



Sudley Infant School

Inspection Report

Unique Reference Number 104580
LEA Liverpool
Inspection number 277185
Inspection dates 15 March 2006 to 16 March 2006
Reporting inspector Mr Paul Bamber CfBT Lead Inspector

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

Type of school	Primary	School address	Dundonald Road
School category	Community		Liverpool
Age range of pupils	4 to 7		Merseyside L17 0AE
Gender of pupils	Mixed	Telephone number	0151 727 1139
Number on roll	270	Fax number	0151 726 8935
Appropriate authority	The governing body	Chair of governors	Mr G Galloway
Date of previous inspection	6 November 2000	Headteacher	Ms R Thomas

Age group	Inspection dates	Inspection number
4 to 7	15 March 2006 - 16 March 2006	277185

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Introduction

The inspection was carried out by three additional inspectors.

Description of the school

Sudley Infants is a larger than average, urban school whose children come from varied socio-economic backgrounds. Children enter the school with broadly average attainment. Whilst the proportion of children who claim a free school meal or who have learning difficulties and/or disabilities is below average, the number of children from minority ethnic backgrounds and with English as an additional language is around average. The school is part of a local learning network and has twice been awarded Healthy School Status.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 2

Inspectors agree with the school's own view that it is a good school. Leadership and management are good and the children are provided with an effective and well enriched curriculum. Children achieve well overall, especially in reading. Their achievements in science and aspects of writing and mathematics are more variable in Key Stage 1 than in the Foundation Stage, where the quality and standards are consistently good. The quality of teaching is good overall but in one or two classes the management of behaviour is not always as good as in others. The vast majority of children behave well and they have positive attitudes to their learning and to each other. A few do not behave so well when teachers' control is not as strong as it should be. They are well cared for and supported effectively in their academic and personal development. Strong links exist with parents, educational groups, the local authority and with the local community; all of which contribute well to children's learning and welfare. The governing body supports the school well and satisfactorily carries out its roles and responsibilities. The school's self evaluation is accurate, which enables it to tackle any weaknesses effectively. The school offers good value for money and has a good capacity to improve.

What the school should do to improve further

- Improve Key Stage 1 children's achievements in investigating and problem solving in mathematics and boys' accuracy in punctuation and spelling.
- Ensure that in all classes' behaviour is managed well so that children learn more productively.

Achievement and standards

Grade: 2

Overall, children achieve well. In the Foundation Stage, children enter the school with broadly average skills and make good progress. By the time they enter Year 1, a higher proportion reach or exceed the targets set for them nationally in all areas of their learning. In Key Stage 1, children continue to make very good progress in reading and in most years in mathematics and writing. Achievements are satisfactory in science. Teachers' assessments show that overall standards have been significantly above average over the last five years. Achievement is consistently high in reading but less good in mathematics and in boys' writing. The school has rigorously analysed why this is so and has taken effective steps to address the weaknesses identified. Currently, children are on target to attain above average standards in these subjects. There are, however, some relative weaknesses in children's investigative skills in science, and problem solving in mathematics, and in boys' spelling and punctuation, resulting in relatively weaker performance in these aspects. Children with learning difficulties and/or disabilities, those who are more able and those with English as an additional language or who belong to minority ethnic groups all achieve equally well as other children. The challenging targets set for children are consistently met.

Personal development and well-being

Grade: 2

Provision for children's personal development and well-being is good. Children's spiritual, moral, social and cultural development are good; a strength of the school. For instance, in the World Book Day assembly, in front of a large audience, the children sang confidently about their school as 'the place we learn to work and share together'. Children generally respond well to teachers and other staff and thoroughly enjoy school. The majority of children behave well. The school council is effective in involving children in decision making that affects their life in school. For example, their recent involvement in introducing re-cycling, healthy eating and exercising more regularly. Children are confident and speak highly of their teachers who provide many opportunities to make school better. They take their responsibilities in school very seriously, for example, Year 2 children as Playtime Pals help younger ones to play well together. The school makes good use of links with other agencies to enhance children's personal development well. For example, the community policeman read from his favourite book during the World Book Day assembly. Children participate in local events organising fundraising projects for charities and the school. Attendance is satisfactory and punctuality is good.

