

# Sun Hill Infant School

## Inspection report

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<b>Unique Reference Number</b>	115992
<b>Local Authority</b>	Hampshire
<b>Inspection number</b>	290389
<b>Inspection date</b>	27 April 2007
<b>Reporting inspector</b>	Michael Pye

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

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<b>Type of school</b>	Infant
<b>School category</b>	Community
<b>Age range of pupils</b>	4–7
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	161
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs Janet Pooley
<b>Headteacher</b>	Mrs Kim Owen Jones
<b>Date of previous school inspection</b>	10 February 2003
<b>School address</b>	Sun Lane Alresford SO24 9NB
<b>Telephone number</b>	01962 732632
<b>Fax number</b>	01962 734952

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<b>Age group</b>	4–7
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## Introduction

The inspection was carried out by one Additional Inspector.

## Description of the school

Situated near the centre of the town, the pupils come from a range of social backgrounds. The proportion of pupils entitled to free school meals is well below the national average. The pupils are of predominantly White British backgrounds; very few pupils speak English as an additional language. There are below average numbers of pupils with learning difficulties and disabilities. The school has the Enhanced Healthy School and the Arts Goldmark Awards.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 1

One parent wrote, 'I have been and continue to be really impressed with the extremely high standards; my children have flourished'. The school does indeed provide an outstanding education for its pupils. High quality learning and teaching, excellent leadership and management, together with extremely positive pupil attitudes and behaviour have resulted in consistently high standards and achievement levels. Furthermore, the stated commitment to provide all pupils with a well-rounded education is reflected by the excellent personal development and well-being of pupils, together with outstanding care, support and guidance.

The outstanding leadership of the headteacher has provided a clear vision for the school which is effectively shared. Consequently team work is strong and there is a consistency of approach across the school. For example, children in Reception have simple instructions about the various tasks they are expected to complete. By Year 2 these have developed into 'aide memoires' which allow pupils to work independently of the teacher. The headteacher is ably assisted by her assistant headteachers and an effective governing body and the results are high levels of academic performance and pastoral care.

Pupils achieve extremely well across the school. They enter the Foundation Stage with skills and knowledge that are broadly expected of children of their age. The outstanding quality of the Foundation Stage helps give the children a very positive start to their education. By the end of Year 2, standards are exceptionally high. This is the result of consistently high quality teaching, but is also a reflection of the very successful emphasis the school places upon pupils becoming independent learners. Pupils and staff see learning as a valid and lifelong experience and this helps ensure that the pupils adopt extremely positive attitudes to their school work. They are encouraged from Reception onwards to identify how well they have learnt and, by Year 2, the pupils talk confidently about their work and are able to identify where they are on the 'learning journey'. The school prepares pupils very well for the next stage in their education. This contributes significantly to the outstanding care, support and guidance for pupils.

The pupils have a detailed and accurate knowledge of healthy lifestyles and how to keep safe. The school has successfully promoted healthy eating of fruit and vegetables through its Marvellous Munching Monday approach but, typically, has now raised the challenge for pupils and their families to include healthy diets. Pupils are well motivated by the good curriculum and some outstanding opportunities for enhancement. The school has correctly identified the need for more modern equipment, which will enable all subjects to maximise the use of information and communication technology (ICT) across the school and allow skills to be consistently reinforced.

### What the school should do to improve further

- Ensure that it is made easier for pupils to use ICT and develop their skills in all subjects.

## Achievement and standards

### Grade: 1

Standards are consistently and significantly above average and achievement is outstanding for the majority of pupils. This is the consequence of very strong teaching and extremely positive pupil attitudes to learning.

Children enter Reception with skills and knowledge that generally meet those expected for their age. They make very good progress, particularly in calculation, and in their personal development and most pupils meet or exceed the goals expected of them. In 2006 pupils made excellent progress and standards by the end of Year 2 were exceptionally high. This reflects a consistent pattern over recent years. Higher attainers are challenged well and an above average number reach the higher Level 3.

Current Year 2 pupils are achieving very well and are on course to maintain above average standards. Pupils with learning difficulties and disabilities make very good progress towards their personal targets. This is the result of the early identification of their specific needs and some good targeted work conducted by the learning support assistants.

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

### **Grade: 1**

Pupils' personal development and well-being are outstanding. This is the result of a number of factors, but of particular significance is the degree to which these pupils are independent learners. In Reception, for example, children are encouraged to talk in detail about what they are learning and how they can improve their work. All pupils take part in a review week culminating in a review day when their learning is discussed with parents and teachers. One parent commented, 'the children come out of the meeting with a real sense of achievement and pride'.

Pupils have very positive attitudes. One pupil said, 'I love school, love learning, because I am able to write now'. Their enjoyment is obvious, 'my son runs to get there', said one parent. Relationships are very positive; the pupils really identify with achievers during the celebration assembly, and their behaviour is extremely good. They have an outstanding knowledge of healthy lifestyles and how to stay safe. Regular physical education (PE) lessons, together with specialist coaches for various sports contribute very well to pupils' fitness. Pupils are eager to participate in the local community, particularly with regard to hosting lunches for senior citizens, as well as participating through dance and singing in the local festivals. Pupils are very well prepared for their future education. More could be done to raise the economic awareness of pupils, and ensure that all pupils have easier access to computers to develop their basic ICT skills in all subjects. Spiritual, social, moral and cultural development is excellent. The school is very active in tracking attendance and the rate is rising.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 1**

Teaching and learning are outstanding. Senior leaders have made a major contribution through ensuring that all staff have a clear focus on how children learn. This has resulted in teachers consistently promoting opportunities in lessons for pupils to self-assess, and to think hard about how they can improve their work. This approach starts in the excellent Reception classes. Careful and very accurate on-going assessment helps to ensure that teachers identify, at an early stage, which pupils require additional help, and that appropriate support is then given. Learning support assistants, some of whom are specialist trained, work extremely well with groups and individuals. Pupils' excellent achievement, including that of the more able, reflects the very secure subject knowledge of teachers and how well they plan work for pupils of

different abilities. Pupils respond very well to the high quality relationships in class; they are unafraid to get involved and answer questions.

