

Sundridge Primary School

Inspection report

Unique Reference Number	103266
Local Authority	Birmingham
Inspection number	308269
Inspection dates	4–5 March 2008
Reporting inspector	Marion Wallace

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

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number on roll	
School	178
Appropriate authority	The governing body
Chair	Steve Wall
Headteacher	J Turner
Date of previous school inspection	3 February 2003
School address	Sundridge Road Kingstanding Birmingham B44 9NY
Telephone number	01214 647720
Fax number	01214 646799

Age group	4–11
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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

Sundridge is an average-sized primary school. Most of the pupils live in Kingstanding, an area with high levels of social disadvantage. Most pupils are White British and a few are from minority ethnic backgrounds. No pupil is at an early stage of learning English as an additional language. The proportion of pupils with learning difficulties and/or disabilities is above average, as is the percentage of pupils eligible for free school meals. Attainment on entry to the Reception class is well below average in most respects. Less than half have experienced nursery or pre-school before they start in Reception. The school is a member of the Education Action Zone. A Children's Centre is currently being built on the school site. The school has achieved the Quality Mark, Healthy School Standard, Financial Management Standard in Schools and the Investors in People award.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

The school's overall effectiveness is good. Pupils enjoy coming to school and parents recognise and particularly appreciate the high quality care and encouragement their children receive. One parent summarised the views of many: 'All staff embrace pupils as individuals with unique personalities, there is a lovely family atmosphere and we are grateful to all staff who are approachable and who go the extra mile to help.'

Throughout the school, the majority of pupils reach or exceed their targets. From Reception to the end of Year 6, pupils experience good teaching and consequently all pupils make good progress. The numbers of pupils reaching the higher National Curriculum levels are, however, low. Teachers sometimes miss opportunities to challenge more able pupils. From very low starting points, pupils make good gains in their learning, although by the end of Year 2, standards are still below average.

Pupils continue to make good progress in Years 3 to 6. By the end of Year 6, standards in English, mathematics and science are broadly average and achievement is good. A stronger focus has been given to mathematics and science this year and this has resulted in improvements in both subjects. Support for pupils with learning difficulties and/or disabilities is excellent and consequently these pupils also make good progress. Preparation for future economic well-being is good, since pupils develop good personal qualities and make good progress in key literacy and numeracy skills.

Pupils' personal development and their spiritual, moral, social and cultural development are good. They make a good contribution to the school and local community. The school council is proactive in responding to, and acting upon, pupils' views. Relationships are excellent and the learning environment is safe and stimulating. Pupils know how to stay safe and healthy, and participate enthusiastically in opportunities for activity and sport. Although pupils enjoy school, levels of attendance are below average. The school monitors this carefully and current strategies are having a positive impact, but the school knows it needs to do more. Pupils experience an excellent level of care, and procedures to track pupils' academic progress are excellent. The curriculum is good because it is well matched to the needs of pupils and provides many enrichment opportunities. Information and communication technology (ICT) is not used as well as it could be to support learning in other subjects, and pupils' skills in this area are not assessed as well as they are in literacy and numeracy. The headteacher and deputy headteacher are a strong team because they know the school's strengths and weaknesses well and they have a clear vision for making the school even better. They are respected by parents, pupils and staff and there is a strong commitment to provide each pupil with the best education. They are challenged and supported by a good governing body. There are excellent links with outside agencies and communication with parents is good. The school has made good progress since the last inspection and has good capacity to improve.

Effectiveness of the Foundation Stage

Grade: 2

The overall effectiveness of the Foundation Stage is good. Children settle into school well and enjoy all that is offered because teaching is good and the learning environment stimulating. Standards are rising in the Reception class and children are currently making very good progress. Behaviour is good but adults do not always make expectations of behaviour clear at all times.

Adults use every opportunity to develop children's language and numeracy skills in their responses to questions and comments. Well-planned and purposeful activities engage and interest the children and cover all areas of learning effectively. Children enjoyed cutting out a snake to make a coil and spiral and this activity promoted learning in many areas. From a low starting point, children make good gains in all areas of learning, although they still enter Year 1 below average. The Foundation Stage coordinator sets clear direction for developments and is a model of good practice.

What the school should do to improve further

- Work with parents to ensure all pupils attend school when they are fit and healthy enough to do so.
- Increase the number of pupils reaching the higher National Curriculum levels in both key stages by increasing the level of challenge, especially for the more able.
- Extend the use of ICT to enhance learning in other areas, and develop the assessment of this subject.

Achievement and standards

Grade: 2

From starting points which are generally well below average, pupils make a good start in Reception and continue to make good progress in Years 1 and 2. By the end of Year 2, standards are still below the national average. Excellent support and intervention strategies are helping pupils with learning difficulties and/or disabilities to make the same good progress as their peers. In 2007, Year 2 pupils met and exceeded their targets in national tests but few pupils reached the higher levels. Inspection evidence and the school's own tracking systems indicate that the majority of the current Year 2 are on course to meet their targets.

The majority of Year 6 are on course to achieve average standards this year in English, mathematics and science. This represents good progress. Standards have continued to improve in English and they have also improved in mathematics and science because of the focus on interpreting data. Numbers of pupils reaching the higher levels are increasing but are still below average. Pupils take care with their work and presentation is neat throughout the school. In 2007, national test results were variable but the school has worked hard to address this imbalance. Challenging and stimulating tasks are well matched to pupils' ability but questions do not always extend thinking for more able pupils.

