

# Sudley Infant School

## Inspection report

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<b>Unique Reference Number</b>	104580
<b>Local Authority</b>	Liverpool
<b>Inspection number</b>	324073
<b>Inspection dates</b>	13–14 May 2009
<b>Reporting inspector</b>	Kevin Johnson

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4–7
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School (total)	270
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Miss Sue Milan
<b>Headteacher</b>	Ms R Thomas
<b>Date of previous school inspection</b>	15 March 2006
<b>Date of previous funded early education inspection</b>	Not previously inspected
<b>Date of previous childcare inspection</b>	Not previously inspected
<b>School address</b>	Dundonald Road Liverpool Merseyside L17 0AE
<b>Telephone number</b>	0151 7271139
<b>Fax number</b>	0151 7268935

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## Introduction

The inspection was carried out by three additional inspectors.

## Description of the school

This slightly larger than average suburban school provides for pupils from varied socio-economic backgrounds. Most pupils are White British with a small number coming from other cultural backgrounds. The proportion of pupils known to be eligible for a free school meal is lower than average. Similarly, a smaller than average proportion has learning difficulties and/or disabilities. Provision for children in the Early Years Foundation Stage is a Reception class. The school has achieved the National Healthy Schools award, Activemark and the Eco-school bronze award. The school is also recognised, through the Inclusion Charter Mark, for its work for charities and services to the community.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 1

Outstanding leadership has steered this school from strength to strength. Academic standards are consistently high. Pupils are exceptionally well cared for and their personal development and well-being is outstanding.

Pupils' spiritual, moral, social and cultural development is outstanding. They have very caring attitudes toward others, develop excellent relationships and behave exceptionally well. Pupils have a very wide knowledge of cultures from around the world because of the range of activities provided. These experiences are routinely reinforced in lessons and assemblies. For example, after a typically enjoyable assembly in which pupils practised an Indian dance, they left the hall dancing to Indian music. Pupils' love of school is reflected in their above average attendance. They enjoy lessons because, they say, 'Teachers are great and lessons are fun.' Pupils also have a very good understanding of why it is important to stay safe and to keep healthy. They are quick to remind others, including adults at times, about such important rules as only walking around the school. Pupils say that the playground is a safe place to be because they have lots of friends, and that 'buddies' always help if they see anyone at the 'Friendship Stop'. The very active school council makes sure that all pupils have the chance to put forward their views. Pupils are very keen to take on other responsibilities, such as recycling, and to further improve their enterprise skills by designing, making and pricing items to be sold at the school's annual fair. Pupils leave the school extremely confident and independent and are very well placed to begin the next stage of their education.

Pupils' overall achievement is outstanding. Children enter Reception with typical skills for their age and consistently leave Year 2 having reached standards that are well above average. Pupils' excellent progress is due to the outstanding quality of the teaching they receive. Lessons are practical and exciting. Pupils are fully engaged because of teachers' exceptional understanding of how young children learn. Each individual's need is planned for and the support and guidance given to every child is excellent. The curriculum is constantly reviewed and modified to match pupils' needs and provides outstanding opportunities for pupils to achieve and reach their potential. Recently introduced, innovative approaches to teaching writing and mathematics have successfully boosted pupils' abilities and ensured that the school remains on track to maintain well above average standards. Learning is greatly enhanced by a rich range of visits and visitors that includes specialist teachers from European countries who share their own languages and cultures with pupils.

The headteacher's outstanding leadership has an enormous impact on the school's progress. Her unfailing enthusiasm and drive for the highest quality provision and standards rubs off on senior leaders who share her enthusiasm for improvement. They accurately evaluate the quality of leadership and its impact on standards and show no complacency in their continued efforts to bring about further improvement. Leaders pursue academic and attendance targets vigorously, and identify specific and more challenging targets for particularly gifted or more talented pupils. Equality of opportunity is at the heart of the school's 'family' ethos and underpins the care and support given to pupils and families as well as the work done with community groups. The impact of the exceptional way in which leaders promote community cohesion is seen in the school's high profile within the local community and the understanding and joy pupils gain from experiencing and learning about global cultures and related issues. Governors make an excellent contribution to the school's development and progress. Their careful financial management ensures outstanding value for money. Given the strength of leadership and

consistent improvements, the school demonstrates an excellent capacity to maintain its current standards and quality of education.

