

Sunny Bank Primary School

Hathaway Road, Bury, Lancashire, BL9 8EQ

Inspection dates

11–12 February 2015

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Good	2
Leadership and management		Good	2
Behaviour and safety of pupils		Good	2
Quality of teaching		Good	2
Achievement of pupils		Good	2
Early years provision		Good	2

Summary of key findings for parents and pupils

This is a good school.

- The headteacher and deputy headteacher have high ambitions for pupils. These are shared by staff and governors, who strive to ensure all pupils achieve as well as they can through good teaching.
- New staff, a recently formed senior leadership team and a well-structured plan for improvement have been the driving force which has improved the school.
- Pupils are making good progress from their starting points.
- The quality of teaching is good and improving as a result of high-quality professional development provided by school and by external providers.
- The early years provision is good. Children make a good start due to good teaching and interesting activities which help them to learn.
- The school effectively promotes British values. Tolerance and respect thread through all aspects of pupils' daily lives.
- Pupils behave well and are proud of their school. They show care and consideration for others and are polite and well mannered. Attendance is above average.
- Pupils are happy, feel safe and secure and know there is always someone to turn to if they have a problem. Attitudes to work are excellent.
- The school provides a rich variety of learning opportunities. The use of information technology by teachers and pupils to support learning is a strength.
- Governors challenge the school well and have gone out of their way to make sure they have the skills to do this effectively.

It is not yet an outstanding school because

- There are not enough opportunities for children to write in the early years.
- Pupils are not always moved on to more challenging tasks when they have accomplished something, particularly the most able pupils.
- The effectiveness of teachers' marking in improving pupils' work is inconsistent. Pupils are not always given enough time to put right what marking shows they need to do better.

Information about this inspection

- Inspectors observed a number of lessons and parts of lessons. Two lessons were observed with senior leaders.
- Work in books and records of the learning of Reception children were scrutinised.
- Meetings were held with groups of pupils, school staff, the chair of governors and other governors and a representative from the local authority.
- Lots of discussions were held with pupils as they worked in lessons and a small number of pupils were heard read.
- Inspectors took account of the 34 responses to Ofsted's online parents' questionnaire and discussions that took place informally with parents.
- Inspectors observed the school's work throughout the day and looked at a number of documents, including the school's own information on pupils' current progress, planning and monitoring documentation, records relating to behaviour, attendance and safeguarding.
- Information from the 19 responses to the staff questionnaire was taken into account.

Inspection team

Gordon Alston, Lead inspector

Additional Inspector

Adrian Martin

Additional Inspector

Full report

Information about this school

- This is an average-size primary school.
- One third of pupils are from minority ethnic backgrounds, mainly Pakistani.
- The proportion of pupils for whom English is believed to be an additional language is above average.
- The proportion of disadvantaged pupils known to be eligible for funding through pupil premium is below average.
- The proportion of pupils with special educational needs is lower than the national average.
- The school meets the government's floor targets, which are the minimum expectations for pupils' attainment and progress.
- Since its last inspection, the school has appointed a new headteacher and several teaching and non-teaching staff.

What does the school need to do to improve further?

- Further accelerate pupils' progress, particularly the most able, by:
 - teachers checking on pupils' learning as they work and moving them on as soon as possible onto more challenging tasks
 - ensuring all teachers apply the best practice seen in marking and give pupils a chance to put right what marking shows they need to do better.
- Provide more opportunities for children to write in the early years class with a strong focus on correct letter formation.

