

Inspection of Sun Hill Infant School

Sun Lane, Alresford, Hampshire SO24 9NB

Inspection dates: 14 and 15 September 2021

Overall effectiveness

Good

The quality of education	Good
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Outstanding

This school was last inspected 14 years ago and judged 'Outstanding' under a previous inspection framework. This reflected the school's/college's overall effectiveness under the inspection framework in use at the time. From then until this year the school was exempted by law from routine inspection, so there has been a longer gap than usual between inspections. Judgements in this report are based on the current inspection framework and also reflect changes that may have happened at any point since the last inspection.

What is it like to attend this school?

Pupils enjoy their learning and blossom at Sun Hill Infant School. As one parent enthused, 'My children go in happily and at the end of each day come out beaming!'

Staff nurture warm and trusting relationships and pupils flourish in this exceptionally caring and supportive learning environment. In turn, pupils' outstanding behaviour, kindness and compassion make this a special place to be. Here children look out for each other and know what to do and who to turn to should they have any worries.

Teachers promote a love of learning across a wide range of subjects. Pupils learn to work cooperatively, listen carefully and value each other's views. They know how to be good friends to others and show genuine empathy and respect.

Pupils delight in participating in the wealth of wider opportunities and events the school offers. They enthuse about the drama, music and sporting clubs and relish outdoor learning opportunities including pond club and getting to toast marshmallows round a fire.

Understandably, parents are overwhelmingly positive about the school and all that it provides. They particularly appreciate leaders' work to ensure that children feel happy, safe and secure.

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

Sun Hill provides pupils with a wide-ranging, ambitious and inclusive curriculum. Staff are fully committed to ensuring that all pupils, including disadvantaged pupils and those with special educational needs and/or disabilities, develop the knowledge and skills required to thrive. Teachers use engaging themes and thought-provoking questions to stimulate pupils' curiosity, creativity and problem-solving skills. Parents enthuse about how much the school offers their children and have nothing but praise for the headteacher and her staff.

Leaders and governors have risen to the challenges presented by falling numbers attending the school by recently introducing new arrangements for the organisation of classes and staffing. This reorganisation has necessitated some changes to subject leadership. Consequently, in early years and in a minority of subject areas, teachers' curriculum plans are still being refined. In addition, leaders and governors are aware that there is work to do to ensure that all policies and the school website are fully up to date. Senior leaders have clear plans in place to address this.

Reading is given top priority and begins on the first day that children join the early years classes. Staff are skilled at teaching phonics and interact skilfully with pupils to assess their reading skills. Bespoke support is given to any pupils who require additional help so that all make strong progress. Teachers and pupils clearly share a

love of reading and delight in recalling their favourite stories and characters. Over time, pupils become fluent readers and develop an impressive vocabulary which they use to describe and explain their ideas well.

Pupils make strong progress, learning and remembering more, in mathematics, writing and across the wider curriculum. Sun Hill's provision in art and design is exceptional and enables pupils to excel. Here, teachers' expert subject knowledge underpins innovative learning that is clearly mapped from the beginning of early years through key stage 1. The artistic skills pupils achieve and their ability to discuss and compare different artists are particularly impressive. Similarly, the school's personal development curriculum is highly effective. As a result, pupils develop self-confidence and a deep understanding of the values of equality, tolerance and respect. Their physical and emotional health is promoted very well and pupils relish the many opportunities they have to take on responsibility and play an active part in their school community.

No time is wasted at Sun Hill. Leaders work well with parents to support and encourage Reception children to swiftly settle into routines. Teachers are well supported by a team of skilled teaching assistants. Together, they assess children's knowledge and skills and support them to play and learn with their peers enthusiastically and confidently. Staff skilfully develop pupils' communication and language skills to deepen their knowledge across all subject areas.

Typically, pupils' behaviour at school is impeccable and their attendance is very high. They understand and value the school's rules, rewards and routines. Leaders work effectively to support pupils who may need help in managing their behaviour, sourcing and offering therapy and support when required. Pupils are supported to develop behaviours that support their learning. They take pride in listening to each other and working cooperatively with their peers. Consequently, Sun Hill has a calm, happy and studious atmosphere where learning is rarely disrupted. Pupils develop self-confidence as learners which equips them well for future learning and success.

Safeguarding

The arrangements for safeguarding are effective.

Safeguarding leaders have up-to-date expertise in all aspects of safeguarding. Appropriate checks are made on all adults who work with the children in school. Leaders maintain suitable recording systems and ensure that a comprehensive package of staff training is available. Staff act determinedly should any pupils require extra help, sourcing assistance from external agencies when necessary.

Staff know their pupils and the local community very well. Teachers modify the curriculum to ensure that what they know about local and national risks becomes included. Pupils learn how to keep themselves safe outside of school and online.

What does the school need to do to improve?

(Information for the school and appropriate authority)

The school's curriculum is not yet sufficiently well planned and sequenced in some subjects and in the early years. However, it is clear that leaders have already taken action to plan next year's curriculum and to train staff where required. For this reason, the transitional arrangements have been applied

- Provision in relationships education and in early years is still being developed. In some foundation subjects, minor refinements are needed to clarify the knowledge pupils are expected to have in each year. As a result, there are some differences in teachers' expectations when delivering lessons in key stage 1. Leaders should work with teachers to complete planning and staff training, to ensure consistency of implementation across all subjects.
- Governors and leaders have not ensured that all policies and the curriculum are up to date. Priority needs to be given to addressing this in order to support continued school improvement. Leaders will then be able to share with parents all of the statutory required information and the significant curriculum strengths that the school has.

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.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

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	115992
Local authority	Hampshire
Inspection number	10199410
Type of school	Infant
School category	Maintained
Age range of pupils	4 to 7
Gender of pupils	Mixed
Number of pupils on the school roll	122
Appropriate authority	The governing body
Chair of governing body	David Wrights
Headteacher	Kim Owen-Jones
Website	www.sunhillinfants.co.uk
Date of previous inspection	April 2007

Information about this school

- The school has recently reduced in size due to falling pupil numbers. This has led to a restructuring of leadership and a reduced number of classes.
- There are currently four classes: a class of Reception-age pupils, a mixed-age class of Reception and Year 1 pupils, a Year 1 class and a Year 2 class.
- The school does not currently use any alternative provision.

Information about this inspection

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

- This was the first routine inspection the school received since the COVID-19 (coronavirus) pandemic began. Inspectors discussed the impact of the pandemic with school leaders and have taken that into account within their evaluation.
- Deep dives were conducted in reading, mathematics, art and personal, social and health education. As part of these, inspectors met with leaders, visited lessons, talked to pupils about their work and met with teaching staff to talk about their approach to designing and delivering the curriculum. Inspectors also reviewed

plans for the teaching of geography and considered planning in other subject areas.

- Meetings were held with the headteacher, subject leaders, the early years leader and a small group of staff.
- The lead inspector met with three members of the governing body and reviewed documents relating to governance. A telephone conversation was held with a representative of Hampshire local authority.
- A meeting was held with a group of pupils to discuss their views about many different aspects of their school. Inspectors also held informal conversations with pupils at lunch and break time.
- To evaluate the effectiveness of safeguarding, inspectors reviewed the school's website and policies and met with safeguarding leaders. They also spoke to pupils, staff and governors, and scrutinised school records of the safeguarding checks on adults working in the school.

Inspection team

Matthew Newberry, lead inspector

Her Majesty's Inspector

Kevin Burrell

Ofsted Inspector

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