

Inspection of Sunnyhill Primary School

Sunnyhill Road, Streatham, London SW16 2UW

Inspection dates: 10 and 11 July 2024

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Early years provision **Good**

Previous inspection grade **Good**

What is it like to attend this school?

Pupils are proud of their school community. The school values are the heart of school life and pupils demonstrate respect for each other. Many pupils join at different points in the year. They are well supported to settle. For example, members of the pupil council help new children to understand the school's routines.

The school's value of 'Every Individual Matters' is at the heart of curriculum development. Leaders have ensured that the curriculum is accessible for all pupils, including the pupils with special educational needs and/or disabilities (SEND). The school provides effective support for pupils with English as an additional language (EAL).

Behaviour is positive across the school and pupils know and follow the school rules. Strong foundations start in early years as children learn the expectations and routines. Pupils know that if they have any concerns, they have a trusted adult that they can talk to.

Pupils enjoy the wide range of outings and visitors to support their subject understanding. Pupils in Year 6 valued the new learning experiences on their recent camping trip. Pupils are keen to demonstrate their understanding of music and enjoy learning to play instruments. 'Pupil leaders' are proud to represent their school community and know that they make an impact. 'Eco-warriors' recently planted a bee friendly garden, understanding the importance of pollination globally.

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

The school has made swift changes to develop the curriculum this year to ensure that it is ambitious for all pupils. Leaders have identified the small steps in learning to enable pupils to meet ambitious curriculum goals. The school's curricular thinking is clearly sequenced and enables pupils to build on prior learning well. The school has carefully considered the support required to enable disadvantaged pupils to achieve well.

Staff adapt learning so that all pupils, including pupils with SEND, access the curriculum successfully. For instance, staff use resources and well-chosen texts to support pupils' writing development. In the early years, staff enable children to practise their learning independently. For instance, children in the outdoor classroom used their knowledge of number to place groups of objects in order. Staff understand the importance of developing children's communication. Teachers plan questions to support each area of learning and staff talk through learning with children effectively.

Teachers demonstrate secure subject knowledge. They use this to model learning and support pupils to understand new concepts effectively. Pupils have secure mathematical understanding, which they apply to other areas of learning. For instance, pupils in Year 4 used their knowledge of translation in mathematics to

successfully use computational coding to move objects on screen. In some subjects, teachers do not routinely check pupils' understanding before moving on to new learning. This limits pupils' deeper knowledge and skills in these subjects.

Comprehensive training ensures that the phonics scheme is delivered with consistency. Teachers check pupils' progress to ensure that they are reading books matched to their ability. They identify any pupils who need additional support. Pupils with EAL and SEND receive small group support matched to their learning needs. Reading is a priority across the school. Class reading sessions take place with teachers modelling positive reading behaviours. Carefully planned and inclusive texts support the writing curriculum and enable pupils to explore a variety of genres.

Typically, during lessons, pupils are focused on their learning. Pupils say that learning is sometimes disrupted but teachers usually deal with this. Playtimes are happy and energetic with pupils taking part in the array of activities on offer. Leaders carefully track pupils' attendance and, where necessary, work with families to improve this. The school has positive working relationships with pupils and families, which begin as soon as pupils are enrolled in the school.

The school promotes pupils' personal development well. Through assemblies and the curriculum, pupils are taught about positive relationships and how to keep safe. Pupils have a strong understanding of different beliefs and faiths. They are proud to be part of an inclusive community. Older pupils take on positions of responsibility, often supporting their younger peers, for example, at lunchtime. The school provides a wide range of clubs and activities for pupils to develop new talents and interests.

Leaders and governors are reflective and show determination to provide the best outcomes for all pupils. They have accurately identified the key priorities to develop the curriculum and school further. Staff value the support and development they receive from leaders. They are proud to work at the school.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some subjects, the checking of pupils' knowledge and understanding is not precise. Teaching does not focus sharply on ensuring that pupils revisit and, in turn, embed their understanding of important subject content. This limits how well pupils build up and remember knowledge over time. The school needs to ensure that all subject leaders and teachers have the necessary expertise to check pupils' understanding so that they are fully ready for new content.

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](#)' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	100585
Local authority	Lambeth
Inspection number	10323245
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	426
Appropriate authority	The governing body
Chair of governing body	James Canvin
Headteacher	Sarah Wilson
Website	www.sunnyhillprimary.com
Dates of previous inspection	27 and 28 June 2023, under section 8 of the Education Act 2005

Information about this school

- The school uses one registered alternative provider.
- The school operates a breakfast and after-school club.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- Inspectors discussed any continued impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors met with the headteacher, other leaders, and a range of staff. They also met with members of the governing body and a local authority representative.

- Inspectors carried out deep dives in these subjects: early reading, mathematics, geography and design and technology. Activities included discussions with leaders and teachers about the curriculum, visiting lessons, speaking with groups of pupils about their learning, and reviewing samples of pupils' work. Inspectors also considered the curriculum in other subjects.
- Inspectors checked the school's policies and records, including those related to behaviour and pupils' wider development.
- Inspectors considered the responses of parents and staff to Ofsted's online surveys.
- To evaluate the effectiveness of safeguarding, inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- Inspectors held meetings with staff and spoke with pupils during social times. They observed pupils' behaviour across the school, including as they arrived and left school.

Inspection team

Sacha Husnu-Beresford, lead inspector	His Majesty's Inspector
Kevin Burke	Ofsted Inspector
Simon Conway	His Majesty's Inspector

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