

Inspection of Sunnyside Spencer Academy

Great Hoggett Drive, Beeston, Nottingham, Nottinghamshire NG9 4HQ

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| Inspection dates: | 5 and 6 November 2024 |
| The quality of education | Outstanding |
| Behaviour and attitudes | Outstanding |
| Personal development | Outstanding |
| Leadership and management | Outstanding |
| Early years provision | Outstanding |
| Previous inspection grade | Good |

The principal of this school is Laurie Baczynski. This school is part of the Spencer Academies Trust, which means that other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Paul West, and overseen by a board of trustees, chaired by Donna Kinderman.

What is it like to attend this school?

Pupils flourish and are happy at Sunnyside. They are proud of their school and are keen, enthusiastic learners. Pupils live up to the school's 'SHINE' values. These values, for example kindness and empathy, are deeply embedded in all aspects of school life. The school's large, well-planned outdoor areas promote pupils' physical health, and their well-being, exceptionally well.

Pupils' behaviour and their highly positive attitudes to learning are excellent. The school sets high expectations of what pupils should achieve. Pupils fulfil these expectations admirably. This applies to all pupils, including those who are disadvantaged and who have special educational needs and/or disabilities (SEND). By the end of Year 6, pupils typically achieve high standards in national tests.

Children in the early years make an excellent start to their schooling. This is because caring, experienced staff quickly get to know and provide for each child's unique needs and interests.

Pupils relish the opportunities they have to take on roles as young leaders. For example, the 'eco committee' members play a valuable role in the community through activities such as tree planting. The 'Sunnyside University' days provide a unique opportunity to broaden pupils' horizons and promote their wider personal development very well.

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

The school is highly aspirational for all pupils. The curriculum has been carefully designed to ensure that all pupils develop secure knowledge and skills as they progress through the school, from the early years to Year 6. The ambitious curriculum is equally strong in all subjects. It is enhanced through the school's focus on '21st Century Skills' and themes of global awareness. These themes encourage an outward-looking approach, so that pupils can explore the world beyond their locality.

The school's commitment to the meaningful use of technology is an exceptional feature of its provision. This approach enables pupils to develop confidence and skill in using digital resources as an integral part of their learning. For example, pupils in Year 4 were engrossed in learning how to create a podcast. Similarly, Year 1 pupils explored how to use a drawing feature on their tablet devices. Pupils with SEND, or those who struggle with reading, can access voice notes to enable them to access the curriculum. These opportunities prepare pupils extremely well for life and their next steps beyond the school.

Staff have strong subject knowledge across the curriculum. For example, in mathematics and geography, teachers present information clearly in lessons and address any misunderstandings as soon as they occur. This enables pupils to achieve well and produce work of a high quality.

Reading is a high priority for the school. Pupils who are in the early stages of learning to read receive expert teaching through the school's systematic approach to phonics. Pupils read from books that match the sounds they know. Those who need extra help, including pupils with SEND, are supported to catch up quickly. High-quality books and online resources are readily available to encourage a widespread love of reading. Pupils develop very well as fluent, confident readers.

Positive relationships are at the heart of the school. High expectations and clear routines ensure that pupils uphold excellent standards of behaviour. The school's detailed 'early help offer' is designed to provide or signpost pastoral support for any who struggle to manage their emotions or mental health needs. Decisions around suspensions and the use of alternative provision are made in the best interests of pupils. The school strongly promotes pupils' high attendance. Leaders and staff work effectively with families to address any issues of persistent absence.

The school's focus on enhancing pupils' wider personal development is a significant strength. Pupils demonstrate a thoughtful understanding of important British values such as democracy. They learn about healthy lifestyles and relationships in an age-appropriate way. There is a high uptake of the school's extra-curricular and enrichment offer. This forms part of the school's impressive approach to nurturing pupils' talents and interests, in which the needs of disadvantaged pupils and those with SEND are at the forefront.

All those responsible for governance fulfil their roles and statutory duties very well. They provide significant support and challenge for the school and ensure that staff receive high-quality training for their roles. Staff are wholeheartedly positive about the support they receive for their workload and well-being.

Safeguarding

The arrangements for safeguarding are effective.

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 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

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| Unique reference number | 140613 |
| Local authority | Nottinghamshire County Council |
| Inspection number | 10347589 |
| Type of school | Primary |
| School category | Academy sponsor-led |
| Age range of pupils | 3 to 11 |
| Gender of pupils | Mixed |
| Number of pupils on the school roll | 215 |
| Appropriate authority | Board of trustees |
| Chair of trust | Donna Kinderman |
| CEO of the trust | Paul West |
| Principal | Laurie Baczynski |
| Website | www.sunnysidespencer.org.uk |
| Dates of previous inspection | 12 and 13 July 2023, under section 8 of the Education Act 2005 |

Information about this school

- The school is part of the Spencer Academies Trust.
- The school makes use of one registered and one unregistered alternative provision.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005. During a graded inspection, we grade the school for each of our key judgements (quality of education; behaviour and attitudes; personal development; and leadership and management) and for any relevant provision judgement (early years and/or sixth-form provision). Schools receiving a graded inspection from September 2024 will not be given an overall effectiveness grade.

- Inspections are a point-in-time evaluation 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 principal and other senior and curriculum leaders. The lead inspector met with the chair of governors, a group of trustees, and other representatives of the multi-academy trust.
- Inspectors carried out deep dives in these subjects: early reading, mathematics and geography. For each deep dive, inspectors held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- Inspectors also discussed the curriculum, reviewed samples of pupils' books and visited lessons in some other subjects.
- Inspectors observed behaviour in lessons and at other times around school.
- To evaluate the effectiveness of safeguarding, the 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.

Inspection team

Christine Watkins, lead inspector

His Majesty's Inspector

Caroline Evans

Ofsted Inspector

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