

Sunnyside Primary School

Manor Farm Way, Coulby Newham, Middlesbrough, TS8 0RJ

Inspection dates 25–26 September 2013

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Requires improvement	3
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Good	2
Leadership and management		Requires improvement	3

Summary of key findings for parents and pupils

This is a school that requires improvement. It is not good because

- Pupils' progress is variable across groups, key stages and subject areas.
- Standards when pupils leave the school are not high enough, especially in mathematics.
- The quality of teaching requires improvement. It does not consistently meet the needs of all pupils. For example, work is sometimes too hard or too easy for some pupils.
- The school's view of its own performance is over generous. Leaders are improving some areas within the school but not consistently in all subjects and for all pupil groups.

The school has the following strengths

- The gap between the achievements of pupils who receive additional government funding (the pupil premium) and others is closing.
- Pupils are known as individuals and their personal and social development is a strength within the school.
- Pupils' behaviour is good and they feel safe. They enjoy school and their attendance is improving.
- All pupils have many opportunities to take part in sport, both within the curriculum and in extra-curricular activities. This makes a good contribution to their physical well-being.

Information about this inspection

- The inspectors observed 19 lessons. Joint lesson observations and joint analysis of pupils' work was carried out with the headteacher and other senior leaders.
- Meetings were held with pupils, the Chair of the Governing Body and other governors, members of staff and a representative from the local authority.
- The inspectors took account of 28 responses from parents to the on-line questionnaire (Parent View). They also took account of the views of parents through discussion with some of them at the end of the school day and through the school's own survey.
- The inspectors listened to pupils read and scrutinised a number of documents, including the school's own information about pupils' learning and progress, the school's systems for improving teaching and learning, records relating to attendance and safeguarding information.
- The inspectors analysed 47 questionnaires from staff.

Inspection team

Michele Crichton, Lead inspector

Additional Inspector

Graeme Clarke

Additional Inspector

John Pattinson

Additional Inspector

Full report

Information about this school

- Sunnyside is 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.
- Some pupils have a range of additional complex needs alongside their hearing or visual impairment.
- A number of these pupils come from other local authority areas at varying times in their primary school careers.
- There is also specialist provision for 29 pupils with moderate learning difficulties who join the school from Year 3.
- The cognitive ability of a significant minority of those pupils attending the specialist provision is such that their attainment is unlikely to meet the national average by the end of Year 6.
- The proportion of disabled pupils and those who have special educational needs who are supported at school action is below average. The proportion supported at school action plus or with a statement of special educational needs is well above average.
- The proportion of pupils known to be eligible for the pupil premium (additional government funding given to the school for pupils known to be eligible for free school meals, children who are looked after by the local authority and the children of service families) is well above average.
- There are currently 3 children that are looked after by the local authority.
- The school does not meet the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in English and mathematics.
- Since the last inspection a new Chair of Governors has been appointed.
- The school is to convert to an academy from January 2014.

What does the school need to do to improve further?

- Improve the quality of teaching so that it is consistently good or better, particularly in Key Stage 2 mathematics, by:
 - providing more-able pupils with the right amount of challenge
 - ensuring that work and activities are closely matched to the needs of all pupil groups so that they maximise their progress in lessons
 - providing opportunities for pupils to work on tasks independently and take more responsibility for their own learning and progress
 - sharing the most effective teaching and learning practices that already exist within the school.
- Improve leadership and management, to raise standards further and accelerate pupils' progress by:
 - applying greater precision in assessing the quality of teaching and its effect on all pupils' learning and progress across all key stages and subjects
 - applying greater rigour in checking how well all pupil groups within the school, including the more able, are doing and taking swift action to address any resulting concerns.

Inspection judgements

The achievement of pupils requires improvement

- Pupils' achievement requires improvement because there is variability in the attainment and progress rates of different groups of pupils, subjects and key stages. Too many pupils do not reach good standards or make good progress.
- Children start in Nursery with skills and abilities below those typical for children of their age. By the time they enter Year 1 most children are still working below what is expected of them for their age. The rate at which they make progress requires improvement.
- By the end of Key Stage 1 pupils leave with standards broadly in line with national expectations, signifying overall good progress through this stage of their learning. In 2012, higher progress levels were achieved in reading and mathematics than for writing.
- In 2012, pupils' standards and the progress they made by the end of Year 6 were below national expectations in reading, writing and mathematics. However, in 2013, the school's own data show that although this trend continues for the majority of pupils, there are some pupil groups that are now making better rates of progress in reading and mathematics.
- The gap between the achievement of pupils who receive additional government funding (the pupil premium) within the school is slowly closing, but not compared to the national picture. The school did not have in-depth data and analysis for this group but national measures show a gap of about 4 terms behind in school and just over 6 terms behind in comparison nationally.
- In Year 6, pupils with a disability or special educational needs, including those in resource bases, are now making improved progress from previous years in their reading and writing skills but not yet in mathematics.
- For other pupil groups, including the more able and those pupils with no identified disability or special educational needs, progress and attainment in their reading and writing is better than in their mathematics.
- Pupils throughout the school say they enjoy reading and can talk enthusiastically about their books. They read to staff daily. In Key Stage 1, pupils make appropriate use of phonics (the sounds that letters make) to help them read unfamiliar words. In Key Stage 2, pupils are gaining greater confidence in their reading and begin to correct themselves if they make an error.
- Pupils who are disabled and those who have special educational needs, including those in mainstream, each of the individual resource bases for hearing impaired, visual impaired and the junior resource base, receive additional support, within small groups and individually. Progress rates can vary for each individual but overall, their achievement is similar to the national picture for this group of pupils.
- Staff ensure that equality of opportunity is promoted appropriately. . For example, all pupils are regularly monitored throughout the year and may move to groups that staff assess as better for meeting their needs. Additionally, based upon considered evaluations of each individual pupil they may be taught within a resource base, within mainstream provision, and routinely there is a personal timetable of support for each pupil.

