

Inspection of Sudbourne Primary School

Mandrell Road, Brixton, London SW2 5EF

Inspection dates: 26 and 27 September 2023

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Outstanding

This school was last inspected under section 5 of the Education Act 2005 15 years ago and judged 'Outstanding' under a previous inspection framework. This reflected the school's overall effectiveness under the inspection framework in use at the time.

From then until November 2020, the school was exempted by law from routine inspection, so there has been a longer gap than usual between graded inspections under section 5 of the Act. Judgements in this report are based on the current inspection framework and also reflect changes that may have happened at any point since the last graded inspection.

What is it like to attend this school?

Pupils enjoy attending this warm and friendly school. Adults are kind and caring. They know the pupils well and help them to feel happy and safe. Leaders have the highest expectations of what pupils can achieve. Pupils enjoy their lessons and work hard.

The school is a calm and orderly place. Pupils behave well in lessons and around the school. The school's new 'behaviour blueprint' ensures that there are clear routines for good behaviour in classrooms and around the school. Children in Nursery and Reception play and learn happily together. They learn to take turns and share.

Pupils with special educational needs and/or disabilities (SEND) are fully included in all aspects of school life. If pupils have any concerns, they are confident that staff will take action to deal with them.

The school encourages pupils to be active and responsible citizens. For example, pupils can take part in the school council. Pupils learn about different cultures and beliefs, and they visit local places of worship. Staff promote pupils' positive mental health and well-being.

Parents and carers are positive about the school. One parent summed up the views of many when they said, 'This is a small school that packs a big punch!'

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

The school has designed a broad and balanced curriculum that matches, and at times exceeds, the expectations of the national curriculum. It is rich in knowledge and vocabulary and ambitious for all pupils. Leaders have identified the key knowledge and skills they want pupils to learn.

Pupils, including those in the early years, build up their knowledge in each subject sequentially over time. For example, in music, pupils learn about a wide range of musical styles and composers. They learn to produce sound vocally, instrumentally and through technology. This enables pupils to gain confidence in pulse, pitch, melody, composition and listening. In history, Year 3 and 4 pupils learn about Ancient Greek civilisation, deepening their understanding of chronology and key historical language. The school's curriculum is ambitious. However, in some subjects, it is still very new. This means that pupils have not yet built up deep subject-specific knowledge over time.

Teachers deliver the planned curriculum effectively. There are regular opportunities for teachers to check what pupils know and can do. This helps teachers to identify any misconceptions that pupils may have. Teachers know the pupils in their classes well. Leaders identify the needs of pupils with SEND carefully. They ensure that adults know how to meet pupils' needs so that they can access the curriculum

successfully. Leaders work closely with parents and carers of pupils with SEND in deciding how to best support their children.

Leaders prioritise reading across the school. There is a clear curriculum in place for early reading and regular training for all staff who deliver it. Staff introduce and model how to pronounce new sounds clearly. They assess regularly how well pupils read to identify any gaps in their progress. Pupils who fall behind in the phonics programme are helped to catch up quickly. In the early years, adults use songs and stories to develop children's language and communication skills. They model the use of new vocabulary and encourage children to talk about what they are learning. Pupils in older year groups enjoy reading a wide variety of high-quality texts with their class teachers.

Leaders have recently revised their behaviour policy. Staff help pupils to manage their feelings through a range of strategies. Older pupils show high levels of respect for each other and adults. Classrooms are settled places, where pupils can focus on learning.

The school has effective systems for ensuring that pupils attend school regularly and on time. Leaders work closely with other agencies to ensure that attendance is carefully monitored so that action can be taken if there are patterns of concern.

Leaders emphasise the importance of mutual respect and acceptance through the curriculum and special events. There are many opportunities to celebrate the school's diversity. For example, in food technology, pupils learn to prepare a range of recipes from around the world. They participate in different clubs and activities, including sports, fitness and the arts. However, some pupils do not yet make full use of the opportunities available to them.

Leaders have a clear vision for improving the school. The governing body makes an important contribution to the school's development. The school works closely with parents. Staff are very positive about all areas of school life. They recognise the significant improvements over the last year.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some subjects, the school's curricular thinking is not fully embedded. This means that pupils do not deepen their subject-specific knowledge and understanding. The school must ensure that curricular intent is fully implemented in all subjects so that pupils learn subject content consistently well.

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.

Further information

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

In the report, 'disadvantaged pupils' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	100584
Local authority	Lambeth
Inspection number	10229040
Type of school	Primary
School category	Community
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	281
Appropriate authority	The governing body
Chair of governing body	Hannah Sheehan
Headteacher	James Broad (Executive Headteacher) Hollie Kingshott (Head of School)
Website	www.sudbourne.com
Date of previous inspection	10 October 2008, under section 5 of the Education Act 2005.

Information about this school

- The school does not currently use any alternative provision.
- The school works closely with another local primary school.

Information about this inspection

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

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors met with senior leaders, a selection of subject leaders, teachers and the safeguarding and attendance officers. Inspectors also spoke to a member of the local authority.

- Inspectors carried out deep dives in these subjects: early reading, mathematics, music and history. For each deep dive, inspectors held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- Inspectors also discussed the curriculum in some other subjects.
- To evaluate the effectiveness of safeguarding, inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- The lead inspector met with those responsible for governance, including the chair of the governing body.
- The views of pupils, parents and staff were considered through discussions and looking at information collected from Ofsted's online surveys.

Inspection team

Christian Hicks, lead inspector	His Majesty's Inspector
Jacque Fairhurst	Ofsted Inspector
Tom Canning	Ofsted Inspector

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at <http://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2023