

Sudbury Primary School

Inspection report

Unique Reference Number	131813
Local Authority	Brent
Inspection number	315872
Inspection dates	28–29 January 2008
Reporting inspector	John Horwood

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

Type of school	Primary
School category	Foundation
Age range of pupils	3–11
Gender of pupils	Mixed
Number on roll	
School	747
Appropriate authority	The governing body
Chair	Mr C Parram
Headteacher	Ms U Pandya
Date of previous school inspection	12 May 2003
School address	Watford Road Wembley HA0 3EY
Telephone number	020 8904 5071
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Introduction

The inspection was carried out by four Additional Inspectors.

Description of the school

This is a much larger than average-sized school situated in an urban area. In most year groups there are more girls than boys. An above average number of pupils are eligible for free school meals. The vast majority of pupils are from minority ethnic backgrounds, and many have English as an additional language, with over a third at the early stages of learning English. The number of pupils with learning difficulties or disabilities is very high. A significant and increasing proportion of pupils join or leave the school during the school year. Extended provision is established through breakfast and after school clubs.

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 provides good quality education within a harmonious multi-cultural environment. The headteacher and governors provide strong leadership, and are well supported by an effective team of senior and middle managers. Some recently appointed middle managers are good managers but need additional training in leadership skills to become more effective in raising standards. Parents are very appreciative of the high level of care, and the excellent relationships, that enable their children to make good progress. As one parent said, 'I really appreciate the school's efforts for constant improvement'.

Children who attend the nursery make good progress, often from below expected levels of skill and language. At the start of the Reception class, children's skills are below expected levels. They make good progress and move into Year 1 at levels close to the national average. Standards in Year 2 fell sharply in 2007 although pupils in that cohort made satisfactory progress from particularly low starting points. Current pupils in Key Stage 1 are achieving well. Achievement from Year 3 to Year 6 has been consistently good for a number of years and pupils leave the school with standards generally in line with the national average. Pupils' standards in science and writing are generally above average. There are no significant differences between the progress made by any groups of pupils. The quality of teaching is satisfactory. Teachers are enthusiastic and they work well as a team committed to raising standards. A wide-ranging and stimulating curriculum increases pupils' subject knowledge and by enhancing their basic skills helps raise their overall achievement. The leadership team analyse results very successfully to ensure support is given to any group of pupils who are progressing less well than others. The recently improved system for tracking pupils' progress gives teachers a powerful tool to do this as an ongoing process in each class. Although the use of this system is established in some year groups, it has only recently been extended to all classes and so its use is currently inconsistent.

Throughout the school good support is provided for the high numbers of pupils with specific needs. Those who have difficulty with English are supported both by staff and by their peers. Those who need academic support benefit from intervention strategies including booster classes and individual help in lessons. The school carefully assesses the needs of every child when they join the school and consequently they are soon making similar progress to their classmates. Although this progress is good overall, it is better in some year groups than in others.

Staff look after pupils very well. Pupils who join the school after the start of the school year are paired with a 'buddy' to help them settle into the school. All adults are good role models and all relationships are very good. Pupils are polite, friendly, courteous and well behaved. They enjoy coming to school and they feel safe in the building and the playground. They make healthy eating choices at lunchtime and participate in the sporting activities. They make excellent contributions to both the school and to the wider community. They are outstandingly well prepared to achieve future economic success. Attendance levels are below the national average because many families take extended holidays to visit relatives abroad.

The issues from the previous inspection have all been addressed. The leadership team accurately identifies the school's strengths and areas for improvement well. The effectiveness of the actions taken shows that the school has a good capacity to improve.

Effectiveness of the Foundation Stage

Grade: 2

A good induction programme, including home/school links, settles children quickly in the Foundation Stage. Children enter the Nursery with skills below expected levels but they make good progress in most areas of learning, including personal development. By the time they leave the Nursery most have achieved the targets set for them. Over half of the children in the Reception classes have come from the school's Nursery. Among the remaining children, skills and knowledge of English vary widely but good Reception class teaching enables them to make good progress. Activities are well chosen with a good balance of directed teaching and learning through exploration. Children enjoy learning in a stimulating, well-resourced learning environment both indoors and out. Teachers promote independence by allowing children to choose activities and resources for themselves. Relationships are good and children enjoy helping each other. Year group leaders clearly understand how to improve learning in the Foundation Stage.

What the school should do to improve further

- Use assessment data consistently in all classes to ensure all pupils are set appropriate work and are guided to meet challenging targets.
- Provide leadership training to middle managers to ensure that they can all be fully effective in their role in raising standards.

Achievement and standards

Grade: 2

On entry to the Nursery and to Reception, children's skills vary from year to year but initially are always below expected levels. By the time they leave the Reception classes they have all made good progress and most have skills close to expected levels. The attainment of pupils in Key Stage 1 has been consistently below average for a number of years but in 2007 fell sharply and was exceptionally low. The school's data confirms that these pupils did in fact make satisfactory progress from very low entry levels. Currently pupils in Years 1 and 2 are making good progress in lessons. The achievement of pupils as they move from Year 3 to Year 6 has been good for a number of years. Pupils generally attain standards comparable to the national average and above the average in writing and science. Over the four years pupils with specific needs, including those who find learning difficult and those who have English as an additional language make similar progress to their classmates. There are no significant variations between the performances of any groups of pupils. While achievement over time is good, progress is variable within lessons and within year groups. The phased introduction of the new assessment system enables teachers to match the work to the needs of the pupils and provide more challenge in the higher year groups. Strategies such as booster classes and a greater focus on literacy and numeracy in Year 6 supplement the satisfactory learning in some of the lower year groups to enable good achievement over the Key Stage.

