

Inspection of a good school: Sunnyhill Primary School

Sunnyhill Road, Streatham, London SW16 2UW

Inspection dates:

27 and 28 June 2023

Outcome

There has been no change to this school's overall judgement of good as a result of this ungraded (section 8) inspection. However, the evidence gathered suggests that the inspection grade might not be as high if a graded (section 5) inspection were carried out now. The inspector is recommending the next inspection to be a graded inspection.

What is it like to attend this school?

Pupils enjoy attending this happy and welcoming school. They are kind and respectful towards each other. Older pupils train as 'peer mediators' and support younger children during breaktimes. Pupils behave positively. Staff know pupils well and deal with any concerns quickly. Pupils are safe at this school.

Leaders generally have high expectations of pupils. However, the teaching of phonics is inconsistent. It does not support pupils to read as well as it should. In some subjects, academic expectations are not high enough. Pupils do not develop a deep understanding in those subjects.

Pupils have a wide range of opportunities to develop their talents and interests. For example, they can perform in plays, or sing at the O2 and Royal Festival Hall. Pupils also benefit from the use of outdoor areas for science and nature lessons. Pupils participate in local environmental competitions, in which they excel.

The vast majority of parents and carers would recommend the school. Parents and carers particularly appreciated the support that pupils with special educational needs and/or disabilities (SEND) receive.

What does the school do well and what does it need to do better?

Leaders have created an ambitious curriculum in most subjects. Staff encourage pupils to understand what it means to be a global citizen and the importance of sustainability. In some subjects, leaders have not identified clearly the most important building blocks of knowledge that pupils need to learn. They have not considered carefully enough the order in which pupils must learn it. This means that teachers do not always emphasise the most

crucial content that they want pupils to know and remember. As a result, pupils have gaps in their knowledge.

In Reception, children begin to develop a secure knowledge of numbers right away. They learn to count to 20 and beyond using resources in the indoor and outdoor classrooms. This sets firm foundations for pupils to achieve well in mathematics in Years 1 to 6. For instance, pupils in Year 6 worked on ratio to solve complex real life mathematics problems.

A clear phonics programme is in place to support pupils' early reading. However, the school does not ensure that the teaching of phonics is consistently strong. Staff do not model and reinforce the phonics programme's agreed reading strategies consistently well. As a result, some pupils in Years 1 and 2 do not segment and blend sounds correctly. This limits their reading fluency and accuracy. The books that the weakest readers read are not always matched closely to their phonics knowledge. In early years, teaching does not ensure that all children have a secure understanding of phonics.

Pupils with SEND receive effective support. Teachers adapt the curriculum to meet individual pupils' needs. Leaders are ambitious for pupils with SEND. They support pupils to make progress in all subjects. Parents of pupils with SEND appreciate the individual care and nurture that their children receive.

The school environment is calm and orderly, where pupils behave well. This is because routines are established, and expectations are clear. Pupils focus on learning in lessons. They share resources and listen carefully to adults and each other. Children in the early years are well supported with their physical and emotional development. They learn about routines and the importance of being kind to each other.

Leaders understand the importance of supporting pupils' wider development. They aim to ensure that pupils experience life beyond their immediate environment. Pupils speak excitedly about educational visits to places like the Science Museum, London's Roman Amphitheatre and the seaside, and camping in Year 6.

Pupils like the opportunities provided for them to take on responsibilities, for example as science ambassadors, school councillors and eco warriors. Pupils take part in regular visits to places of worship, which promote their understanding of different faiths and beliefs. Pupils can also receive mentoring from outside organisations such as a local football club.

Staff across the school are very positive about working here. They feel well supported by leaders. Staff are confident that leaders consider their workload and well-being when they make decisions.

The governing body is taking positive steps to strengthen its oversight of leaders' work. It is working closely with leaders to identify the right areas for improvement and ensure that these are acted on in a timely and effective way.

Safeguarding

The arrangements for safeguarding are effective.

Staff are well trained in safeguarding procedures. They know pupils well. Leaders are aware of local risks that pupils may face. Staff are alert to any changes or worrying signs that might indicate a pupil needs support. They know how to report any concerns to leaders. Leaders work effectively with other professionals to provide appropriate advice and support to those families who need it most.

Pupils learn about risk, and how to stay safe and seek help. They are taught how to develop positive relationships and make safe choices.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- The school does not make sure that the teaching of phonics is done with consistency and precision, including in early years. This means that pupils struggle to segment and blend sounds effectively and their reading does not progress quickly enough. Leaders must ensure that all adults involved in the phonics programme receive appropriate training to support them to deliver the programme effectively. This includes ensuring that the books which weaker readers access are well matched to the sounds they know.
- In some subjects, the school has not identified the key building blocks of learning that pupils need to learn in order to achieve the higher-level curriculum goals. As a result, pupils do not build a deep body of knowledge in these subjects. The school should ensure that the key knowledge, skills and vocabulary are identified across the curriculum to enable pupils to develop their knowledge in a well-sequenced way over time.

Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the second ungraded inspection since we judged the school to be good in September 2011.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	100585
Local authority	Lambeth
Inspection number	10211495
Type of school	Primary
School category	Community
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	444
Appropriate authority	The governing body
Chair of governing body	James Canvin
Headteacher	Sarah Wilson
Website	www.sunnyhillprimary.com
Date of previous inspection	February 2017, under section 8 of the Education Act 2005

Information about this school

- The school does not use any alternative provision.
- The school operates a breakfast club and after-school club.

Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the school leaders and has taken that into account in their evaluation of the school.
- The inspector met with the headteacher and other senior staff. He also held separate meetings with representatives from the local authority and the local governing body.
- The inspector carried out deep dives in these subjects: early reading, mathematics and geography. The inspector discussed the curriculum with leaders, visited a sample of lessons and spoke to teachers and pupils about their learning. The inspector also looked at samples of pupils' work.
- The inspector also reviewed leaders' curriculum thinking and reviewed pupils' work for some other subjects.

- Through discussions with leaders, governors, pupils and staff, the inspector considered how effectively pupils are safeguarded. The inspector also looked at records related to safeguarding, including records of checks carried out before staff are appointed.
- The inspector met with pupils to discuss aspects of safeguarding. He spoke to pupils during lesson visits. The inspector observed pupils' behaviour in lessons and at breaktimes and lunchtimes. The inspector spoke to staff about behaviour and their workload in the school.
- The inspector considered responses to online surveys for parents, staff and pupils.

Inspection team

Christian Hicks, lead inspector

His Majesty's Inspector

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