The quality of teaching requires improvement

- The quality of teaching varies in different key stages. Occasionally, where teaching is less effective, activities that teachers set are not precisely matched to their pupils' ability and teachers revisit work that pupils already know. This limits the progress that they make, especially for the more able and in particular in mathematics. The quality of marking also varies between subjects.
- Occasionally, where support is less effective in lessons, pupils either wait to be told what to do next by adults or they are provided with too much direction from adults. This limits pupils' own independent thinking and learning and slows their learning during lessons.
- A variety of specific resources and equipment along with high-quality specialist teaching and support effectively helps pupils with special educational needs and/or disabilities. This is a feature of lessons and was seen consistently throughout the inspection in all of the bases and within mainstream classes. This feature is also recorded in the school's own log of lesson observations over time.
- Where teaching is more effective, activities are frequently practical and sustain pupils' interests. Teachers then assess pupils' responses during the lesson and use this to ask probing questions and develop pupils' analytical thinking skills. For example, a range of very effective questioning types was used by staff in the Hearing Impairment resource base to this end.
- In some observations, teachers had high expectations of all learners and pupils of all abilities were challenged well. This resulted in good attitudes from pupils and much enjoyment of their learning. However, this level of skill was not consistently seen in classrooms across the school.
- In pupils' books and also observed in lessons, self- and peer-assessment is used to mark work and leads to improved progress. For example, in Years 5/6 teachers' marking of written work is diligent and often agrees with pupils' own assessment of their work. It indicates what has been done well and gives pointers in how to improve further. However, marking in mathematics is much less comprehensive and informative than this.
- In discussions with pupils about their learning and behaviour at Sunnyside, they say that the strategies staff use are helping them to improve in both areas. For example, 'Yellow Files' kept on pupils' tables, colourfully record their behaviour and also remind them of what they need to learn.

The behaviour and safety of pupils are good

- Pupils behave well. Lunch times, breakfast club and play times are happy, social events. Pupils get on well, help, accept and support each other and the harmonious relationships between pupils are key strengths of the school.
- Pupils say they feel safe in school, that there is no bullying and if they ever had concerns, any member of staff would listen and help them. They say they enjoy school. They also clearly enjoy the educational visits provided by the school and all take part in a range of extra-curricular activities, including sporting activities.
- Pupils have good attitudes and are eager to learn. Occasionally in lessons these both lapse when pupils are insufficiently challenged and activities are not well-matched to their needs.
- Parents are supportive of the school and many acknowledgments are sent to staff. The overwhelming majority of those parents who responded to Parent View were also in agreement that children behaved well and were looked after well in school.
- The school promotes pupils' spiritual, moral, social and cultural development well. This is demonstrated by pupils' good manners, willingness to help and support each other and respect for others. That this is typical over time was affirmed from the scrutiny of school records and from discussions with parents after school as well as with pupils.
- Attendance has improved in the last year, and is now broadly average. The school has focussed on helping pupils with a record of poor attendance for whatever reason and has worked successfully to bring this improvement about.

The leadership and management requires improvement

- Leadership and management requires improvement because over time it does not ensure that all pupils consistently make good progress from their individual starting points across different key stages and subjects.
- Teaching is checked regularly, but leaders' current practice for the monitoring of lessons and the subsequent judgement of teaching are too broad. They do not focus strongly enough on the effect of teaching on pupils' learning and progress nor take enough account of the learning and progress of different groups of pupils including those who are more able.
- Targets are set based on performance and staff do not receive any increase to their salary if these targets are not met.
- Although the school tracks and checks in detail the achievement of each individual pupil, it does not critically analyse whole school performance with sufficient rigour, for example by comparing the progress made by different groups of pupils in the school with similar groups nationally and identifying the reasons for any differences.
- Senior leaders are overgenerous in their view of the school's performance.
- Senior leaders are ensuring that some aspects of teaching and learning are improving. For example, progress in reading is developing across the whole school.
- The curriculum provides many opportunities to extend pupils' experiences. Pupils' spiritual, moral, social, and cultural development is promoted well through experiences provided by musicians and sports coaches who visit the school and through enjoyable visits to such places as Helmsley Castle and Billingham Forum.
- The school is expecting the new primary school sport funding soon and is already working with additional external staff to enhance the quality of teaching in physical education (PE) for all pupils. This development plus existing teaching arrangements during and after the school day mean that all pupils have a range of PE sessions that contribute well to their physical well-being. This includes judo, tag rugby, and gymnastics.
- After a period of 'light touch' support since the last inspection, the local authority is aware of the school's performance in relation to national standards and discussions regarding this have already been very recently planned.
- **The governance of the school:**
 - Governors are passionate about and proud of their school, its ethos of inclusion and acceptance of all pupils as individuals. They readily talk about the personal developments they can see in pupils during their visits over time. Challenge has been provided by them regarding the school's move to an academy in early 2014. They are now convinced that this is the right direction for Sunnyside. Governors relate that previously they did not challenge the leaders rigorously enough. As a result of additional training they are now asking more searching questions of senior leaders. For example, the headteacher's performance is now monitored and reviewed against national pupil performance measures. The governing body ensures that pupils are safeguarded appropriately. Procedures and training meet statutory requirements.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	111621
Local authority	Middlesbrough
Inspection number	426006

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	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	352
Appropriate authority	The governing body
Chair	Margaret Madden
Headteacher	Andrew Dunn
Date of previous school inspection	24 May 2011
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