Personal development and well-being

Grade: 1

Pupils' spiritual, moral, social and cultural development is good. In this harmonious community, pupils respect each other's beliefs and cultures. Only a very few parents have concerns about behaviour. It is consistently good in lessons and around the school. Pupils say there is little

bullying which is dealt with quickly and well. The occasional racial incidents are carefully recorded and monitored. Although levels of attendance are below the national average, a number of good measures have recently been introduced to encourage parents not to take holidays during term time. Pupils greatly enjoy school. Relationships are excellent and pupils co-operate to make outstanding contributions to the wider community through such events as performing drama at a nearby church. Amongst other activities, pupils manage the school tuck shop and participate in a mini-enterprise project. These experiences, together with their excellent personal qualities, supplement their numeracy and literacy skills and provide an outstanding base for their future economic well being.

Quality of provision

Teaching and learning

Grade: 3

Teachers manage their lessons well. The pace and range of activities ensures that pupils enjoy the lesson and have a positive approach to learning. Lessons are carefully prepared and the teachers make good use of resources. Consequently, pupils are closely attentive and they often concentrate for extended periods. During the inspection, lessons seen were characterised by calm effective teaching and quiet enthusiastic learning. The inspection confirms the school's judgement that teaching is satisfactory overall but there is an increasing amount of good teaching. In some year groups, assessment data is not sufficiently and consistently used to guide pupils how to improve their work and to reach challenging targets. In a small minority of lessons, pupils are not actively involved and sometimes the teaching assistants are not used fully to improve learning. The use of specialist teaching, for example in science and music, makes a valuable contribution to pupils' learning.

Curriculum and other activities

Grade: 2

Pupils benefit from a curriculum that trains them in basic skills and prepares them very well for later life in a multi-cultural society. A strong focus on literacy, numeracy and science is underpinned by a variety of activities that increase enjoyment, engage a range of interest and develop a multitude of skills. An outstanding example is the 'countries project' where each year group develops research skills by examining the life and times of a specific country. The curriculum is enhanced by a good range of visits and visitors to the school with effective links to schools in Nottinghamshire and in South Africa. The provision for gifted and talented pupils is satisfactory but requires further development.

Care, guidance and support

Grade: 2

Pastoral care is very good. Teachers and other adults have good knowledge of pupils' personal development, and they respond sensitively to individual needs. Special help is directed to pupils who are at the early stages of learning English, and staff collaborate closely with external agencies offering a variety of personalised support services. All pupils, whenever they join the school, are helped to settle quickly and to begin making good progress. Procedures for child protection and risk assessment are secure. Governors are fully involved in ensuring that health and safety requirements are met.

Attendance levels are significantly below the national average. The school's systems for improving attendance have improved but more needs to be done to challenge families who fail to ensure their children's regular and punctual attendance. Teachers skilfully support and guide pupils' academic work. Their marking provides helpful guidance on next steps for improvement. The use of assessment data to inform teachers about pupils' progress is inconsistent but is improving as a computer-based system becomes more firmly established.

Leadership and management

Grade: 2

The headteacher and governors provide good leadership and management. Management structures have been revised with a clear focus on achieving their vision of raising academic standards and ensuring that every child gets the best overall education. Senior managers provide very good support. The year group leaders are managing their areas of responsibility well but many are recent appointments and have not yet all sufficiently developed their leadership skills. All levels of management work very well as a team and the headteacher has shared responsibilities well to make the best use of their areas of expertise.

Some difficult staffing decisions have been made and now all the staff and managers share the same objectives to support the pupils. They have ensured that pupils have been able to develop outstanding personal qualities and provided intervention strategies to support those who need it to raise their academic performance. Self-evaluation is accurate and the school now has measures in place to support improvement although in some areas these are very new. An exceptionally high number of parental questionnaires were returned, and these were overwhelmingly supportive of the leadership team, the teachers and the school.

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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?	2
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?	1
The extent of learners' spiritual, moral, social and cultural development	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	1
How well learners enjoy their education	1
The attendance of learners	3
The behaviour of learners	2
The extent to which learners make a positive contribution to the community	1
How well learners develop workplace and other skills that will contribute to their future economic well-being	1

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	3
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?	2

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	3
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

08 February 2008

Dear Pupils

Inspection of Sudbury Primary School, Wembley, HA0 3EY

Thank you for making us so welcome at your school. We enjoyed being at your school, meeting with you and your teachers and talking with you during the day.

Yours is a good school. You and the school have many strengths including:

- you all enjoy school and behaviour is good
- the staff take very good care of you and ensure you are kept safe
- relationships in the school are very good
- many of your personal qualities are outstanding
- teachers help those of you who find learning difficult during your time in the school, you all make good progress
- teaching is always at least satisfactory and your teachers are now teaching more good lessons
- the headteacher and all the staff are working hard to improve the school.

In order to help the school improve and become even better, we have asked the staff to:

- always use the records of how well you are doing to make sure that the work they give you in lessons is at the correct level
- use this information to help them advise you how to get even better and meet challenging targets
- help the year leaders become better at ensuring that standards become higher.

We wish each one of you every success and happiness in your future education.

Yours sincerely

John Horwood

Lead Inspector