

Sudbourne Primary School

Inspection report

Unique Reference Number	100584
Local Authority	Lambeth
Inspection number	307416
Inspection date	10 October 2008
Reporting inspector	Lynn Bappa

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.

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number on roll	
School (total)	347
Government funded early education provision for children aged 3 to the end of the EYFS	77
Childcare provision for children aged 0 to 3 years	0
Appropriate authority	The governing body
Chair	Mrs Sara Hirsch
Headteacher	Mr Milan Stevanovic
Date of previous school inspection	13 June 2005
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	Hayter Road Brixton London SW2 5AP
Telephone number	020 7274 7631
Fax number	020 7326 7377

Age group	3–11
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Introduction

The inspection was carried out by two Additional Inspectors. The inspectors evaluated the overall effectiveness of the school and investigated the following issues:

- How effective is the Early Years Foundation Stage (EYFS) provision?
- Pupils' progress, particularly in writing and in the non-core subjects (non-core subjects are those other than the core subjects of English, mathematics and science) of the national curriculum.
- The impact of the school's work to develop a more creative curriculum.

They gathered evidence from the school's records, planning and policies, and by observing teaching and learning. They also held discussions with staff, governors and pupils and scrutinised parents' questionnaires. The inspectors did not investigate other aspects of the school's work in detail, but found no evidence to suggest that the school's own assessments, as given in its self-evaluation, were not justified. These assessments have been included where appropriate in this report.

Description of the school

This is a larger than average school serving a very diverse community. Its pupils come from a wider range of socio-economic backgrounds than is usually found in schools of this size. The percentage entitled to claim free school meals is above average. A much higher proportion of pupils than average come from minority ethnic backgrounds, with the largest groups being pupils from Black African and Caribbean heritages and a range of White backgrounds. The main languages spoken, apart from English, are Yoruba, Spanish and French. The proportion of pupils with learning difficulties and/or disabilities is above average and these relate mainly to speech, language and communication difficulties and behavioural, social and emotional difficulties. Levels of pupil mobility are above average and can vary considerably from year to year. This is primarily caused by more affluent parents moving their children into the independent sector in Years 5 and 6. The school therefore accepts casual admissions in these years, often with little English or with learning difficulties. The school has gained the Healthy Schools award and Investors in People accreditation. It has provision for Early Years Foundation Stage (EYFS) through part-time Nursery and full time Reception classes.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 1

'Learning should fire enthusiasm' claims the school's mission statement and this is certainly true here. As one pupil commented, 'We like everything here - the lessons, the teachers, everything! It's fun and they make you work.' Their parents agree. 'I feel that the school is a wonderful learning environment. Children and parents are welcomed and the children, above all, are thought highly of', wrote one parent, summing up the views of many. They are right to be proud of the school because it is outstanding in the way in which it promotes both pupils' personal development and their academic achievement. Pupils greatly enjoy all aspects of school life, shown in their eagerness to attend school, the popularity of school clubs and the excellent progress they make.

The headteacher is the driving force behind the school's success. He has a strong vision and commitment and sets high expectations for both staff and pupils. He is extremely well supported by the senior leadership team, governors and staff. Teamwork is of a high quality and all staff are committed to moving the school forward. The school has an accurate understanding of its strengths and areas for development. Given its extremely successful record of accomplishment and the enthusiasm and skill of the staff and governors, there is excellent capacity to continue building on its successes. The school makes an excellent contribution towards community cohesion. Pupils are very well prepared for life in a diverse society and enthusiastically celebrate each other's beliefs. The school is outward looking and works successfully in partnership with other schools, the community and parents. This is typified by efforts to engage with fathers through the 'Bring Dad to School' event and through curriculum work on life in Brixton. There are links with a rural school in England and with schools in Australia. A very small number of parents thought that the school did not communicate well enough with them, but most disagreed with this opinion. The inspectors found no evidence to support the view that there were shortcomings in the school's partnerships with its parents.

Standards reached by the pupils by the time they leave school in Year 6 are consistently well above average. Pupils make excellent progress, not only in English, mathematics and science but also in other subjects such as music, art, drama and information and communication technology (ICT). All groups of pupils, including those with learning difficulties and/or disabilities and those with English as an additional language, make rapid progress in Key Stage 1 and this provides them with a very secure foundation for success in Key Stage 2. Last year's test results, particularly in Key Stage 2, showed a decline. This dip mainly occurred because the percentage of higher attaining pupils leaving the school for the independent sector in Years 5 and 6 was higher than usual and because of staffing problems affecting that year group in previous years. However, senior leaders were also concerned that standards in writing lagged behind those of other subjects. They acted swiftly to tackle the situation through a 'Year of Writing' initiative. As a result, pupils are making excellent progress in their writing, with much higher proportions working beyond expected levels. The use of carefully chosen themes and excellent opportunities to improve speaking skills through the use of techniques such as 'talk partners' help to develop pupils' vocabulary, creativity and enthusiasm for writing. Learning walls, with lively displays of useful vocabulary, recently learned grammar and models of good writing are used effectively. The school is well on its way to meeting its challenging targets for next year.

