

# Inspection of Sudell Primary School

Sudell Road, Darwen, Lancashire BB3 3EB

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Inspection dates: 6 and 7 October 2021

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Early years provision	<b>Good</b>
Previous inspection grade	Requires improvement

## **What is it like to attend this school?**

Pupils achieve well. This is because leaders have high expectations for pupils. They have planned an interesting curriculum which matches pupils' needs. Pupils get the right support from teachers to help them learn successfully across different subjects. This includes pupils with special educational needs and/or disabilities (SEND).

Pupils enjoy being at school. They are greeted by their kind, friendly teachers each morning. Pupils find their lessons exciting and fun. At breaktimes, pupils play happily, keeping active through the wide range of activities, such as skipping and football.

Pupils appreciate the wide range of books that their teachers read with them. Pupils are excited to listen to weekly visitors who read stories to each class. Star readers are proud to wear their golden jumpers.

Pupils are kind and friendly to each other and to visitors. Pupils who are new to the school are warmly welcomed and make friends quickly. Pupils behave well in lessons and around school. They know that any incidents of bullying will be dealt with by their teachers quickly.

Pupils feel safe and cared for in school. This is because staff are supportive and encouraging. Pupils understand that adults in school will listen to any of their concerns.

## **What does the school do well and what does it need to do better?**

Leaders are determined that all pupils will achieve well. This ambition is reflected in a very carefully planned curriculum. Pupils develop a wide range of knowledge across different subjects while enjoying their learning.

Leaders have identified precisely the most important knowledge that they want pupils to remember. Pupils learn this knowledge in a well-planned order. Teachers make sure that new learning builds well on what pupils already know. Leaders ensure that teachers follow the curriculum plans closely.

In some subjects, subject leaders' consideration about the ordering of the curriculum starts in detail at Year 1. Subject leaders are working with the new early years leader to plan precisely how learning in the Reception class will provide important building blocks for future learning.

Leaders work closely with other professionals, including the educational psychologist, to identify any additional needs that pupils may have. Staff make thoughtful adaptations to ensure that pupils with SEND access the same curriculum as other pupils, where appropriate.

Teachers give pupils plenty of opportunity to revisit their previous learning. For example, staff use mini-quizzes to remind pupils about what they have learned. This ensures that pupils progress well. On occasion, pupils with SEND do not have enough time to practise and revisit their learning. This slows the progress that some of these pupils make.

In most subjects, leaders have a detailed view of how well pupils are learning across year groups and key stages. In some subjects, checks are being further developed by leaders to ensure that they are more precisely matched to the curriculum plans.

Pupils, including those with SEND, develop as confident and fluent readers. This is because leaders have placed reading firmly at the heart of the curriculum. Teachers share a wide range of stories with their classes. Reading areas are full of interesting books for pupils to enjoy. Children start learning new sounds soon after starting in the Reception class. Teachers make sure that pupils learn new sounds in well-ordered steps. However, some early reading books are not precisely matched to pupils' reading knowledge. Leaders are taking steps to address this.

Pupils concentrate well in lessons. Everyone gets on with their learning. Children in the Reception class listen carefully to adults and follow instructions quickly and calmly. They enjoy exploring and discovering in the attractive classroom areas.

Pupils benefit from the wide range of well-being provision that leaders provide. For example, pupils can visit the nurture room at lunchtime. This is a calm, friendly place to relax.

Leaders plan a wide range of carefully considered activities to broaden pupils' experiences. For example, pupils visit museums, the seaside and local landmarks. Regular visitors to school help pupils learn about the local and wider community. Pupils contribute to school life through their different leadership roles, such as the eco-committee members, science ambassadors and school councillors.

Staff enjoy working at the school and feel very well supported by leaders. They fulfil the leaders' and trustees' vision in ensuring that pupils are successful in their learning and are well supported. As one staff member said: 'I go home feeling that I have made a difference.'

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders ensure that all staff have regular safeguarding training. This ensures that all are alert to possible signs of abuse. Staff report any concerns to leaders quickly. Safeguarding leaders follow the latest government guidance when dealing with any safeguarding concerns.

Leaders work closely with a range of external agencies to protect pupils. Leaders ensure that pupils and their families get the support that they need.

Through the curriculum, pupils find out about situations which may lead to harm. For example, pupils learn about the dangers of drugs and alcohol. Pupils know that they should speak to a trusted adult if the actions of others make them feel uncomfortable or unsafe.

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

### (Information for the school and appropriate authority)

- In some subjects, assessment systems to check how well pupils are learning are being improved by leaders. At present, not all subject leaders have precise knowledge of how well pupils are knowing and remembering some elements of the taught curriculum. Leaders should ensure that the improvements of these checks take place and are used by leaders to identify how well pupils are learning.
- In some subject areas, curriculum plans do not show the precise steps in learning that children should make in the Reception class, in order to build firm foundations for future learning. Leaders should ensure that subject leaders develop their plans to show these steps in learning. Subject leaders should use this information to ensure that, in all subjects, pupils build their learning in a logical way, starting from the early years.
- For some pupils with SEND, teachers do not plan enough opportunities for pupils to practise and apply their knowledge. This means that these pupils do not develop fluency in some of their learning before moving on in the curriculum. Leaders should ensure that for pupils with SEND, learning is carefully sequenced to enable them to practise and embed key concepts and apply them with fluency.

## How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

## Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

## School details

<b>Unique reference number</b>	141838
<b>Local authority</b>	Blackburn with Darwen
<b>Inspection number</b>	10200810
<b>Type of school</b>	Primary
<b>Age range of pupils</b>	4 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	145
<b>Appropriate authority</b>	Board of trustees
<b>Chair</b>	Brent Thomas
<b>Principal</b>	Helena Lewis
<b>Website</b>	<a href="http://www.sudellprimaryschool.co.uk">www.sudellprimaryschool.co.uk</a>
<b>Date of previous inspection</b>	21 and 22 February 2018, under section 5 of the Education Act 2005

## Information about this school

- The school uses no alternative provision.

## Information about this inspection

The inspectors carried out this inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with school leaders and have taken that into account in their evaluation.
- Inspectors carried out deep dives in these subjects: early reading and phonics, mathematics, history and physical education. For each deep dive, inspectors met with subject leaders, looked at curriculum plans, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work. The inspectors observed pupils reading to a familiar adult. Inspectors also looked at curriculum plans and spoke to leaders about some other subjects.
- Inspectors spoke with pupils about school life. They held meetings with the principal, senior leaders, governors and the chief executive officer. They spoke with a representative of the local authority.

- Inspectors reviewed documentation, which included the leaders' evaluation of the school's strengths and areas for improvement.
- Inspectors considered the 19 responses to the staff questionnaire and the 21 responses to the pupil questionnaire. Inspectors spoke with parents and carers at the start of the school day.
- Inspectors reviewed a range of documentation about safeguarding. They spoke with staff to explore their understanding of how to keep pupils safe. They reviewed the school's record of checks undertaken on newly appointed staff.
- Inspectors met with the principal, staff and pupils to discuss provision for pupils' personal development and pupils' behaviour. They looked at documentation associated with these areas.
- Inspectors spoke with a range of staff to discuss leaders' support for them.

### **Inspection team**

Elizabeth Stevens, lead inspector

Her Majesty's Inspector

Alex Reed

Ofsted Inspector

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