

# Sunnyside Academy

Manor Farm Way, Coulby Newham, Middlesbrough TS8 0RJ

**Inspection dates** 22–23 September 2015

**Overall effectiveness** **Good**

Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Good
Outcomes for pupils	Good
Early years provision	Good
Overall effectiveness at previous inspection	Not previously inspected

## Summary of key findings for parents and pupils

### This is a good school

- Outcomes for pupils are good because from their starting points pupils make good progress in a broad range of subjects including mathematics and English.
- Teaching, learning and assessment are good. Teachers plan work that interests pupils and gets the best out of them. Through good questioning they assess pupils' understanding well and intervene quickly to prevent pupils falling behind.
- The provision in Early Years is good. Activities are well matched to children's abilities and, as a result, they make good progress.
- Personal development, behaviour and welfare are good. Pupils enjoy their time at the academy, say they are safe and treat each other with respect and consideration.
- Leaders, managers and governors have high aspirations and ambition for pupils. They have created good capacity for further improvements in teaching and pupil outcomes.
- Governors know the academy well and challenge the headteacher to ensure that all aspects of the academy's work are good.

### It is not yet an outstanding school because

- Feedback from marking is not used consistently well by pupils to improve their learning. There are times when feedback is not incisive and does not provide clear subject guidance.
- Occasionally, work set does not challenge the most-able pupils to make swift progress.
- Attendance is not improving quickly enough and this is holding back efforts to improve pupils' achievement.
- Leaders have not ensured that their plans for improvement give sufficient clarity about how changes to be made will improve the quality of teaching and pupil progress.

## Full report

### What does the school need to do to improve further?

- Improve the quality of teaching and assessment even further to improve pupil outcomes by making sure that:
  - incisive subject feedback is given and pupils use it consistently well
  - the most-able pupils are swiftly challenged by the work they are set, particularly in mathematics.
- Increase the impact of leadership and management by ensuring that:
  - leaders are crystal clear about how planned actions will contribute to improvements in teaching and pupil progress
  - attendance is strengthened to improve achievement.

## Inspection judgements

### Effectiveness of leadership and management is good

- Leaders, including governors, are passionate about pupils' achievement and personal development. They have developed a strong sense of purpose among all the staff and are ambitious for the pupils. As a result, the overall effectiveness of the academy is good.
- Senior and middle leaders have an accurate view of the academy's strengths and areas for improvement. The academy's improvement plan correctly identifies the main priorities and the actions to be taken to improve the academy. However, the plan lacks clear criteria by which success in improving the quality of teaching and outcomes for pupils can be measured.
- The system to check the performance of teachers is thorough and identifies the skills that teachers and leaders need to improve. The benefits of professional development are closely checked by senior leaders and it is clear that training is having a good impact on improving teaching and pupil progress. There is a performance review system for all teaching assistants and other staff that is linked to training opportunities. This is a good example of the academy's commitment to equality of opportunity.
- Newly qualified teachers are inducted into the academy and given good support to help them teach well.
- Subject leaders are clear about their accountabilities and check the quality of teaching and pupils' achievement well, taking into account a wide range of information, including analysing pupils' work. As a result of their work, pupils' progress is improving across subjects.
- The curriculum provides a wide range of subjects and supports the development of literacy and numeracy skills. The 'Wow Curriculum' is designed to support pupils' interests and has many educational visits to support learning along with good opportunities to explore environmental issues. There is a good range of extra-curricular activities for pupils, including curling for pupils with sight problems. Topics in the curriculum are designed to answer pupils' questions, foster pupils' interests and provide a wide range of other learning. The curriculum has a good impact on the personal development and progress of pupils. A citizenship course helps to prepare pupils well for life in modern Britain.
- Pupils' spiritual, moral, social and cultural development is well developed across the academy. All pupils benefit socially and morally from the impressive integration into the academy of deaf pupils, pupils with sight problems and those with high levels of special need. Spiritual and cultural experiences are integrated well into assemblies, daily class prayer and days that are set aside to consider cultural and religious diversity.
- The impact of the additional government funding for disadvantaged pupils is good. It enables disadvantaged pupils to participate in all aspects of academy life and supports their good progress.
- The primary school sports funding is spent highly effectively to extend pupils' sporting skills and ensure that many take part in the activities provided. Inspectors saw that all groups of pupils are keen to participate in physical education. Pupils told inspectors they enjoyed the wide range of sporting activities and competitions that were organised for them.
- Partnerships with other academies in the Discovery Alliance have supported improvements in the academy. The academy has benefited from the sharing of expertise with other academies. A good example of this is the review and support given to early years to ensure that its provision is good. The academy shares its own expertise with other academies within the Discovery Alliance and beyond.
- There are good arrangements for safeguarding and child protection. Staff are vigilant and leaders follow up concerns tenaciously. There is good induction training for staff as they arrive at the academy to ensure that they know how to keep children safe. Leaders work well with other agencies and parents to ensure that the most vulnerable pupils are well cared for and supported. Governors check the effectiveness of the procedures within the academy.
- **The governance of the school:**
  - Governors have a strong understanding of how well the academy is doing. They are highly skilled and offer strong challenge and support to the headteacher. Governors are clear about the progress being made by each individual pupil and know how this relates to national expectations. They visit the academy regularly to see the work of the pupils.