Personal development and well-being

Grade: 2

Pupils gain confidence because they are encouraged to do their best and they know that their efforts are acknowledged and celebrated. They enjoy being in school, although attendance remains below average despite the school's efforts to encourage regular attendance. Behaviour is good because expectations are very clear and relationships are excellent. Pupils learn to work independently and in small groups. The school celebrates well the rich cultural diversity within the school and consequently pupils respect and are aware of a range of different cultures. Although pupils are aware of the importance of healthy living, they do not always make healthy choices at lunchtime. They know how to stay safe and are confident that any instances of bullying will be dealt with effectively. Pupils' self-esteem and confidence, together with their interest in sport, are developed through early morning clubs such as gymnastics and martial

arts. Pupils act responsibly in their school, for example by tidying the musical instruments and helping younger pupils with their learning.

Quality of provision

Teaching and learning

Grade: 2

Pupils make good gains in their learning because lessons are well organised. Teachers know their subjects well and manage lessons effectively. Individual needs are given close attention and relationships are extremely warm and supportive. Lessons have pace, interest and variety, so pupils flourish and make good progress. Tasks are carefully matched to each pupil's ability and expectations are clear. In some lessons, however, teachers miss opportunities to use questions to challenge and extend more able pupils. Teaching assistants give excellent support to those who need the extra help with their learning. Pupils are guided effectively to reflect on their own learning and to assess their own progress in terms of what they must, should or could do. Marking is good and includes positive and encouraging comments to improve work.

Curriculum and other activities

Grade: 2

Adults plan an interesting curriculum that is well matched to pupils' abilities. Opportunities to use writing and mathematics to enhance learning in other subjects are well developed but the use of computers to do this is less well developed. The programmes for personal, social and health education contribute to the strong, caring ethos of the school. Excellent provision is made for pupils with learning difficulties and/or disabilities, and gifted and talented pupils are identified clearly. A good range of visits and visitors such as artists, local police and church leaders enhance learning and also help pupils to keep safe in their local environment. The many clubs and activities are popular and well attended. Outstanding wall displays enrich the school environment with a wealth of colourful information and celebration of pupils' work. The walls in classrooms are used well to guide pupils in their learning.

Care, guidance and support

Grade: 1

Excellent relationships ensure pupils enjoy their work and develop confidence to make progress in all aspects of their school life. Pastoral support is extremely strong because staff understand and respond sensitively to the needs of all those who need the extra support. There is excellent support for vulnerable pupils, and parents acknowledge that the school goes out of its way to support pupils and families who are experiencing difficulties. Excellent links with outside agencies such as Malachi, the Sundridge Children's Centre and the Sundridge Pyramid ensure that pupils receive additional high quality support. Academic guidance is strong. Challenging targets are set and pupils are aware of their targets. Parents appreciate the skilful way the school works with parents and pupils to promote their personal and academic development. Pupils with learning difficulties and/or disabilities receive excellent support. They gain confidence and competence in spelling difficult words and are made to feel special and are proud of their 'Sparkly folders'. Innovative movement sessions led by teaching assistants help pupils gain confidence. Procedures for welfare and safeguarding are robust.

Leadership and management

Grade: 2

The headteacher and deputy headteacher have steered the school skilfully through difficult times in the last year and the school continues to improve. There is clear educational direction and a good understanding of the strengths and weaknesses. Leaders and managers at all levels are clearly focused on raising standards and achievement for all pupils. They are enthusiastic and determined. Monitoring and evaluation are rigorous but supportive. Realistic targets are set for pupils, and the leadership team ensures that all staff develop the necessary expertise to use these targets to aid pupils' learning. The school ensures that no pupils are disadvantaged in this process and they receive outstanding support from staff and outside agencies. These measures are improving pupils' performance in all areas but many new initiatives have yet to be embedded. Leaders and managers promote very high levels of care for pupils and provide them with the opportunities to flourish and develop personal and academic skills in a safe, stimulating environment. Governors have an accurate understanding of the school's strengths and weaknesses.

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Annex A

Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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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
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	1
The effectiveness of the Foundation Stage	2
The capacity to make any necessary improvements	2

Achievement and standards

How well do learners achieve?	2
The standards ¹ reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and disabilities make progress	2

Personal development and well-being

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

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	2
How well are learners cared for, guided and supported?	1

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

Annex A

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Text from letter to pupils explaining the findings of the inspection

6 March 2008

Dear Pupils

Inspection of Sundridge Primary School, Birmingham B44 9NY Thank you very much for welcoming us into your school. We enjoyed talking to you and your teachers and joining you for assembly. We will remember how polite you were and how much you enjoyed your early morning clubs.

These are the things we liked most about your school.

- You settle in well to school in Reception and you enjoy school.
- Many of you said that you think your school is good. We agree with you.
- Your teachers work hard to make lessons interesting and fun.
- Your behaviour is good; you are all polite and this contributes to the friendly atmosphere.
- You thoroughly enjoy school and all the activities, including those that take place before school. These all help you learn to lead active, healthy lifestyles.
- Your school is well led and managed and this contributes to your enjoyment of school, and helps you feel safe and well cared for.
- The school provides outstanding levels of care.
- There is excellent support for those who need extra help.

To make things even better, this is what we have asked the school to do.

- Work with your parents to ensure you all attend school when you are fit and healthy.
- Check and record how well you are making progress in ICT and use computers more to help you learn in other subjects.
- Use questions which will help you to think harder and give better answers.

We wish you well for the future.

Yours sincerely

Mrs Marion Wallace Lead inspector