Inspection judgements

The leadership and management

are good

- Since her appointment, the headteacher has acted quickly to deal with areas in teaching and learning where improvements were needed. She has galvanised the staff, several of whom are new to school, along with the governors, to share her vision of 'Together we aim high.'
- The headteacher is well supported by the deputy headteacher and newly appointed, very able and enthusiastic middle leaders who are eager to move the school forward.
- Individual pupils' progress is carefully tracked each half term and pupils identified as underachieving are provided with extra help to help them catch up.
- The 'Learning Challenge Curriculum' is well matched to pupils' needs. Pupils' interests are taken into account when planning different topics, and are enhanced by trips and visitors and use of the local area. In Year 5, pupils visited the Manchester museum to find out about the Egyptians. The use of information technology enhances pupils' motivation to learn. Each pupil has their own tablet and was happy to show inspectors their own 'blog' site with some of their work which they had recorded.
- Pupils have lots of opportunities to take part in out-of-school clubs and at present half of them do so. These include many sports, cooking and computers.
- The school has a clear commitment to providing equal chances for all. This is shown in its effective use of pupil premium funding. Relationships in school are underpinned by a caring culture and respect for all. The staff do not tolerate discrimination of any kind, and the pupils' good behaviour confirms how well good relations are fostered between pupils of all backgrounds.
- The school promotes pupils' spiritual, moral, social and cultural development well. Through assemblies and in lessons staff make pupils aware of the beliefs and backgrounds of other cultures different from their own. The school makes pupils aware of British culture and values preparing them well for their life in modern Britain.
- The additional sports funding is used to good effect. The school employs sports coaches to teach lessons and staff work alongside them to develop their own teaching skills. The money is also used to provide sports clubs outside school hours. As a result, pupils' involvement in sport and games has increased as have their health and well-being.
- Rigorous systems to monitor staff performance are in place. The headteacher has not only ensured that these are professionally carried out, but that teachers are supported with relevant professional development opportunities both within school and with outside providers. The targets set for staff are linked to school priorities and pupil progress, and salary rewards are linked to performance against the targets.
- The local authority has an accurate view of the school and has provided support when needed.
- Safeguarding procedures meet all statutory requirements.
- **The governance of the school:**
 - The governing body has a clear understanding of the school's strengths and where improvements are needed. Governors are kept well informed through reports and presentations from leaders at all levels. They visit school regularly and talk to pupils and staff and have a clear picture on the quality of teaching. They use their expertise well to hold the school to account. This includes finance and safeguarding. They are clear about what effect the extra money the school receives for sports and disadvantaged pupils is having. Through their scrutiny of the school's performance data they know where the priorities are if the school is to improve. They are diligent in developing their skills as governors and attend training sessions in order to do this. This has helped them become aware of the changes in the new curriculum and in assessment procedures. Governors set challenging targets for the headteacher and understand the link between teachers' pay and their performance.

The behaviour and safety of pupils

are good

Behaviour

- The behaviour of pupils is good. The positive attitudes to learning contribute well to their improving achievement. Pupils readily quote the school motto 'Together we aim high' and believe they can.
- Pupils are courteous and polite at all times. They greet adults with a smile and a 'hello' and spontaneously hold doors open. They are happy coming to school and proud to be a member of the school community. This all contributes to a friendly, harmonious welcoming atmosphere around school.
- When pupils move around school they do it sensibly and quietly, including arriving and leaving school. At

lunchtime there is a wide provision of equipment which pupils share and play with harmoniously. Pupils organise their play activities in such a way that no one is left out.

- Pupils show respect to one another and to adults. They value one another and happily discuss things together such as when Year 5 pupils shared the information they had on their own tablet with one another.
- They accept responsibility well. In Year 6, they act as prefects and as play leaders with younger pupils, taking on these roles diligently. One prefect stated, 'We wouldn't be doing our job if we didn't report things'. They discuss important matters in the school council and eco council. Their ideas have been taken on board, for example, what markings are needed on the playground and reviewing playground equipment.

Safety

- The school's work to keep pupils safe and secure is good. Leaders have put effective systems in place.
- Pupils are well aware of how to keep themselves and others around them safe. Their understanding of different kinds of bullying and potentially dangerous situations, for example not to divulge personal information on the internet, is good.
- Pupils' respect for others from different backgrounds, cultures and religions is excellent. This is reflected in the happy, harmonious place that the school has become. Pupils say they feel safe when at school and parents support this view.
- Pupils raise their eyebrows when bullying is mentioned and no one could recall any such incidents they knew of. They were confident their teachers watch for such things and would quickly deal with them.
- Attendance is above average and the school has rigorous systems to check on any anomalies.

The quality of teaching is good

- Teaching is consistently good. Effective monitoring, perceptive evaluation and clear feedback by leaders to teachers on the teaching across the school have improved the quality of teaching. In addition, the appointment of new teachers has brought new ideas which have energised teaching. This can be seen in the improving picture in current data, work in pupils' books and in the effective learning environment in all classrooms.
- Teaching of mathematics helps pupils to make good progress by making sure that they know precisely what skills they must apply. In Year 4, pupils knew exactly that they had to do to work out division with two digit numbers. The opportunity to assess an example of where a pupil had done the calculation incorrectly, explain what was wrong and offer advice on how to correct it supported their understanding well.
- Pupils make good progress in reading, partly because the teaching of phonics (letters and the sound that they make) is effective in helping pupils unlock new words. Also, pupils have been taught the basic skills well on how to use all the clues to help read and understand the text.
- In writing, pupils are taught the basic skills well and are then given lots of opportunities to use these skills across a range of other subjects. In Year 6, pupils write about evolution and express their views on which theory they think is more feasible.
- Teaching is at a brisk pace which keeps pupils engaged in their learning. This is reflected in the calm, purposeful learning environment in classrooms.
- Teaching was at its best when teachers quickly spotted that the task pupils had been asked to do was losing its challenge and intervened by offering an alternative, which increased the level of difficulty. In a Year 5 guided reading session, the teacher's questions challenged pupils' thinking by asking 'where's the evidence then?' Challenge of this level was not consistent. In some classes pupils work through tasks that do not fully challenge them, particularly the most able.
- A strong feature in lessons is the high quality of relationships. Pupils and adults have high respect for one another and pupils cooperate well when working in pairs or in groups. Learning is rapid when teaching provides stimulating resources that engages and enthuses pupils. The use of tablets by pupils was seen in many lessons and has a positive effect on pupils' motivation and enthusiasm to learn.
- Teachers mark work regularly and accurately, providing pupils with good advice on how they can improve their work. However, the amount of time and encouragement for pupils to respond to this is inconsistent, resulting in variability in the impact of teachers' marking on helping pupils' learning.
- Learning support assistants are well deployed during lessons. Where they support pupils for whom English is believed to be an additional language, disadvantaged pupils or those with special educational needs,