- Governors use their skills to check the academy's budget. They have approved the use of pupil premium funding and know its impact in detail. They understand the arrangements linking teachers' performance to pay and they challenge any underperformance should it occur. They focus strongly on a wide range of pupils' outcomes such as health, family support and academic support to ensure children's safety, personal and academic achievement. As a result, the academy is improving.
- The arrangements for safeguarding are effective.

## **Quality of teaching, learning and assessment is good**

- Teaching throughout the academy is good. It supports the good progress that pupils are making in mainstream classes and in the resource areas for deaf pupils, pupils with sight problems and pupils with a high level of learning needs.
- Teachers plan work that is well matched to pupils' needs, abilities and interests. Consequently, pupils are keen to learn and they make good progress. Pupils persist well with their tasks and are encouraged by their teachers to discuss how work can be improved. There are high expectations of behaviour and lessons flow smoothly.
- Questioning is used well to involve pupils and to assess what they understand. Pupils are given time to explain fully what they have learned. Teachers use pupils' responses to strengthen the understanding of others and to clear up any misunderstanding.
- An analysis of pupils' books showed that good progress is made over time. Occasionally, the most-able pupils are not challenged swiftly enough to reach the very highest standards in their subjects, including mathematics. The analysis of pupils' work also showed that feedback from marking was in line with the school's policy but was not consistently sharp and subject-related.
- Literacy is well supported across a wide range of subjects because there is good use of subject vocabulary and good opportunities to write at length. This has helped to improve progress in writing. Pupils' use of mathematical skills is also well incorporated across subjects.
- Teachers are quick to view and assess pupils' work in class. They spot those pupils who might be falling behind or who have misconceptions and support them well. Their good subject knowledge enables them to adjust their approach to topics and to use a variety of strategies to help students to make good progress.
- Highly skilled teaching assistants make a good contribution to learning. They are managed well and support the impressive integration of all disabled pupils and those with special educational needs into mainstream classes. They work skilfully with individuals or groups of pupils, both in mainstream classes and in the learning resource areas.

## **Personal development, behaviour and welfare are good**

### **Personal development and welfare**

- The academy's work to promote pupils' personal development and welfare is good.
- Pupils are polite, courteous and welcoming to visitors. Inspectors found pupils to be confident in engaging in discussions with adults and giving their opinions about the academy. They say they enjoy being in the academy, are taught well and are well looked after.
- Pupils are very smart in appearance and are proud of their academy. They get on well together at lunchtimes and breaktimes. Pupils are very active and use the extensive grounds and sports equipment to play together. Pupils told inspectors how important it is for them to keep fit and eat healthily.
- Pupils know how to keep themselves safe and learn about internet safety. They said they 'feel really protected when online' because of the work of their teachers and the support they get from 'digital leaders' – pupils who have had additional training to support others in the academy to understand how to keep themselves safe.
- Pupils know the different types of bullying and what to do should it occur. Academy documentation shows that it is exceedingly rare and pupils confirm this. Pupils and parents are clear that staff are quick to tackle bullying and do so effectively should it occur.

