



# Sun Hill Junior School

## Inspection Report

**Unique Reference Number** 115930  
**LEA** Hampshire LEA  
**Inspection number** 279704  
**Inspection dates** 15 June 2006 to 16 June 2006  
**Reporting inspector** Christopher Grove AI

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

<b>Type of school</b>	Junior	<b>School address</b>	Sun Lane
<b>School category</b>	Community		Alresford
<b>Age range of pupils</b>	7 to 11		SO24 9NB
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01962732801
<b>Number on roll</b>	245	<b>Fax number</b>	01962733326
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	Ms Janette Holingberry
<b>Date of previous inspection</b>	2 October 2000	<b>Headteacher</b>	Mr R Porch

Age group	Inspection dates	Inspection number
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## Introduction

The inspection was carried out by three Additional Inspectors.

## Description of the school

The school serves a small town, and is slightly larger than most schools. The proportion of pupils with learning difficulties and disabilities is below average. The number of pupils from minority ethnic groups is very low, and none is at an early stage of learning English. Standards on entry to Year 3 are above average. The headteacher is absent from the school because of long-term illness, and the deputy headteacher is filling that role on an acting basis.

## Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## Overall effectiveness of the school

### Grade: 2

The school's judgement is that its overall effectiveness is good, and inspectors agree. Pupils' good overall achievement results from effective teaching. Those who have learning difficulties and disabilities make progress which is just as good as others. Pupils' achievement in reading, mathematics and science has been better than in writing. This is due in part to inconsistencies in teachers' use of target-setting for pupils, and in their marking of pupils' work with a view to improvement. Pupils' personal development and well-being are good, as a consequence of the good quality of the care provided. Their great enjoyment of school is aided by their excellent relationships with staff. Pupils' behaviour is outstanding. The curriculum is good, but there is a limited range of extra-curricular activities.

The acting headteacher, together with other managers and with the effective support of governors, is providing good leadership and management and is ensuring that all pupils feel included. However, the school has not been making consistent use of the information arising from self-evaluation to plan for further improvements to pupils' standards and achievement. The governing body has a good understanding of the strengths and weaknesses of the school. Although the school works well with other schools and the local authority, the results of parental questionnaires reveal some weaknesses. A substantial proportion of those parents who responded recorded dissatisfaction about the quality of some communication and the school's responses to concerns.

The school has the capacity to improve further, as it has already demonstrated through improvements made since the previous inspection in providing a better balance between subjects, in developing pupils' spiritual qualities and in matching work to pupils' abilities. Good achievement and personal development, and effective teaching, curriculum and care, together indicate that the school provides good value for money.

### What the school should do to improve further

andmiddot; Build on recent gains in writing by making better use of marking and target-setting.andmiddot; Ensure that the school's self-evaluation is better used to identify issues for improvement more clearly.andmiddot; Ensure that parental concerns, including issues about communication, are addressed more effectively.

## Achievement and standards

### Grade: 2

In the last few years, pupils' achievement has been satisfactory. However, pupils made improved progress in 2005, especially in mathematics and science, which was the major reason for better overall achievement. On entry to the school, pupils' attainment is above average and they now make good progress. Overall standards in national tests in English, mathematics and science at the end of Year 6 were significantly above average in 2005, and have been for several years. The school is aware that in the case

of English, the results reflect high standards in reading, but lower standards in writing. However, during the current year pupils' writing standards have improved. The school largely met the challenging targets set for 2005, and inspection evidence shows it is on course to achieve them this year.

In the lessons observed, all groups of pupils achieved consistently well in different subjects. In a Year 6 English lesson, pupils responded well to the challenge to produce evocative imagery to describe powerful emotions. Pupils in Year 5 worked in pairs to improvise imaginatively and confidently in a drama lesson. Those pupils with learning difficulties and disabilities also make good progress. As one school council member in Year 5 commented, 'I think we are achieving well. I have moved from Level 3 to Level 5.'

## **Personal development and well-being**

### **Grade: 2**

Pupils' personal development and well-being are good. Pupils display positive attitudes, are respectful of each other, and are well mannered with adults. They greatly enjoy school and participate enthusiastically. As one pupil said, 'This is a fun place to be'. Their interest is demonstrated in above average attendance, and excellent behaviour, including attentiveness in lessons. Pupils are confident in asking adults for help if necessary. They enjoy physical activities and have a good understanding of healthy lifestyles and keeping safe.

Pupils' moral, social and cultural development is good. Their spiritual development has improved and is now also good. Although pupils learn about their own cultural heritage, for example through visits to places of historical interest, they are less aware of the wide range of cultures in Britain. They take responsibility for classroom tasks and carry out roles such as house captains and school councillors very well, resulting in improvements to the school premises. They sing carols in the local church, and participate in fundraising for the 'Help the Tafo Trust', which helps to provide clean water for African villages. Pupils make positive contributions to the community. For example, they show visitors around and organise stalls for the school fair. Pupils in Year 6 produce a very informative newspaper, 'The Sunny Times', which also contributes to their understanding of skills needed in the workplace.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

The quality of learning and teaching is good which results in pupils' good achievement. Lessons are interesting and purposeful so that pupils listen attentively and apply themselves well to their tasks. Planning is detailed and well thought out. The work given to pupils is well matched to their previous attainment, and provides challenge. In the best teaching, the pace of lessons is brisk and teachers ask probing questions, which make the pupils think hard. Teachers have good subject knowledge, manage

time, behaviour and resources effectively, and above all make learning enjoyable. Consistently clear expectations and engaging activities ensure that pupils learn well over time. The learning needs of all pupils are identified well so that progress in relation to pupils' capabilities is good. Teaching assistants provide good support. Teachers are good at assessing pupils' work during lessons and at developing pupils' skills in assessing the success of their own learning. But teachers are not yet consistent in marking pupils' work with a view to helping them to improve.

