

# Sunnyside Primary School

## Inspection report

---

<b>Unique Reference Number</b>	111621
<b>Local Authority</b>	Middlesbrough
<b>Inspection number</b>	356951
<b>Inspection dates</b>	24–25 May 2011
<b>Reporting inspector</b>	Margaret Farrow HMI

This inspection was carried out under section 8 of the Education Act 2005 under pilot arrangements; it was also deemed a section 5 inspection under the same Act.

---

<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	314
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Paul Thompson
<b>Headteacher</b>	Andrew Dunn
<b>Date of previous school inspection</b>	19 September 2007
<b>School address</b>	Manor Farm Way Coulby Newham Middlesbrough TS8 0RJ
<b>Telephone number</b>	01642 596422
<b>Fax number</b>	01642 599500
<b>Email address</b>	andrew.dunn@middlesbrough.gov.uk

---

<b>Age group</b>	3–11
<b>Inspection date(s)</b>	24–25 May 2011
<b>Inspection number</b>	356951

## Introduction

This pilot inspection was carried out by one of Her Majesty's Inspectors and two additional inspectors. Approximately 13 hours of teaching was observed and 22 teachers seen. Meetings were held with groups of pupils, representatives of the governing body and staff. In addition, inspectors looked at a range of documentation including the school's improvement plan and self-evaluation form and key safeguarding information. They evaluated inspection questionnaire responses from 104 parents and carers, 14 staff and 100 pupils. Around a quarter of the questionnaires were completed by parents and carers of children who have special educational needs and/or disabilities.

## Information about the school

Sunnyside is a larger in size than the average primary school with a below-average proportion of girls. Most pupils are of White British heritage and a higher-than-average proportion is known to be eligible for free school meals. The school has specialist provision for pupils who have a hearing impairment or who are deaf or who have a visual impairment or are blind; this includes resourced provision in the Early Years Foundation Stage. There is also specialist provision for 29 pupils with moderate learning difficulties who join the school from Year 3. Consequently, the proportion of pupils with special educational needs and/or disabilities is above average and the number of pupils with a statement of special educational needs is well above average. A number of these pupils come from other local authority areas at varying times in their primary school careers. All pupils are fully included into lessons and the life of the school. A new headteacher was appointed in September 2010. The acting deputy headteacher was permanently appointed in January 2011.

Last year, the school did not take part in the National Curriculum tests. As a result, there is no nationally comparative information available on the performance of pupils at the end of Key Stage 2; it did not meet the government's floor targets for academic performance in 2008 or 2009. The cognitive ability of a significant minority of pupils attending the specialist provision is such that their attainment is unlikely to meet the national average by the end of Year 6.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

<b>Overall effectiveness</b>	<b>2</b>
<b>Achievement</b>	<b>2</b>
<b>Teaching</b>	<b>2</b>
<b>Leadership and management</b>	<b>2</b>
<b>Behaviour and safety</b>	<b>2</b>
Does the school adequately promote the pupils' well-being?	Yes
Does the school adequately promote community cohesion?	Yes
Does the school provide value for money?	Yes

## Key findings

- Sunnyside is a happy school; pupils behave well and thrive in this inclusive, harmonious and welcoming community. The way pupils support and care for each other is outstanding.
- Past standards, including in reading, have been below average by the end of Year 6, in part due to the high proportion of pupils with complex needs and pupils' well-below average skills and abilities on entry into Nursery. Strategies to raise achievement in reading, writing and mathematics through assertive mentoring are making a positive difference. Standards are improving rapidly and pupils are making good progress in their learning and achieving well from their diverse starting points.
- High-quality specialist teaching, support and care ensure pupils with special educational needs and/or disabilities also make good progress; some make very good progress and successfully overcome significant barriers.
- Teaching is often good because of senior leaders' recent focus on improving it through, for example, modelling good practice by teaching themselves, professional development opportunities and performance management arrangements. Relationships between teachers and pupils are strengths, as is the quality of planning and judicious deployment of specialist staff.
- In the few lessons that are only satisfactory, there is not enough challenge for higher-ability pupils and opportunities for pupils to take responsibility for their learning are limited. All pupils' work is marked regularly. However, guidance provided does not always help them know how well they are doing and what to do to improve.
- Leadership and management are good, as are arrangements to ensure pupils' safety. The headteacher quickly galvanised staff and the governing body in a shared quest to be an inclusive school where pupils achieve highly. Morale is high. A strong, common sense of purpose permeates the school and underpins the recent, rapid improvements in pupils' progress and achievements.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