## Behaviour

- The behaviour of pupils is good.
- Pupils are well aware of how they are expected to conduct themselves in class and around the academy. The academy is a calm and welcoming place in which children manage their conduct well both inside and outside the classroom. Pupils are keen to learn and quickly follow the instructions of teachers and other adults.
- A scrutiny of pupils' work showed that they are proud of their work. However, it also showed that pupils do not consistently respond to the advice their teachers give them to improve their work and this slows their progress.
- The academy's environment is well cared for and is litter-free. Displays of pupils' work and other educational displays interest pupils and promote a good learning environment.
- Pupils work well together when learning in class. They listen carefully to the views of others, persist well with their tasks and do not interrupt learning.
- A small number of parents are not making sure that their children attend often enough. The academy is working to improve attendance and in some cases, there are signs of success, particularly in the reduction of persistent absenteeism. However, overall attendance is below average and is not improving rapidly.
- Parents have a very high opinion of the work of the academy.

## Outcomes for pupils

## are good

- Throughout each key stage, pupils make good progress in a wide range of subjects, including mathematics and English.
- Over time and currently, pupils make good progress through Key Stage 1. From starting points that can vary on entry but are generally below average, pupils reach at least average levels of attainment in reading, writing and mathematics.
- In Key Stage 2, progress has improved in all subjects since the opening of the academy. This is because of improvements to teaching, which is now consistently good, and to subject leadership. The progress made by all pupils, including deaf pupils, pupils with sight problems and those in the higher needs resource area, is good.
- An analysis of pupils' work over time for current pupils showed that they were making good progress in their subjects, including mathematics and writing. However, it also showed that currently the most-able pupils are not challenged well enough to reach the highest levels of attainment and make strong progress, particularly in mathematics, although this has been improving.
- Pupils in the resource-based provision, disabled pupils and those with special educational needs are making good progress because of the good support they are receiving. Overall standards are lower than in the main school as the starting point for many of these pupils is much lower than those in mainstream classes because of their high levels of need and their low cognitive abilities.
- Overall, the progress being made by disadvantaged students is as good as it is for others in the school and is improving in relation to other pupils nationally. Many of these pupils have special needs that require additional work to be done with them in the school's resource-based provision.
- Pupils are well supported in their reading and they read widely and often, telling inspectors they 'enjoy reading'. There are well-planned activities to support the development of reading along with a good choice of books in the library and the use of computer systems for reading to help the weakest readers. In the recent screening check for reading at the end of Year 1, the very large majority of pupils achieved the expected standard.
- Variations in attainment and progress at the end of Key Stage 2 seen in published data are affected by pupils joining the academy at other than the usual times, with starting points that are low and with complex learning needs. Within the academy, at Key Stage 2 there is a small minority of pupils whose cognitive ability is such that their attainment is unlikely ever to rise above low. These pupils are not able to reach the standards required to be entered for national tests and this is not taken into account in the whole-school published data for past cohorts or in determining whether the school meets the government floor standard or not.

## Early years provision is good

- There is a calm, purposeful environment and the interesting work, covering all of the areas of learning, helps children to develop good attitudes to learning. Children listen and concentrate well on what they are asked to do or choose to do for themselves. Children's behaviour and their personal development are good. They are confident in discussing their work with adults.
- Children are safe and happy because of the secure procedures that exist in the early years. Adults know the needs of the children well and give them good care and attention.
- The majority of children enter Nursery with skills that are below those typical for their age, with a few children whose skills are significantly below. Overall, the most well-developed skill is 'moving and handling', with children able to show good control and negotiate small spaces safely. Overall, the least well-developed skill is their ability to express themselves clearly when speaking.
- Teachers and other adults quickly identify children's needs and skilfully develop activities that help children to make good progress. For example, good opportunities are created for children to speak about what they are doing. Children in Nursery were keen to talk about their visit to the pet shop and their learning about pets. Teaching throughout early years is good, with assessment being used well to plan a variety of activities that match children's needs.
- Disabled children, those with special educational needs and disadvantaged children are well supported in making good progress. The additional funding provides good additional adult support for these children and it is helping them to make good progress.
- By the end of Reception, children are well prepared for the next stage in their education.
- A wide range of activities make a good contribution to children's spiritual, moral, social and cultural awareness. As a result of good teaching, children's skills develop well, particularly communication and language skills.
- Leadership is good and has benefited from professional development and the sharing of best practice across the Discovery Alliance Trust academies. Children's skills are assessed accurately and adults are well deployed to support all children in making good progress. Children develop the skills to work together and are respectful to each other and to adults. Due to good leadership, parents are highly engaged in their children's learning.