Quality of provision

Teaching and learning

Grade: 2

The overall quality of teaching and learning is good. Children generally learn effectively, listen attentively and respond well to questions. They are not inhibited when expressing their ideas and opinions. Children work well independently, especially in the Foundation Stage, where the quality of teaching is consistently effective, ensuring children's good progress across all areas of their learning. In Key Stage 1, although good overall, the quality of teaching is more variable. Reading is taught very well, resulting in very good achievement. However, in the past, too few opportunities have been provided for children to investigate and problem solve in mathematics and science. Whilst this has been addressed, teachers are only just beginning to promote children's investigative and independent skills more productively. In the best lessons, teachers have positive relationships. They set high expectations of behaviour and the quality of children's work. They use what they know about where children are to set tasks to match their needs well. In a very few weaker lessons, teachers do not manage children's behaviour well and do not make clear enough what they want them to learn. Children with learning difficulties and/or disabilities are taught well and make good progress as a result. Their needs are diagnosed quickly and they are sensitively and effectively supported. Well organised intervention strategies are used by staff to help children move on to the next level in their learning. Children's work is assessed appropriately.

Curriculum and other activities

Grade: 2

The curriculum is good and matches the needs of all the children including those in the Foundation Stage well. All statutory requirements are met. Celebratory assemblies and performances involving the whole school community are a strength of the school. Good partnerships support the school's mission to provide the children with diverse and rich opportunities. This includes French language lessons, arts events and museum visits. The curriculum is particularly enriched through a good range of visits and whole school initiatives which extend children's confidence and basic skills effectively. Children's personal safety, healthy lifestyles and citizenship education are woven meaningfully into the curriculum. The school provides good opportunities to enrich children's experiences after school, for example, dance classes for Year 1 children. There is a great emphasis on adopting healthy lifestyles and a keen sense of community.

Care, guidance and support

Grade: 2

Care, guidance and support are good. All required procedures for child protection and risk assessments are effective. The school strongly promotes the children's health and well-being by providing them with good opportunities for physical exercise through constructive playtime and lunchtime activities. Events such as the 'Italian Day' are used to help children make informed healthy eating choices.

Children's awareness of safety is taught through the programme for personal, social and health education. Staff use praise well to support strategies for good behaviour which are promoted well throughout the school. Staff regularly check on how well children are progressing and effectively use the information gained in planning new work for them. Children with learning difficulties and/or disabilities are very well supported and have detailed individual learning plans. Their good progress is monitored very effectively. The school maintains good partnerships with parents who say that they appreciate the care and concern for their children.

Leadership and management

Grade: 2

The school is well led and managed. The headteacher and her able deputy headteacher work closely and diligently to create a positive school community with strong partnerships; an enriching curriculum; and high standards as paramount objectives. The work of all managers ensures good quality care for the children, including their keen awareness of how to be healthy and safe. The secure systems used to track children's progress and to monitor the quality of provision result in good achievement and standards. Senior managers promote the professional development of all staff in order to seek to continually improve the quality of teaching, learning and of the curriculum. The headteacher's personal expertise enriches children's achievements and enjoyment of the performing arts. Subject coordinators for the core subjects of

English, mathematics and science effectively promote higher standards by rigorously analysing children's and teachers' performance in order to highlight areas for improvement. Diligent, well focused development planning, based on rigorous self evaluation, also plays an important part in effecting better provision. Governors carry out their duties satisfactorily, supporting the school well through prudent financial management and by being an effective conduit for parents' views. The school has made good improvement since the last inspection and has a good capacity to improve further.

Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall	16-19
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	2	NA
The effectiveness of the school's self-evaluation	2	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

Achievement and standards

How well do learners achieve?	2	NA
The standards ¹ reached by learners	2	NA
How well learners make progress, taking account of any significant variations between groups of learners	2	NA
How well learners with learning difficulties and disabilities make progress	2	NA

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	2	NA
The attendance of learners	3	NA
How well learners enjoy their education	2	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	2	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	2	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	2	NA
How well are learners cared for, guided and supported?	2	NA

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	2	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2	NA
How effectively and efficiently resources are deployed to achieve value for money	2	NA
The extent to which governors and other supervisory boards discharge their responsibilities	3	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

The extent to which schools enable learners to be healthy	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
The extent to which providers ensure that learners stay safe	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
The extent to which learners make a positive contribution	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
The extent to which schools enable learners to achieve economic well-being	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

Text from letter to pupils explaining the findings of the inspection

Thank you for making us so welcome during the two days we spent in your school. We really appreciated the way you chatted to us and let us know so many interesting things about your school. We would like to share with you those things we thought were good about the school and those things we felt it could do better.

What we liked most about your school:

- how polite and cheerful you are
- you have good teachers and you do well in your lessons
- the school gives you lots of interesting things to do, invites lots of different people in to talk to you and takes you out on exciting visits
- you enjoy art and design and music so much
- teachers run the school well.

What we think the school could do a bit better:

- for you to do more work on your own, solving problems and finding things out for yourselves
- for some of the boys to do better writing.

Thank you for helping us with the inspection of your school. We hope that you carry on enjoying school, do well with your work and try really hard to improve.