

Sunning Hill Primary School

Goldsmith Street, Bolton, Lancashire, BL3 6TR

Inspection dates

6–7 November 2013

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Outstanding	1
Achievement of pupils		Outstanding	1
Quality of teaching		Outstanding	1
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Outstanding	1

Summary of key findings for parents and pupils

This is an outstanding school.

- As a result of a sustained drive for improvement, pupils consistently attain levels above the national average.
- Children start school with skills that are well below those typically expected for their age. They make rapid progress in the Reception classes and achieve well.
- Attainment at Key Stage 1 now reaches average standards as a result of rapid progress in acquiring key skills.
- In Key Stage 2, pupils continue to make accelerated progress and have consistently exceeded national standards for a number of years.
- The school's award-winning curriculum, coupled with a wide array of clubs, visits and extra-curricular activities, offers further enrichment opportunities for all pupils.
- Teachers plan their lessons well to meet the needs of all pupils. The level of support offered by additional teachers and teaching assistants in the classroom ensures all pupils are supported and challenged well.
- Innovative teaching in some classes ensures that pupils are deeply engrossed with learning due to high use of information and communication technology (ICT), links across subjects and team working.
- Work in pupils' books shows there has been outstanding teaching over time with very high-quality marking and feedback. However, the proportion of outstanding lessons could be higher.
- Leaders' rigorous systems for checking on teachers' performance and pupil progress are in place which is ensuring a relentless driving up of standards.
- The headteacher's ambition and drive have ensured the school is constantly improving. A shared vision is pervasive throughout the school.
- Middle leaders work together extremely well in sharing ideas and expertise. As a result, all pupils make very rapid and sustained progress.
- An active governing body has an excellent grasp of all aspects of the school's work. They provide good challenge to the school's leaders as well as participating in a range of activities within school.
- Pupils have a thirst for learning and a desire for self improvement. As a result, attendance is high and behaviour is outstanding throughout school. Pupils feel very safe.
- Excellent links with the local community and parents result in their extensive use of the school.

Information about this inspection

- Inspectors observed 24 lessons or parts of lessons, one of which was a joint observation with the headteacher.
- Inspectors listened to pupils read and looked at the work in their books.
- Meetings were held with the headteacher and different groups of people involved in the school. These included pupils, parents, members of the governing body, members of the teaching staff and a representative from the local authority.
- Inspectors took into account 10 responses to the on-line questionnaire (Parent View), and the results of the school's recent parental surveys.
- Inspectors looked at a range of documents, including plans for improvement, records of the school's checks on pupils' and teachers' performance, safeguarding and attendance documents, minutes of meetings of the governing body and school policies.

Inspection team

Faheem Chishti, Lead inspector

Additional Inspector

Melvyn Hemmings

Additional Inspector

Marilyn Massey

Additional Inspector

Full report

Information about this school

- Sunning Hill Primary is larger than the average-sized primary school.
- All pupils are from minority ethnic groups and the proportions who speak English as an additional language is high.
- The proportion of disabled pupils and those with special educational needs supported through school action is average. The proportion of pupils supported at school action plus or with a statement of special educational needs is also average.
- The proportion of pupils known to be eligible for the pupil premium, including those known to be eligible for free school meals, is average. (The pupil premium is additional funding for those pupils who are known to be eligible for free school meals, children from service families and those children that are looked after).
- The school meets the government's current floor standards, which set the minimum expectations for attainment and progress in English and mathematics.

What does the school need to do to improve further?

- Increase the proportion of outstanding teaching in order to further raise achievement by:
 - using the strongest teachers to share best practice more effectively
 - providing more opportunities for pupils to manage their own learning by working by themselves to develop their independent learning skills more quickly.

Inspection judgements

The achievement of pupils

is outstanding

- Most children start school with skills that are below those typically expected for their age, with many having low language development. They make very good progress and by the time they enter Year 1 are well prepared for their future learning.
- Reading skills are taught well using phonics (learning letters and the sounds they make) and pupils use these acquired skills successfully in their initial efforts in reading and writing. As a result, pupils perform well in their reading check in Year 1.
- Achievement continues at a pace in Key Stage 1 where previously standards were low. As a result of a sustained drive for improvement, pupils now meet national standards in all areas. This pattern is set to continue. Progress in Key Stage 1 is now outstanding.
- Progress made from Year 2 to Year 6 is similarly outstanding. All year and different groups make better than expected progress. Pupils' attainment as they leave school in Year 6 has been consistently above average in all subjects for a number of years.
- Progress in mathematics at Key Stage 2 is significantly above the national average and there is an improving picture at Key Stage 1 where standards are broadly in line with the national average in this subject.
- Writing is a strength of the school. The presentation and quality of writing in books is high. Attainment in writing by the end of Year 2 shows an improving picture and is now broadly average. By the end of Year 6, standards in writing are consistently above the national average.
- Pupils who are eligible for the pupil premium make better progress than other pupils in the school in all subjects. Compared to their peers nationally, by the end of Year 6 they attain at least one term better in mathematics, and in writing they attain around a full year better than others.
- Pupils from minority ethnic groups and those learning English as an additional language progress well compared to their national counterparts. Pakistani heritage pupils in particular make much better progress than their peers.
- The progress of disabled pupils and those with special educational needs is similar to the progress of others in the school. They make the greatest progress in small-group or specialist one-to-one teaching groups. The school promotes equality of opportunity very well.

