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10 November 2014

Mrs Jo Brudenell  
Headteacher  
Sundridge Primary School  
Sundridge Road  
Kingstanding  
Birmingham  
B44 9NY

Dear Mrs Brudenell

### **Requires improvement: monitoring inspection visit to Sundridge Primary School**

Following my visit to your school on 4 November 2014, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to report the inspection findings. Thank you for the help you gave me and for the time you made available to discuss the actions you are taking to improve the school since the most recent section 5 inspection.

The visit was the first monitoring inspection since the school was judged to require improvement following the section 5 inspection in July 2014. It was carried out under section 8 of the Education Act 2005.

Senior leaders and governors are taking effective action to tackle the areas requiring improvement identified at the recent section 5 inspection. The school should take further action to:

- train teachers in the understanding of calculation policy to ensure good progression of pupils in mathematics year-by-year.

### **Evidence**

During the inspection, meetings were held with the head teacher, other senior leaders, the Governing Body, a representative of the local authority and two head teachers from the Four Oaks partnership to discuss the action taken since the last

inspection. The school improvement plan was evaluated. The inspector visited lessons in Key Stage 1 and Key Stage 2, looking at pupils' work, and speaking informally to pupils.

## **Context**

The local authority has arranged a partnership with a local school (Little Sutton) to support the relatively new leadership of Sundridge. There are teacher training links with the Four Oaks partnership.

## **Main findings**

Already, lessons show evidence of good planning to accommodate the varying starting points of pupils in lessons. In a minority of examples, the execution of these plans did not allow every pupil to complete the task because of too short a time limit. A strong focus on guided reading to improve comprehension and understanding skills has been linked to helping pupils better understand more complex written mathematics problems. Teacher training to develop 'maths challenge' tasks to stretch all abilities but in particular the more able pupil has helped raise expectations of what all pupils can do. Middle leaders and subject coordinators are conducting whole-school work sampling to confirm the half-termly checks on pupil progress. These leaders are relishing the opportunity to make a substantial difference to pupil achievement, and are benefiting from a variety of supportive links with other schools.

The quality of written work in Year's 1 and 2 is good, with pupils showing great imagination and enjoyment in their writing. Those characteristics are evident in later Years, although the clarity of teacher feedback there is less consistent, such that some pupils do not have a clear idea of how to further improve their work. One very good feature across the school is the display of high quality pupil work, across a full range of subjects. This helps establish a vibrant learning culture where good work is publically celebrated.

The school development plan addresses the necessary priorities and incorporates the opportunity to measure pupil progress every half term. The starting 'profile' for each class is currently missing, making it difficult to measure improvement. Governors have started to receive this regular performance data, in a useful format that accommodates changes to the national curriculum. The plan does not summarise the key priorities, although does have an extensive list of actions. By explaining the reasons for the priorities (for example developing a calculation policy to ensure good progression in mathematics), teachers of each class would recognise the importance of their part in the bigger picture.

Ofsted may carry out further visits and, where necessary, provide further support and challenge to the school until its next section 5 inspection.

## **External support**

The partnerships organised through the local authority are supporting the school's leadership, including external moderations of teacher assessment which are proving effective in establishing a regular pattern of tracking pupil progress. The training links permit teachers at Sundridge to visit good practice in other similar schools. There are planned formal reviews of progress due later in the academic year, to establish the impact of improvements to teaching on the achievement of pupils. No further external report is necessary, pending that review.

I am copying this letter to the Chair of the Governing Body, the Director of Children's Services for Birmingham and as below.

Yours sincerely

Brian Cartwright  
**Her Majesty's Inspector**

cc. Chair of the Governing Body  
cc. Local authority