

Hill View Junior School

Queen Alexandra Road, Sunderland, Tyne and Wear, SR2 9HE

Inspection dates 5–6 December 2012

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- The headteacher, senior leaders and school staff have worked hard to ensure that improvements since the last inspection have been quick and effective.
- Pupils achieve well in their time at school. They make good progress each year so that by the end of Year 6 their standards of work are above average.
- Teachers are usually skilled at assessing where each pupil is at in their learning and often carefully plan and deliver the small steps in learning that lead to good progress.
- Opportunities for pupils to talk to their classmates are frequent, allowing them to share ideas, deepen their understanding and be fully involved in their lessons.
- Disabled pupils and those with special educational needs make equally good progress to their classmates because of the high-quality support they receive.
- The excellent range of additional activities provided by the school, often after-school, allows pupils to develop their sporting, musical and artistic talents to the same level as their skills in English and mathematics.
- Pupils' behaviour is exemplary; in lessons, around the school and when at play. They are extremely considerate of each other and their teachers. Attendance is consistently above average because pupils thoroughly enjoy the experiences their school provides.
- Leaders at all levels know their school well and are committed to making it the best it can be. A consistent focus on improving the quality of teaching, together with regular checking of the progress pupils make has led to higher standards across the school.

It is not yet an outstanding school because

- A small minority of teaching is not yet good and too little is outstanding overall. Occasionally misunderstandings are not addressed quickly enough.
- In a small number of lesson teachers do not give the more-able pupils work which is set at just the right level for them.
- Some pupils do not always have enough time to work on their own, especially when writing, and do not always know what to do to improve their work.
- Leaders, including governors, do not always keep a close enough eye on the progress pupils make when they are receiving additional support.

Information about this inspection

- Inspectors observed 34 lessons or parts of lessons delivered by 17 different teachers. Two were jointly observed by senior leaders, including the headteacher. A number of short visits were also made to guided reading sessions and to groups of pupils who were receiving additional support outside of their classroom.
- Meetings were held with groups of pupils, the Chair of the Governing Body, senior leaders and a representative from the local authority. A discussion was also held with an independent adviser who is currently working with the school.
- The inspectors took account of the 28 responses to the online questionnaire (Parent View) that were submitted during the course of the inspection. They also spoke to groups of parents at the beginning of the school day and took account of feedback from 20 staff questionnaires.
- The inspection team observed the school’s work and examined a range of documentation including the school’s own records of pupils’ learning and progress, the checks made on the quality of teaching and those relating to behaviour, attendance and safeguarding.

Inspection team

Lee Owston, Lead inspector

Additional Inspector

Janice Gorch

Additional Inspector

Nora Waugh

Additional Inspector

Full report

Information about this school

- Hill View Junior School is much larger than average.
- The proportion of pupils known to be eligible for pupil-premium funding is similar to that found nationally.
- The vast majority of pupils are of White British heritage. Of those from other ethnic backgrounds, none are at the early stages of learning English as an additional language.
- The proportion of pupils supported through school action is below that found nationally.
- The proportion of pupils supported at school action plus or with a statement of special educational needs is broadly similar to the national figure.
- The school holds many awards. These include the Artsmark Gold for its work in art and design and Healthy School status.
- The school meets the current government's floor standards, which set out the minimum expectations for attainment and progress.

What does the school need to do to improve further?

- Improve the quality of teaching so that it is consistently good and a greater proportion is outstanding to enable pupils to make even faster progress by:
 - planning lessons that fully meet all pupils' needs, especially those who are more able
 - providing more time for pupils to work on their own, particularly in their writing, so that they can practise and develop their skills at an even quicker rate
 - using the answers pupils give to teachers' questions to pick up on misunderstandings and change the lesson to ensure any confusion is quickly addressed
 - ensuring all pupils are clear about how their work could be improved and are given appropriate time to look at their teacher's comments and make the necessary changes.
- Ensure that leaders and managers, including governors, keep a closer eye on the progress pupils make when receiving additional support outside of their classroom so that the speed and success at which pupils catch-up with their classmates is clearly known.