High achievement is promoted by teaching that is of an outstanding quality overall. Lessons are characterised by interesting and challenging activities. In one lesson, for example, pupils timed themselves reciting their times tables whilst using a hula hoop and explained with

enthusiasm that 'we get to do creative stuff in maths'. Pupils are very well managed, quick to do as they are asked and eager to learn. A major contribution to learning is made by the skilled support staff.

The broad, stimulating and creative curriculum provides many excellent opportunities for pupils to think for themselves and develop a thirst for learning. Very effective use of new resources for ICT ensures that pupils' skills in this area develop to a high standard and contribute to their independence as learners. Pupils make excellent independent use of resources such as digital and video cameras to enhance their learning. They enjoy the stimulating new library with its jungle theme, and say that it is full of exciting new books. Pupils say that they particularly enjoy art because 'the teachers make it fun', 'there's lots of freedom', and it's 'really creative'. There is excellent provision for specialist coaching in gymnastics and cricket, and Spanish is taught throughout the school, including the Reception class. There are excellent links with organisations such as the Royal Ballet and a very good range of extra-curricular and enrichment activities. The school has plans to further develop this rich and vibrant curriculum by making even more creative links between subjects.

Pupils are prepared extremely well for their future lives because of the high level of attention given to their personal as well as to their academic development. They learn from the very good examples set by all adults in the school. It is no wonder that pupils enjoy school hugely. Care, guidance and support for pupils are outstanding. Teachers make very good use of assessment to identify learners who need extra help or who are at risk of underachieving. Marking, through the 'tickled pink and green for growth' system, consistently provides effective guidance on how well pupils are doing and what they need to do to improve. Pupils and parents value the exemplary pastoral care provided. Learning mentors and an ECM (Every Child Matters) officer provide very effective support for vulnerable pupils who develop into confident and happy learners. Safeguarding arrangements are robust.

Pupils speak with great pride about their school. They know how to keep safe and willingly ask for help when needed. They are keen to take responsibility and contribute very well to the wider community. They know the difference between right and wrong and show a very good understanding of the world of the arts. They take an enthusiastic part in sports and other physical activities and a large number of pupils ride bikes to school. By Year 6, they are responsible, reflective and thoughtful youngsters who are a credit to themselves and to the school.

Effectiveness of the Early Years Foundation Stage

Grade: 1

The youngest children get off to a flying start to school life in Nursery and Reception. Parents are very pleased with the quality of care and education provided. Adults take great care in helping children settle in. As one parent commented, 'Nursery staff have been totally supportive of my child's extra needs. They have treated her with great sensitivity and have been very readily available when we need to talk to them.'

Although most children enter the Nursery with levels of knowledge and skills that are broadly average, there is a very wide range of individual starting points and capabilities, with well above average proportions of both higher and lower attainers. Many children join the school with little English or have restricted experiences and skills that represent significant disadvantages. Due to highly effective teaching within a bright and stimulating environment, children make excellent progress in their learning. In one session, for example, children developed their

speaking skills and extended their vocabulary very well through a discussion with the teacher about a film that several of them had seen. By the end of Reception, the majority are working well within the goals expected of them, with a significant proportion meeting or exceeding them. There is a very good balance between tasks directed by adults and those chosen by the children. Outdoor provision is very good and children are helped to become confident, active and independent learners. As one parent commented, 'Children never look bored or frustrated. They are always busy learning and look happy.' Assessment procedures are robust and used very well to plan the next steps in learning. The Foundation Stage is led and managed extremely well.

What the school should do to improve further

Although there are no substantial weaknesses, the inspectors agree with the school that, in order to build on its success it should:

- implement its current plans to develop a more creative curriculum and continue its focus on raising standards in writing even further.

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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 ¹ reached by learners	2
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

¹Grade 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

How good are the overall personal development and well-being of the learners?	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

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

How effective are leadership and management in raising achievement and supporting all learners?	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

22 October 2008

Dear Pupils

Inspection of Sudbourne Primary School, London, SW2 5AP

Your inspectors were really delighted to visit your school recently. What a warm welcome we received! Thank you all for taking part in the inspection of your school. Special thanks to the pupils who talked to us about their work and those who chatted to us during the day. I had a quick look at your new website before writing this letter and you have made an excellent job so far. Well done!

You all told us how special your school is and we agree. It is outstanding. You make excellent progress because you work very hard. The teaching in your school is excellent and you told us that lessons are fun and creative and that the teachers always help you if you get stuck. You also told us that you really enjoy the trips you go on and that there are plenty of interesting things to do in school. You certainly looked like you were enjoying your cricket lessons!

All the staff look after you very well and make sure you are happy and safe. You have an excellent headteacher who is helped by the rest of the staff and governors to make sure that your school always wants to get better. We were very impressed by how well you all get on together and how sensible and friendly you are. The behaviour we saw was excellent.

There is very little that needs to change in your school, but I have agreed with the school that it should carry on with the plans it has for making things even better. These include continuing the work on making your writing skills even better and carrying out the plans for making subjects more creative. You can help by always doing your best and by continuing to be such pleasant, friendly and sensible young people.

I hope you all keep on enjoying school and wish you well in the future.

Yours sincerely

Lynn Bappa

Lead Inspector