- Pupils, parents and carers are overwhelmingly positive about the quality of care and education provided. A few have concerns about behaviour. Leaders know this is mainly in one year group and have taken action to tackle concerns.

## What does the school need to do to improve further?

- In order to hasten pupils' progress further:
  - provide high-ability pupils with more challenging activities to stretch their thinking, questioning, understanding and achievements
  - provide more open-ended tasks to help pupils take more responsibility for their learning
  - ensure a more consistent approach to subject specific advice and guidance when marking pupils work so that they always know how well they are doing and what they need to do to improve further.

## Main report

Senior leaders' sharper focus on raising standards is making a positive difference to pupils' progress and achievement in lessons. Outcomes from regular assessment of pupils' work are used to set teaching groups and plan lessons that are often well matched to pupils different starting points. This information is also used to determine interventions for pupils at risk of not achieving their challenging individual targets. Alongside improvements in the quality of teaching, such actions are ensuring that pupils' learning in lessons is almost always good. Lesson observations, discussions with pupils, book scrutiny and assessment of pupils work confirm pupils are making good progress in their learning and are generally achieving well from their diverse starting points. Leaders are aware there is some way to go to ensure higher-ability pupils are always challenged to achieve their very best.

Children in the Early Years Foundation Stage get off to a good start. Good teaching, planning, an exciting array of activities to explore both inside and out and good use of assessment ensure children's individual needs and interests are well met. Consequently, from often very low levels of ability on entry into Nursery, children make good progress towards their early learning goals, although they remain below average by the end of Reception year. Phonic skills and mathematical concepts are meticulously taught and helping to better prepare children for Key Stage 1.

Past standards, including in reading, have been below average by the end of Year 6, in part due to the high proportion of pupils with complex needs and pupils' well-below average skills and abilities on entry into Nursery. Current assessments indicate the gap between pupils' attainment in Year 6 and that nationally is narrowing well. In-school variation in attainment in English and mathematics is being stamped out through successful implementation of well-focused strategies. They are building pupils' confidence and self-esteem as well as their understanding. Pupils say they thoroughly enjoy these lessons. Reading assessments show good improvement in all year groups' reading ages from last year, due to implementation of a systematic

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

approach to teaching phonics and spelling. Currently 67% of six year old pupils are either at, or above their chronological age. This includes pupils with complex special educational needs and or/disabilities.

Common strengths in the generally good and occasionally outstanding teaching include mutual respect between pupils and staff, pupils' positive attitudes to learning, detailed planning, well-structured lessons with well-deployed teaching assistants, high expectations and good use of praise and celebration. In good lessons, teachers' careful use of open-ended questions, use of information and communication technology, artefacts and specialist resources capture and maintain pupils' interest and help to develop their understanding. Good deployment of specialists for pupils with special educational needs and/or disabilities across the school promotes pupils' confidence and achievements, as well as their inclusion.

In the few satisfactory lessons teaching is too cautious, there is not always enough to excite pupils or few opportunities for pupils to develop their independent learning skills; when this happens, pupils make only satisfactory progress. Teachers' ongoing oral feedback, detailed marking of pupils' work and assertive mentoring helps pupils to be clear about how well they are doing and what they need to do next. Leaders are aware that good practice in some lessons is not yet embedded across the school.