Inspection judgements

The achievement of pupils is good

- Pupils enjoy their learning and achieve well in their time at school. They show good skills of cooperation when working together in small groups, talk confidently to their classmates when sharing ideas and take great pride in the presentation of their work.
- Pupils arrive in Year 3 with standards of work that are above average overall, although the school's own assessments and the quality of pupils' work seen during the inspection indicate that standards are only broadly average in writing. Focussed effort by the school ensures pupils settle quickly and develop increased levels of independence. This supports pupils to make good progress from the very beginning of the school.
- Good rates of progress each year ensure that by the time pupils leave in Year 6, they are working consistently above the nationally expected levels for their age and greater proportions than when they arrived are working at the highest levels. For example, in 2012, pupils left the school working at a level that was nearly two terms ahead of all pupils nationally in their mathematics. Some pupils achieved exceptionally well to reach Level 6 across their reading, writing and mathematics.
- Standards in English dipped in 2012 and were broadly average overall. The school was quick to analyse the reasons for this. While progress remained good, fewer of the more-able pupils than in previous years made the extra progress necessary in their writing to ensure they reached the very highest standards. This is because teachers do not always provide the more-able pupils with work that moves their learning forward at a rapid enough pace. Pupils generally are not always given sufficient time to work on their own, especially when practising their writing skills.
- Disabled pupils and those with special educational needs make equally good progress to their classmates from their different starting points. This is due to the strong relationships that are developed between adults and pupils and the detailed assessments that are made to identify what small steps need to be taught next.
- Pupil-premium funding is used effectively. Skilled teaching assistants deliver specific programmes outside of the classroom to improve pupils' reading, writing and mathematics and enable them to catch-up and keep-up with their classmates. Leaders do not always have a clear enough knowledge of the success of these programmes as their tracking system has only begun to focus on this area.

The quality of teaching is good

- In the vast majority of lessons, and over time, teaching is typically good; some is outstanding. As a result pupils achieve well and develop highly positive attitudes to learning. Parents overwhelmingly agree that the quality of teaching their children receive is good.
- Where pupils make good progress and achieve well, teaching is typically characterised by:
 - accurate assessments of pupils' work so that activities offer just the right amount of challenge and allow pupils to work on what they need to do to improve
 - effective questioning of pupils to find out what they have learned
 - regular opportunities for pupils to work together to share their learning and discuss their own views and opinions
 - high-quality support from teaching assistants so that all pupils take part in the lesson
 - strong relationships between teachers and pupils and exemplary attitudes to learning.
- In the very few lessons where teaching is not yet always good, activities are sometimes too easy or too hard, particularly for those pupils who are more able, and there is not enough time for pupils to practise their new learning on their own. As a result pupils do not make as much progress.
- Where teaching is outstanding, lessons are planned that build precisely on what pupils already

know, the more-able pupils are given challenging work to complete on their own and teachers listen skilfully to pupils' answers so that any misunderstandings can be addressed quickly. For example, in a Year 6 mathematics lesson, pupils were given maximum time on their own to practise converting fractions to those with a common denominator. This fully challenged the group, including those who were most able, and through the subtle unpicking of misunderstandings, the teacher was able to adjust the lesson where necessary to provide further explanation and ensure pupils made rapid progress. However, this does not happen in every lesson.

- The teaching of reading is a strength of the school. Pupils who are not yet confident in their reading are quickly identified in Year 3 and given additional support to catch-up with their classmates. Those who can already read with fluency and expression are introduced to more interesting and demanding books so that they develop a real love of reading. Across the school, pupils are encouraged to talk together in small groups to help them understand more about what they are reading.
- Pupils' work is marked regularly and identifies where pupils have been successful and where further improvement is needed. As a result pupils clearly understand their next steps in learning but they do not always get enough opportunity to return to their teacher's comments and make the suggested changes to enable even greater progress.