both in lessons or in group activities, these pupils do well.

- Homework is linked to learning in lessons and well supported by parents at home.

The achievement of pupils

is good

- From their starting points to the time pupils leave the school, pupils make good progress and standards for the current Year 6 pupils are above average.
- Attainment in reading, writing and mathematics at the end of Year 2 improved to average levels in 2014, having previously been below average. Pupils make good progress in reading through their good understanding of the sounds letters make.
- In Key Stage 2, pupils' progress is good in English and mathematics. Standards have risen this year, and having been average in the past three years, are currently above average. The introduction of more opportunities for pupils to read and write and better matching of work in mathematics to suit individual pupils are having a positive impact on pupils' progress.
- This year some Year 6 pupils are on course to reach the higher level in mathematics. This shows the focus the school is now giving to stretching the most able pupils to achieve the best they can. However, this challenging approach is not consistently evident across the school.
- Pupils' skills in the use of information technology are excellent. The school has provided all pupils with a tablet which they use with skill and confidence. Pupils are very keen to use them in mathematics and literacy lessons and the tablets provide an effective catalyst to establish a high degree of concentration and effort. Pupils say they love the opportunity to use the tablets in lessons.
- Pupils enjoy their reading and are provided with many opportunities to read independently, to listen to stories and to discuss events, story-lines and characters in small groups with the teacher or an adult. They particularly enjoy the opportunity to reflect and discuss what they are reading in small group activities with the teacher and do this very well.
- Disabled pupils, those for whom English is believed to be an additional language and those who have special educational needs are supported very well. They receive skilled and targeted support both in class and in small groups; this makes sure they make good progress that is at least in line with their classmates.
- The attainment of disadvantaged pupils now matches that of other pupils in the school in reading, writing and mathematics. When compared to the national picture the gap has been rapidly closing and is now only half a term behind in reading and mathematics but a half term better in writing. They make better progress than other pupils nationally.

The early years provision

is good

- Children enter Reception with skills that are broadly typical for their age. However, for a number of children, entry levels are not as strong in their speaking and listening skills and in their personal and social development. They make good progress and the majority reach a good level of development by the end of the Reception Year. Only small minority of children are not ready for Year 1.
- Teaching is good. The effort to tackle weaknesses in communication and language skills and promote personal and social skills is having a positive impact. The number of children entering school from minority ethnic backgrounds for whom English is believed to be an additional language is rising and the school is adapting to this well by providing effective support.
- Children are taught about letter sounds effectively and read together in small groups, enthusiastically talking about their books. However, there are not enough opportunities to write and when children do write, a number form letters incorrectly. These mistakes in letter formation are not always corrected quickly enough, resulting in repeated mistakes.
- Staff are adept at using a topic to captivate children and motivate them to learn. For example, at present 'toys' was the topic being used as a starting point. Children's interests are used well to extend the topic. One boy brought in his toy dinosaur and another child a bear. This sparked off all kinds of discussions and led to dinosaur model making and a 'dinosaur park' where lots of dinosaurs lived. Children made movable cardboard bears using split pins.
- Children are confident because they feel safe. They know the routines well and respond quickly to adult instructions. Behaviour is good; children play well together fostering good relationships.
- Records of learning show clearly what children have achieved and indicate the good progress they have made. This information is used in the planning of activities to help move children on with their learning.

- The early years provision is well led and managed. Leadership has accurately identified where improvements can be made such as a better link between inside and outside provision and also works well with early years staff.
- Parents are happy that their children are safe and well cared for and appreciate the opportunities they are given to be involved in their child's learning, for example stay and play sessions and workshops.

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.
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School details

Unique reference number	105289
Local authority	Bury
Inspection number	448287

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	209
Appropriate authority	The governing body
Chair	David Jones
Headteacher	T Bevan
Date of previous school inspection	11 January 2010
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