The quality of teaching

is outstanding

- The quality of work in pupils' books, the monitoring of teaching by school and the lessons seen by inspectors confirm that teaching over time is outstanding. A key feature of all lessons is the thirst for knowledge engendered in pupils who want to learn and who respond exceptionally well to challenge. The proportion of outstanding teaching, however, needs to be improved further.
- Class teachers are complemented exceptionally well by extra teaching staff as well as teaching assistants. This provision ensures that all pupils achieve well due to extensive and ongoing assessments and targeted small-group work. Changes in these groups are expertly managed by all adults.
- Many teachers create well-planned lessons, have a team approach to the delivery of lessons, and use assessment information and questioning very well to gauge how well pupils are doing during a lesson, and over longer periods of time. The use of questioning to promote pupils' speaking and listening is done well.
- A particularly outstanding lesson in Year 5 used an array of teaching strategies that enabled pupils to use independent research skills, teamwork and personal enquiry in some depth, all being linked together by an innovative approach using the latest technologies.
- In the weaker lessons, however, there are not enough opportunities for pupils to work together collaboratively, or to get on with their work by themselves to develop their independent learning

skills more quickly.

- The quality of teaching in the Reception classes is good. Staff plan appropriately challenging activities to develop children's understanding of reading, writing, mathematics and their social skills well. For example, a well-planned, re-enactment of *Little Red Riding Hood* enabled children to develop speaking and listening skills exceptionally well, alongside the outstanding care, guidance and support provided for them.
- A strong focus on key skills ensures that all pupils obtain the basics of reading, writing and mathematics at an early stage. Key skills sessions are built on very well throughout the school.
- The teaching of reading is good, starting with the effective teaching of letters and sounds. Children apply their skills in reading well to develop their comprehension skills better. Mathematics is taught well enabling children to apply key skills well through problem solving and reasoning activities. Writing levels are of a high standard with ample opportunities to write across the curriculum. Learning in science, however, could be enhanced further with even more pair- and group-work tasks and by providing even greater challenge for some pupils.
- Teachers' marking of pupils' work is systematic and regular across the school. It provides pupils with suggestions as to how to improve their work. Often, time is also given for pupils to reflect on and respond to teachers' comments. Pupils feel proud of their work and enjoy the dialogue with teachers about their work.
- Teachers' subject knowledge is outstanding. Ongoing professional development, well-advanced preparation for changes to subjects and teachers' own personal interests ensure the school is at the forefront of curriculum developments.
- Teachers are aware of the levels pupils are expected to reach and set pupils challenging literacy and numeracy targets. Pupils in most year groups understand their targets clearly and are involved well in setting their next steps.
- Resources often make lessons interesting. The use of ICT is exceptional in some classes and used well throughout the school. Pupils often use a variety of different technologies interchangeably during lessons.
- Although school grounds are limited, the best use of space is made by managing staggered lunch and playtimes, providing excellent play equipment, trained staff for outdoor play, complemented by a choice of indoor activities.

The behaviour and safety of pupils are outstanding

- Pupils at Sunning Hill are exceptionally courteous, friendly and welcoming. Their desire to learn and eagerness to achieve and care for each other ensure that Sunning Hill has a vibrant learning atmosphere. Pupils participate in a wide range of school activities and take an active part in leadership roles around the school such as membership of the school council and a range of tasks and responsibilities around the school. Pupils are proud of the school.
- Pupils are aware of how to keep themselves and others safe at all times. They are aware of different types of bullying including internet and cyber-bullying. Records show that incidents of inappropriate behaviour are rare. Pupils feel very safe at school.
- Pupils of all ages are very keen to do well in lessons which, as a result, flow undisturbed. Behaviour is normally impeccable both inside and outside lessons. Visitors' comments on pupils' behaviour is highly complimentary.
- Most parents who responded to Parent View agree that pupils are well behaved.

The leadership and management are outstanding

- A continuously improving school has involved leaders managing innovations and improving standards so that they are now above national averages on a regular basis in most subjects. The headteacher and senior leaders have a clear vision for the school which is shared by all members of the school.

- The drive for improvement through careful monitoring, robust accountability and astute feedback to staff on how to improve has ensured that the school has made significant improvements in recent years.
- Subject and middle leaders work together very well which ensures that all subjects are led well, and there is clear planning with shared responsibilities. They are clear about the key strengths and relative weaknesses of the school and how to improve these aspects.
- School leaders use data very well to analyse the progress made by different groups of pupils.
- School leaders have an accurate assessment of the main areas for development to further enhance pupils' progress and in the quality of teaching. Their plans clearly identify how to achieve these areas for improvement in a clear and measurable way and would be enhanced by using the strongest teachers to share best practice more effectively.
- The local authority provides 'light touch' support to the school while maintaining regular contact with the headteacher. It provides good advice and has an accurate picture of the school's key strengths and areas for development.
- The new primary school sports funding is being used well to provide extra sporting activities, specialist physical education lessons, additional lunchtime activities and inter-school competitions. This has resulted in a high uptake of sports activities by pupils and has improved the quality of physical education lessons.
- **The governance of the school:**
 - Sunning Hill Primary has an active, supportive and involved governing body. They demonstrate a good grasp of the school's strengths in teaching and learning and areas for further improvement. They are able to challenge and hold the school to account for its performance in a supportive manner. They have ensured that pupil premium funding is used extremely well to enhance eligible pupils' progress. They have a good working knowledge of the school's performance data. Governors have ensured that the school building is used effectively, both during school times and also out of school times by members of the local community.
 - Governors are involved in setting targets for the headteacher, know about the performance management of staff and are also fully aware that teachers' pay awards are securely linked to the progress that pupils make.

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	105163
Local authority	Bolton
Inspection number	426221

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	5–11
Gender of pupils	Mixed
Number of pupils on the school roll	420
Appropriate authority	The governing body
Chair	Farook Atcha
Headteacher	Sandra Kelly
Date of previous school inspection	3 December 2008
Telephone number	01204 333588
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