## **Curriculum and other activities**

### **Grade: 2**

The curriculum is good and, in some areas, it is outstanding. Its strength lies in the way it is planned to meet the needs of all pupils. Pupils respond well to the many and varied opportunities to investigate and solve problems. Those pupils who learn best through practical approaches benefit from the increasing number of links being made between subjects. This is very apparent in the way subjects, besides PE and science, reinforce messages about healthy living and keeping safe. Pupils are able to reflect upon issues of importance during well organised personal, social and health education lessons. The school has realised the need to further extend the delivery of ICT across the curriculum. Past hardware problems are being addressed and new laptops will help ensure that pupils have easier access to computers in all subjects and thereby reinforce the learning of new skills. Since the last inspection the school has significantly improved the range of extra-curricular activities, and pupils can now access sports and art clubs for example. Visits to places of interest, such as the Reception visit to an arboretum, enliven the experiences of the pupils.

## **Care, guidance and support**

### **Grade: 1**

Care, guidance and support are outstanding. Many parents comment about how well the school knows their children and how they thrive in a safe and secure environment. They give numerous examples of where the school has met their family's particular needs, and that any concerns are quickly followed up. The school is very active in gaining the support of external agencies to support vulnerable pupils. Very effective transition arrangements help to ensure that Reception children, for example, settle quickly.

Health and safety arrangements, risk assessments and child protection procedures are secure. Rigorous checks ensure that all adults are cleared to work with children.

Academic guidance and support is particularly impressive. Pupils, from an early stage, are involved in reviewing their own learning, and are at ease when identifying how they can improve their work.

## **Leadership and management**

### **Grade: 1**

Leadership and management are outstanding. A key focus of the very effective headteacher has been staff development and a wider distribution of managerial responsibility. One innovation, 'Improvement Teams', encourages educational research and the trialling and evaluating of new ways of working. One such project, in literacy, has contributed to improved standards. Such strategies help to reinforce team work, and contribute effectively to the professional development of staff. Many senior managers share their experience outside the school, but also return with new ideas and areas for discussion. There is no complacency. Links with the local community, other schools and educational establishments, for example a school in India, are very well used.

Monitoring and self-evaluation are very well embedded, accurate and identify relevant areas for improvement. A very wide range of people, including staff, the active governing body, pupils and parents, contribute to the process. Many parents praised the close links between them and the school. One wrote, 'The head and teaching staff, I have always found to be accessible, approachable and very supportive. The link between the school and home, I must add, is excellent'. This reflects accurately the shared commitment of the school and parents and has a significant impact on pupils' learning. The thoroughness of self-evaluation, its accuracy and the range of individuals involved supports the judgement that there is a very strong capacity to improve.

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## Annex A

## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	<b>School Overall</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>	1
How well does the school work in partnership with others to promote learners' well-being?	1
The quality and standards in the Foundation Stage	1
The effectiveness of the school's self-evaluation	1
The capacity to make any necessary improvements	1
Effective steps have been taken to promote improvement since the last inspection	Yes

### Achievement and standards

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

### Personal development and well-being

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

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	1
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	2
<b>How well are learners cared for, guided and supported?</b>	1

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

## Annex A

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	1
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1
How effectively performance is monitored, evaluated and improved to meet challenging targets	1
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1
How effectively and efficiently resources, including staff, are deployed to achieve value for money	1
The extent to which governors and other supervisory boards discharge their responsibilities	1
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

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

10 May 2007

Dear Pupils

Inspection of Sun Hill Infant School, Sun Lane, Alresford, SO24 9NB

You will remember my visit when I spoke to many of you about your school life. I found what you had to say was very interesting and thank you for your views. I agree with you that your school is outstanding. This means that it is really good at many of the things that it does. I really liked the way that you get such a very good start to your schooling in Reception, and that by the end of Year 2 you have been taught so well that your results in reading, writing and mathematics are well above what is usual for pupils of your age.

The way the school helps you to develop as young people is also extremely good. You told me that you enjoy school and I was very impressed by the way you take responsibility for your own learning. You told me that you are eager to learn and are comfortable discussing what you need to do to improve your work. You also told me how well the adults care for you, and I agree that you get exceptional care and support. This helps to explain why so many of you make such good progress in your work.

You are polite, behave extremely well and I liked the way in your Friday assembly that you listened carefully and supported those pupils who had done so well during the week. Well done!

You also told me that the teachers make learning fun and that there are many different things for you to do. You certainly know about how to stay healthy and safe, and told me how much you enjoyed getting involved in the local community. Good luck with your dancing in the 'Watercress Festival'! I agree that you have many good things to do. I have asked the school to make sure that you are able to work with computers more easily in all your subjects.

Your school is extremely well run by the adults. Your headteacher is very good at making sure that you are well looked after, that you have very good teaching and that you are challenged to do your best. She is well supported in this by the assistant headteachers, staff, the governors and your parents.

I wish you well for the future

Yours sincerely

Michael PyeLead Inspector