## **Curriculum and other activities**

### **Grade: 2**

The curriculum is good. It is broad, and the balance between different subjects has improved since the last inspection. Planning effectively supports the consistent development of the knowledge, skills and understanding of all pupils. The programmes in English, mathematics and information and communication technology provide well for collaborative working and also for the development of pupils' confidence, including their skills in research. Good use is made of the school's attractive premises.

Pupils' personal development is well planned through a national syllabus for personal, social and health education, which effectively raises their awareness of staying safe, of keeping healthy and of good citizenship. The school provides a good range of visits, including residential visits. The current range of provision of lunchtime and after-school clubs is satisfactory. It contributes well to pupils' enjoyment, but pupils would also like to see more activities available, and the school plans to extend provision. Pupils' levels of participation are good.

## **Care, guidance and support**

### **Grade: 2**

The school's judgement is that the care, guidance and support for pupils are outstanding, but inspectors judge that them to be good. Pupils are given effective care and support, and parents are also confident that their children are safe and well cared for. The identification and support for pupils with learning difficulties and disabilities have improved significantly since the previous inspection, leading to better progress. The specialist support staff who work with any pupils with emotional difficulties are enthusiastic and effective, and well supported by the school psychological service. These pupils successfully learn to control their feelings, for instance through the creative use of puppets and bookmaking. The school takes its responsibilities for child protection very seriously, and ensures that all adults are rigorously checked before working with pupils. Procedures for safeguarding pupils in terms of risk assessments of the school premises are satisfactory. Guidance for pupils is also satisfactory. The use of target-setting for pupils is improving, but is not yet consistent. Similarly, marking does not yet regularly include guidance to pupils on how they can improve.

## Leadership and management

### Grade: 2

The inspection evidence is that overall leadership and management are good, which is also the judgement of the school. Above average attainment and good personal development for pupils have been sustained over the last five years. Since her appointment, the acting headteacher has been effective in working with senior members of staff to set a new direction. She has been enthusiastically supported by the energetic leadership team. The school has a good commitment to the promotion of equal opportunities.

The school broadly met its challenging targets in 2005, exceeding its target for higher-attaining pupils in mathematics, but falling short of that target in English. Strategic planning is improving, but is not sharp enough because the school lacks rigour in evaluating its performance. For example, the senior staff monitor teaching but the impact is not measured. Furthermore, managers have not had opportunities to observe the teaching of their subjects. However, they are involved in data analysis and in checking the quality of pupils' work and teachers' planning. The weaknesses in curriculum balance, pupils' spiritual development and the match of work to pupils, which were identified at the previous inspection, have been effectively addressed. This demonstrates that the school has the capacity to improve further.

The governing body effectively discharges its responsibilities. The chair of governors, in particular, is experienced and knows how to offer challenge as well as support for school leaders. She has developed a very good insight into the strengths and weaknesses of the school, and is aware of recent advances. She is providing very good support for the acting headteacher.





## Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	<b>School Overall</b>	<b>16-19</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	2	NA
How well does the school work in partnership with others to promote learners' well-being?	3	NA
The quality and standards in foundation stage	NA	NA
The effectiveness of the school's self-evaluation	3	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

### Achievement and standards

<b>How well do learners achieve?</b>	2	NA
The standards <sup>1</sup> reached by learners	2	NA
How well learners make progress, taking account of any significant variations between groups of learners	2	NA
How well learners with learning difficulties and disabilities make progress	2	NA

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	1	NA
The attendance of learners	2	NA
How well learners enjoy their education	1	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	2	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	2	NA

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	2	NA
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	2	NA
<b>How well are learners cared for, guided and supported?</b>	2	NA

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	3	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2	NA
How effectively and efficiently resources are deployed to achieve value for money	2	NA
The extent to which governors and other supervisory boards discharge their responsibilities	2	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

<b>The extent to which schools enable learners to be healthy</b>	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
<b>The extent to which providers ensure that learners stay safe</b>	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
<b>The extent to which learners make a positive contribution</b>	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
<b>The extent to which schools enable learners to achieve economic well-being</b>	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

## Text from letter to pupils explaining the findings of the inspection

### Pupils

Following our visit to your school, Mrs Howell, Mr Dukes and I would like to thank all of you, and your teachers, for your help during the inspection. We enjoyed seeing you at work in your classrooms and talking to you playtimes and lunchtimes. The inspection shows clearly that Sun Hill Junior is a good school.

These are the things we most liked: \* The acting headteacher and other teachers are leading your school well. \* Your behaviour is excellent and you work hard and greatly enjoy your lessons, lunchtimes and breaks. \* You have excellent relationships with your teachers and teaching assistants. \* Most pupils achieve well by the end of Year 6, and progress well each year. \* You are confident and enthusiastic about your work and participate well. \* The quality of the teaching at your school is good. \* The adults in the school take good care of you and you feel safe. \* The curriculum has improved and gives you good learning opportunities. \* The governors provide good support and challenge for your school.

We have also asked your teachers to: \* Build on your recent improvements in writing by making better use of marking and target-setting. \* Ensure the school identifies more clearly the things that need improvement. \* Deal with the concerns of your parents about communication and other issues. We wish you all well in the future. Thank you again.

Yours sincerely,

Christopher Grove

Lead Inspector