## School details

<b>Unique reference number</b>	140503
<b>Local authority</b>	Middlesbrough
<b>Inspection number</b>	10002096

This inspection was carried out under section 5 of the Education Act 2005.

<b>Type of school</b>	Primary
<b>School category</b>	Academy converter
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	368
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Margaret Madden
<b>Headteacher</b>	Andrew Dunn
<b>Telephone number</b>	01642 596422
<b>Website</b>	<a href="http://www.sunnyside.org.uk">www.sunnyside.org.uk</a>
<b>Email address</b>	<a href="mailto:adunn@sunnyside.org.uk">adunn@sunnyside.org.uk</a>
<b>Date of previous inspection</b>	Not previously inspected

## Information about this school

- The academy is larger than the average-sized primary.
- The proportion of disadvantaged pupils known to be eligible for support through the pupil premium is well above average. The pupil premium is additional funding for those pupils who are known to be eligible for free school meals and those children who are looked after by the local authority.
- Most pupils are White British. The proportion of pupils from minority ethnic groups is below average. The vast majority of pupils speak English as their first language.
- Children in the early years receive part-time education in the Nursery. Children spend either the morning or the afternoon in Nursery. In Reception, they receive full-time education.
- The school has specialist provision for pupils who have hearing loss or who are deaf and for pupils who have sight problems or are blind. This includes provision for those children in early years.
- Some pupils have a range of complex needs in addition to problems with their hearing or sight.
- There is also specialist provision for 26 pupils with learning difficulties who join the school at the start of Year 3. The cognitive ability of a significant minority of those pupils attending the provision is such that their attainment is unlikely to meet the national average by the end of Year 6.
- Pupils attend the academy's specialist resource provision from five different local authorities in Teesside.
- The proportion of pupils joining or leaving the academy at other than the usual times is well above average.
- The proportion of disabled students and those who have special educational needs is well above average. The large majority of these pupils are supported with a statement of special educational needs.
- The academy does not meet the current government floor standards, which are the minimum expectations for attainment and progress in English and mathematics by the end of Year 6.
- The academy holds a Silver Sports Award.
- Sunnyside Academy converted to become an academy school on 1 January 2014. When its predecessor school, Sunnyside Primary School, was last inspected by Ofsted, it was judged to require improvement overall. The academy is a member of the Discovery Alliance Trust, which includes four other local primary academies and a local secondary academy.

## Information about this inspection

- Inspectors observed a range of teaching and learning in parts of lessons. An observation was undertaken jointly with the headteacher. They also visited some classes in the academy's specialist resource area for a short period of time.
- Inspectors spoke with groups of pupils about their learning in lessons and their safety in the academy. They also listened to some pupils reading.
- Inspectors held meetings with the Chair of the Governing Body and four other governors. They also held meetings with senior leaders and other staff. The lead inspector met with a representative of the Discovery Alliance.
- Inspectors looked at the academy's review of its own performance, its development and improvement plan, academy policies and the minutes of the governing body meetings. They also considered a range of documentation in relation to child protection, safeguarding, behaviour and attendance.
- Inspectors reviewed pupils' work in lessons and analysed samples of pupils' books.
- Inspectors evaluated 21 responses to the online questionnaire (Parent View). Inspectors also spoke to parents at the beginning and the end of the school day.

## Inspection team

Jim McGrath, lead inspector	Ofsted Inspector
Janet Keefe	Ofsted Inspector
Anne Humble	Ofsted Inspector

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