## **Effectiveness of the Early Years Foundation Stage**

### **Grade: 1**

Leadership and management of the Early Years Foundation Stage are outstanding. A recent move towards a curriculum which gives children greater opportunities to explore and develop more independently has greatly increased the pace of children's learning and development. From starting in Reception with abilities in line with expectations for their age, most children reach their early learning goals and many have skills which are significantly above those expected on entering Year 1. Children's personal, social and emotional development is excellent. Every opportunity is taken to encourage tolerance and best behaviour. Children listen well, are keen to learn and are independent and mature for their age. Staff members plan an excellent range of exciting activities which allows children scope to choose for themselves how they want to learn. Lessons in numeracy or letters and sounds, which are led by adults, are extremely well focused. Excellent use of resources ensures children's full attention and their rapid progress in new learning. Teachers make the best possible use of the outdoor area, with activities started in the classroom actively followed up through independent play. Nevertheless, access for all children to the outside area is restricted and this limits children's opportunities to play and learn outdoors. Provision for children's welfare is outstanding and meets requirements. There are excellent systems for children's introduction to, and transfer from, Reception. Children's welfare and their progress are carefully monitored by designated staff members, who also share in the process of assessment and planning for the next steps in learning. Parents are full of praise for the care and attention their children receive and are delighted with their progress. Parents are welcomed into the classrooms and appreciate the way that special meetings, focusing on aspects of the curriculum, involve them in their children's learning and development.

### **What the school should do to improve further**

- Improve access to continuous outdoor learning for children in the Early Years Foundation Stage.

## **Achievement and standards**

### **Grade: 1**

Standards show rapid improvement over time and have been well above average for the past two years. School assessments and evidence from pupils' current work indicate strongly that standards are still well above average. Pupils' overall achievement from entering Reception is outstanding. The school's highly effective use of assessment and target-setting has been instrumental in maintaining standards. For example, incisive analysis of previous national test results helped the school to identify areas for improvement in the current year. Imaginative planning to link boys' interest in soccer to problem solving in mathematics has successfully boosted the numbers of boys who are on track to achieve the higher Level 3 in that subject. The use of short films as a stimulus to motivate writing is also very successful and the very positive impact on pupils' progress can be seen across the school. All groups of pupils progress at the same excellent rate. Pupils with learning difficulties and/or disabilities make excellent progress. Their learning is very carefully planned through individual programmes of work. Progress is checked at each step of their way to make sure they achieve as well as they can.

## **Personal development and well-being**

### **Grade: 1**

Pupils are eager to come into school. The vast majority attend regularly and are punctual. Pupils' behaviour in and around the school is exemplary, as are their politeness and good manners. Pupils feel safe and happy because they have trusting relationships with each other and with adults in school. Their respect for and tolerance of others ensures that incidents of aggression or hurtful name-calling are extremely rare. Pupils fully understand why fruit and vegetables are healthy options and are adamant that they eat sensibly at home. Physical education lessons and lots of activity in the playground are also high on their agenda, with after-school sports activities very well attended. Pupils know how to keep safe outside school. They accept responsibility very maturely for their age, for example, they use bins to keep the playground litter free. They take very good care of playground equipment and very conscientiously undertake numerous routine duties, to help the school run smoothly. Pupils develop independence and negotiation skills exceptionally well. Teamwork is a feature of most lessons and if pupils need help they are always happy and confident enough to ask.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 1**

Senior leaders' highly effective monitoring and development of teaching contributes significantly to its outstanding quality throughout the school. Relationships in lessons are excellent. Classrooms are vibrant and pupils want to learn. Teachers expertly use their skills and knowledge of pupils' abilities to plan exciting lessons to challenge every pupil. Lessons are filled with practical tasks that require pupils to work in teams and to share their knowledge and understanding to solve problems. Pupils' mental agility and understanding of number were challenged exceptionally well, for example, when, in groups of four, they had to match the number of fingers they held up to the number called out by the teacher. Negotiation, collaboration and quick calculation were admirably tested. Teaching assistants make an immense contribution to pupils' learning. The range of experience and qualifications, along with their deep sensitivity to pupils' particular needs, ensures that pupils always feel valued and confident that they will achieve.