A wide range of subjects support a good and interesting curriculum. Science is a consistent strength. The curriculum is improving because of the better focus on developing pupils' basic skills. It is enriched well by many residential experiences, visiting artists, poets, writers, language, sport and music specialists, and a wide range of after-school activities in which many pupils take part and which they say adds to their enjoyment. Staff from many other agencies, such as speech and language therapists, are included well into the work of the school.

Pupils' spiritual, moral, social and cultural development is good. Pupils are caring, responsible and thoughtful and are respectful to each other and adults. Their positive attitudes ensure a harmonious and welcoming school. They have many opportunities to learn about the cultures of their local community and the wider world through the curriculum, visits, religious education and assemblies. Interesting displays around the school raise awareness and record their experiences and understanding well.

Good and sometimes outstanding behaviour is evident in virtually all lessons, as pupils move round the school or work and play together in the outdoor spaces or the dining room. Occasionally, in satisfactory lessons, where pupils' interest is not captured, behaviour of one or two pupils becomes satisfactory. The school's code of conduct is accepted by both pupils and staff as being fair and is consistently applied across the school. The recent focus on celebrating good behaviour, through the introduction of 'Sunnyside smilies,' has been very well received by pupils and they proudly talk about how many smilies they have already earned.

Attendance rates are affected by the medical conditions of some pupils and this year, particularly affected by transport issues during the protracted periods of snow; a

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

number of pupils travel to school in taxis or buses from across the local area and from neighbouring local authorities. Leaders track individual pupils' attendance meticulously and work closely with targeted families and agencies to secure improvement. Pupils' attendance is improving and is now broadly average.

The successful inclusion of all pupils lies at the heart of school's philosophy. For example, pupils with moderate learning difficulties who join the school in Key Stage 2 settle in quickly because of the high-quality care provided and the welcoming approach from other pupils. Discrimination or harassment of any kind is quickly tackled to ensure all pupils are fully included into the life of the school. Despite this, a small number of parents and carers expressed concerns about bullying. Pupils say that incidents of bullying are rare, are mainly in the form of name calling and as soon as an adult is informed, the issue is sorted out well.

Leadership and management have been energised by the development of the roles of the deputy headteacher and the appointment of an assistant headteacher. Together with the headteacher they have become a united, senior leadership team with a shared focus on raising standards and continual improvement in all aspects of the school's work. Leadership has been further strengthened by extending responsibilities to a team of enthusiastic middle leaders who, alongside the senior leadership team, are becoming increasingly successful in monitoring and evaluating the work of the school. This includes observation of teaching, reviewing planning and pupils' assessment information, book scrutiny and individual discussions with pupils. Middle leaders relish their responsibilities, say they are empowered and are fully accountable for their pupils' progress. The collective efforts of all can be seen in improvements in the quality of teaching and in pupils' progress and achievements.

A school improvement plan, involving all staff, has been developed. Clear, appropriate priorities are based on accurate evaluation of the school's work. The plan is in the stages of further refinement to include more specific, measurable, achievable targets, so that senior leaders and the governing body can fully evaluate the impact of actions identified. The governing body contributes well to the life of the school and are ambitious for it. Governance is improving because of the more successful focus on their role in challenging as well as supporting school leaders. As a result of such improvements and the determined leadership of the headteacher and senior team, the school has good capacity to continue to improve.

Partnerships with parents and carers are good. The high proportion of positive responses to the inspection questionnaire pay testament to this. Virtually all believe their children are happy and safe and standards of behaviour are good. A few raised concerns about behaviour. Leaders know this is mainly in one year-group and have taken action to tackle this. Good partnership with parents and carers in the Early Years Foundation Stage help children to settle in quickly. Meet and greet opportunities each morning welcome parents and carers, and the learning journals help to keep them informed of their children's work and celebrate their achievements.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

Partnerships with the vast range of agencies with whom the school works are very good. They are particularly successful in meeting the needs of pupils with complex special educational needs and/or disabilities and in supporting pupils and families in times of crisis and acute need. Partnership with the local academy is adding value to the activities available to older pupils and this aids their successful transition.

