. Despite this a few parents report current concerns about behaviour, in particular bullying.
- Attendance has improved steadily and is now average. The school has a robust approach to following up absences. The proportion of pupils persistently absent has fallen, and pupils say that they enjoy school and all that it has to offer.
- Those pupils whose needs are complex or who are potentially vulnerable are skilfully managed. The good links with professional agencies beyond school contribute well to supporting vulnerable pupils and their families. As a result, pupils confidently join in a wide range of school activities.

**The leadership and management requires improvement**

- Leadership and management require improvement because consistently good achievement and teaching over time are not yet secure.
- The new headteacher is determined to improve the quality of teaching and the achievement of pupils, and she enjoys the confidence of governors and staff. Her commitment is shared by other senior leaders.
- Subject leaders have increasing opportunities to check on the impact of improvements in their areas of responsibility and as a result are carrying out their roles with greater effectiveness.
- School leaders have accurately identified which areas need to improve. However, plans lack enough detail and the steps to measure success are not precise enough. It is not clear how senior leaders will judge the impact of actions on improving teaching and pupils' progress.
- The system to check the quality of teaching is developing and is becoming more rigorous. Regular progress meetings are helping to identify pupils in danger of falling behind so that additional support can help them to catch up. This reflects the school's commitment to raising standards, although the most able pupils are not making the progress they should.
- All teachers and support staff have benefitted from a good range of training opportunities to improve their practice. Staff morale is positive.
- Attendance and punctuality have improved because the school is working closely with parents and carers and providing support where needed.
- The school offers an appropriate range of learning across subjects enabling pupils to develop a wide range of skills. New computer technology is helping to stimulate interest in learning and pupils make good progress in subjects such as music and physical education. Sports funding is used well to provide a wide range of additional activities (both during and after school) and is contributing to the development of healthy lifestyles for pupils. Lessons help the school to appropriately promote pupils' spiritual, moral, social and cultural development.
- Good partnerships with local schools have enabled staff to share practice and observe outstanding learning and teaching. This has led to improvements in the quality of teaching and learning. The school has received very little support for leadership and management from the local authority since the previous inspection.
- **The governance of the school:**
  - Governors are committed to the school and have attended training to increase their understanding of school data. Following the weaker results at Key Stage 2 in 2013, governors now keep a closer eye on school performance.
  - They are regular visitors to the school, monitoring its work for themselves and comparing this alongside evidence supplied by senior leaders. They are developing their understanding of performance management systems and how teachers' salary progression is tied to their impact on pupils' achievement.
  - Governors keep tabs on pupil premium funds to check that they are being used successfully to help pupils in danger of falling behind do well.
  - Governors ensure that safeguarding meet requirements. Safeguarding is checked to ensure that pupils are as safe as possible and that processes are up-to-date.

## 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>	103266
<b>Local authority</b>	Birmingham
<b>Inspection number</b>	442617

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

<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	179
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Steve Wall
<b>Headteacher</b>	Jo Brudenell
<b>Date of previous school inspection</b>	3 November 2010
<b>Telephone number</b>	0121 4647720
<b>Fax number</b>	0121 4646799
<b>Email address</b>	enquiry@sundridge.bham.sch.uk



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