### **Curriculum and other activities**

#### **Grade: 1**

The curriculum successfully provides for the needs of every pupil. There are excellent schemes to develop pupils' basic literacy and numeracy skills. The use of information and communication technology (ICT) features very strongly in all classrooms. The enriched curriculum emphasises the value of first-hand experiences and purposefully relates learning to practical, real-life situations. Teachers regularly monitor pupils' responses to the curriculum to gain insights into their preferred ways of learning. Visits and visitors to school provide pupils with understanding of their own heritage and that of other cultures and religions. This aspect of their learning is further enhanced by the input from French, German and Spanish speaking teachers who visit the school. Pupils are given an excellent grounding in the importance of staying safe. Displays in school are constant reminders about safe practices at home and in school.

## Care, guidance and support

### Grade: 1

Parents agree overwhelmingly that their children are well cared for within a safe and friendly school. They appreciate the 'family' approach and typically comment that staff go out of their way to ensure pupils' well-being. Procedures for safeguarding pupils are robust and fully meet requirements. There are excellent systems in place to highlight pupils' achievements and reward them for their efforts. Guidance on behaviour and relationships is rooted in the school's very high expectation that pupils will accept responsibility for what they do. Attendance is monitored closely and absences, particularly the small number resulting from term-time holidays, are vigorously followed up. Provision for the most vulnerable groups of pupils is outstanding and many make excellent progress because of the special care they receive. The school enlists specialist help where necessary to ensure the best provision. Systems for checking pupils' academic progress are excellent and teachers' day-to-day guidance contributes significantly to pupils' outstanding progress.

## Leadership and management

### Grade: 1

The impact of leadership and management can be seen clearly in the high quality of care and of learning. All leaders share accountability for continuous improvement and contribute to the evaluation of the school's performance. Pupils derive immense enjoyment from learning and their consistently well above average achievement. The school works very effectively with partner schools and colleges. Students from a local college, for example, currently provide ICT technical support for the school and there are excellent links with a local high school. Governors provide outstanding challenge and support for the school and are vital critical partners in its success. They monitor school improvement in terms of the benefits for pupils and the effect on their learning. Leaders fully recognise the school's crucial role as part of a community. Telling examples of the way in which pupils learn about and respond to other communities are their fundraising, links with pupils from local and African schools and their support for a Nursery in Nepal. It is little wonder that parents frequently comment on how their children are valued as individuals and how their confidence grows daily.

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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?	1
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 capacity to make any necessary improvements	1

### Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	1
How well do children in the EYFS achieve?	1
How good are the overall personal development and well-being of the children in the EYFS?	1
How effectively are children in the EYFS helped to learn and develop?	1
How effectively is the welfare of children in the EYFS promoted?	1
How effectively is provision in the EYFS led and managed?	1

### Achievement and standards

How well do learners achieve?	1
The standards <sup>1</sup> reached by learners	1
How well learners make progress, taking account of any significant variations between groups of learners	1
How well learners with learning difficulties and/or disabilities make progress	1

<sup>1</sup>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.

## Personal development and well-being

<b>How good are the overall personal development and well-being of the learners?</b>	1
The extent of learners' spiritual, moral, social and cultural development	1
The extent to which learners adopt healthy lifestyles	1
The extent to which learners adopt safe practices	1
The extent to which learners enjoy their education	1
The attendance of learners	2
The behaviour of learners	1
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

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

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	1
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1
How effectively leaders and managers use challenging targets to raise standards	1
The effectiveness of the school's self-evaluation	1
How well equality of opportunity is promoted and discrimination eliminated	1
How well does the school contribute to community cohesion?	1
How effectively and efficiently resources, including staff, are deployed to achieve value for money	1
The extent to which governors and other supervisory boards discharge their responsibilities	1
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

**Annex B****Text from letter to pupils explaining the findings of the inspection**

Inspection of Sudley Infant School, Liverpool, L17 0AE

Thank you very much for the lovely welcome you gave the inspection team when we visited your outstanding school recently. We had a super time because you were all so kind and very well mannered. We saw that you behave really well and that you are really good at coming to school. Now, all of those things are really very important so don't change any of them, whatever you do.

You all work hard and reach very good standards in reading, writing and mathematics. We found that your lessons were super. What a lot of exciting things you do! All the grown-ups take fantastic care of you to make sure you are safe and happy.

I know you all love your school, but I also know some people who love it even more. Can you guess who they are? Of course! They are your parents, teachers and school governors. They all want your school to be the best. To help that to happen we have asked that they make sure that all the children in the Reception classes can get into the outside area more easily at any time during the day to help them practise their new skills.

In the mean time, you must continue to work really hard and always enjoy school as much as you do at present.