The behaviour and safety of pupils are outstanding

- Pupils are caring, exceptionally courteous and treat others, whether friends or adults, as they themselves would wish to be treated. Parents are overwhelmingly positive about the quality of care their children receive and know that they are happy, safe and free from bullying. This allows pupils to focus fully on their learning, make at least good progress and develop exemplary attitudes to all that they experience at school.
- As pupils themselves commented during discussion, 'School is the best place to be because the friends you meet everyday are kind, helpful and always ready to help you out if you are feeling sad.' As such, pupils contribute to the management of their own behaviour so that incidents of poor behaviour are rare. For example, older pupils are encouraged to act as role-models for those lower down the school, 'buddying-up' with pupils new to the school in Year 3 to enable them to settle quickly.
- Parents and pupils believe that bullying is rare and that, should it ever occur, it would be dealt with quickly. Pupils understand the nature of bullying, including that related to different forms of prejudice, and are extremely knowledgeable about the dangers and risks they may encounter, including how to keep safe when using the internet.
- Pupils behave impeccably at all times, whether in lessons, around the school or at play. This is because all adults have high expectations of how pupils should conduct themselves and lead by example. This has allowed pupils to learn how to manage their own behaviour extremely well.
- The outstanding behaviour and safety of pupils contributes significantly to the friendly, hard-working and respectful atmosphere created within the school. As such, pupils thoroughly enjoy their time and experiences at Hill View Juniors. This is shown in their consistently above-average attendance and eagerness to arrive on time to school each day.

The leadership and management are good

- The dedicated headteacher, ably supported by an effective deputy headteacher, is focused on making the school the best it can be. Improvement since the previous inspection has been quick and effective. Assessment of pupils' work is more accurate, pupils' progress has quickened and the quality of teaching has improved. The school has good capacity for further improvements.
- School systems to check on the quality of teaching and the progress pupils make are effective. This has supported the accurate checking of the school's work and the identification of priorities for further work. While the school is very clear about the progress pupils make each term and

across the year, leaders, including governors, do not always keep a close enough eye on the progress pupils make while receiving additional, small-group support. As a result the school does not know if these pupils are catching up with their classmates quickly enough.

- Leadership of teaching is strong. Teachers' performance is well managed and closely linked to school priorities and additional training. Senior leaders regularly check on the quality of teaching to support staff in finding ways of making their work even better. Newly appointed year group leaders are already sharing best practice within the school, working alongside staff in their classrooms so that the quality of teaching continues to improve. Leaders know that by continuing to provide this kind of support, even more teaching can reach the highest quality.
- The school's curriculum has considerable strength in the variety of activities and experiences that are provided to pupils. Opportunities to develop pupils' sporting, musical and artistic talents are excellent, as seen in the high take-up of these activities after school. Regular visits to outdoor activity centres reinforce pupils' skills of independence, cooperation and perseverance. This supports the school's strong promotion of pupils' spiritual, moral, social and cultural development.
- Discrimination of any kind is not tolerated and there is no significant variation in the achievement of different groups of pupils. This demonstrates the school's commitment to promoting equal opportunities. The school's arrangements for safeguarding pupils meet statutory requirements with much best practice reflected in the high quality of care provided.
- The local authority has provided effective advice and timely support to this good and improving school.
- **The governance of the school:**
 - Governors are committed, experienced in their role and bring a range of professional expertise to the school. They regularly challenge the headteacher and senior leaders to improve further through a good knowledge of pupil-progress data, first-hand experiences of the quality of teaching and by asking very pertinent questions about the use of school funds, including the pupil premium. They do not always know exactly how successful additional, small group support has been because they do not routinely check on the rates of progress pupils make during these times.

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.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	108770
Local authority	Sunderland
Inspection number	401011

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	7–11
Gender of pupils	Mixed
Number of pupils on the school roll	411
Appropriate authority	The governing body
Chair	Peter Shreyhane
Headteacher	Tricia Bevan
Date of previous school inspection	4 March 2010
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