### Responses from parents and carers to Ofsted’s questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Sunnyside Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspector received 104 completed questionnaires by the end of the on-site inspection. In total, there are 314 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
Q1 My child is happy at school	65	63	39	38	0	0	0	0
Q2 My child feels safe at school	67	64	36	35	1	1	0	0
Q3 The school helps my child to achieve as well as they can	73	70	28	27	3	3	0	0
Q4 The school meets my child’s particular needs	72	69	30	29	2	2	0	0
Q5 The school ensures my child is well looked after	71	68	31	30	1	1	0	0
Q6 Teaching at this school is good	68	65	35	34	1	1	0	0
Q7 There is a good standard of behaviour at this school	46	44	53	51	3	3	0	0
Q8 Lessons are not disrupted by bad behaviour	44	42	48	46	7	7	1	1
Q9 The school deals with any cases of bullying well	52	50	39	38	3	3	1	1
Q10 The school helps me to support my child’s learning	66	63	36	35	1	1	0	0
Q11 The school responds to my concerns and keeps me well informed	64	62	37	36	3	3	0	0
Q12 The school is well led and managed	71	68	32	31	0	0	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.



## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	46	48	6	0
Primary schools	6	47	40	7
Secondary schools	12	39	38	11
Sixth forms	13	42	41	3
Special schools	28	49	19	4
Pupil referral units	14	45	31	10
All schools	10	46	37	7

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 31 December 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be:</p> <ul style="list-style-type: none"> <li>■ The achievement of all pupils.</li> <li>■ Behaviour and safety.</li> <li>■ The quality of teaching.</li> <li>■ The effectiveness of leadership and management.</li> </ul> <p>and taking into consideration</p> <ul style="list-style-type: none"> <li>■ how well the school promotes pupils' spiritual, moral, social and cultural development.</li> </ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



26 May 2011

Dear Pupils

### **Inspection of Sunnyside Primary School, Middlesbrough, TS8 0RJ**

Thank you for making the inspection team so welcome when we visited your school recently. It was good to see how caring and supportive you are of one another. Those of you who spoke to us and virtually all of you and your parents and carers who completed the inspection questionnaire say you enjoy school, are safe and are doing well. We agree. A few of you and your parents and carers have concerns about behaviour and bullying. You told us that there is a little bullying, mainly name calling, but it is quickly tackled once an adult is informed. As to your behaviour, we saw good and sometimes outstanding behaviour in lessons and around the school. In satisfactory lessons when your interest wanes, behaviour sometimes dips to satisfactory. Your headteacher knows that behaviour in one year group particularly is not always as good as it could be and is taking action to tackle this. The new 'Sunnyside Smilies' are already making a positive difference and it was delightful to hear of how many smilies you have already received for your good behaviour and attitudes.

In the past, the standards attained by pupils by the end of Year 6 have been below average. Standards are improving and the gap between your achievements and the national average is narrowing well. You told us that teaching is often fun and that you are making good progress in your lessons. We also agree with this. This is because Mr Dunn and his team are taking action to ensure this. Occasionally, teachers do not plan lessons that excite and interest you or they talk for too long, limiting opportunities for you to find things out for yourselves; when this happens your progress slows to satisfactory. Sometimes those of you who find learning easy are not challenged enough, and, as a result, do not achieve as well as you could. Although all teachers mark your work regularly, the comments they make do not always help you understand how well you are doing and what you need to do next. We have asked the school to improve all of these areas. You can help by making sure that you always try your best in lessons.

Once again thank you for making the team so welcome and I wish you all the best during your remaining time in this happy, caring and inclusive school.

Yours sincerely

Margaret Farrow  
Her Majesty's Inspector

**Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone **0300 123 4234**, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).**