

# Viewley Hill Primary School

## Inspection report

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<b>Unique Reference Number</b>	111666
<b>Local Authority</b>	Middlesbrough
<b>Inspection number</b>	310652
<b>Inspection dates</b>	6–7 November 2007
<b>Reporting inspector</b>	Clive Petts

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>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	235
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Gary Smithson
<b>Headteacher</b>	Miss Andrea Williams
<b>Date of previous school inspection</b>	1 March 2004
<b>School address</b>	Andover Way Hemlington Middlesbrough TS8 9HL
<b>Telephone number</b>	01642 591053
<b>Fax number</b>	01642 575129

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## Introduction

The inspection was carried out by two Additional Inspectors.

## Description of the school

Viewley Hill is an average size school situated to the south of Middlesbrough town centre. Most pupils live locally in Hemlington, a community of significant disadvantage. Pupils are almost entirely White British. The number of pupils eligible for free school meals is high at three times the average. The proportion of pupils with learning difficulties and/or disabilities is above average though no pupil currently has a statement of special educational need.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 2

This is a good school. The exemplary vision and drive of the headteacher has ensured that significant progress has been made since the last inspection, above all in the achievement and personal development of pupils. She is exceedingly well supported by a committed team of staff. As a consequence, the school serves the community really well and offers good value for money. The school has forged exceptionally good links with its parents who are extremely supportive. They appreciate and value the high quality of care and support staff provided for families. It is summed up in the comment, 'The school is very supportive to my daughter, me and my husband. They explain and offer help with homework; she has come on loads!'

The good and sometimes excellent achievement is the upshot of good and sometimes outstanding teaching. From well below average starting points, pupils achieve well as they move through school to reach average standards by the end of Year 6. In English and science, standards are above average and are better than in mathematics, which are broadly average. In mathematics, the more able pupils did not achieve as well as they should because the teaching is not quite as strong in this area.

The school sets high expectations for pupils' personal skills, underpinned by a total commitment to include all pupils in every aspect of the school's life. Pupils' happiness and confidence in lessons show that they truly do enjoy school. Taken as a whole, pupils' behaviour is excellent despite the challenges from a very small number of pupils who occasionally take more time to settle and struggle to remain on task for lengthy spells. The Healthy School Award is in recognition of the successful work done on healthy living. Pupils are keen to join a wide range of school and community activities. This helps prepare them very well for the next stage of education and later life. Through an innovative curriculum, which adds much fun to learning, and high quality care, guidance and support, pupils' personal development and well-being are excellent. Pupils systematically receive first class guidance to capitalise on their skills and effective advice on to exactly how to improve the quality of their work.

Leadership and management are good. The headteacher has established excellent practice aimed at enabling all pupils to achieve the very best they can. Excellent use is made of a range of agencies, local services and other schools to complement the work of the school. All staff are focused on checking how the pupils do against the challenging targets that are set and what they need to do to improve further. Governors give good support and take great care to make certain resources are used effectively. As a consequence, the school has a clear view of where it is going and good capacity to improve further.

## Effectiveness of the Foundation Stage

### Grade: 2

The good provision in the Foundation Stage ensures that children feel safe and happy, and settle quickly in their new surroundings. Indoor and outdoor facilities are used well to provide children with stimulating experiences which encourage enquiry and develop their skills across all areas of learning. On entry into Nursery, most children have weaknesses in speaking and listening skills, and especially in their numerical skills. Staff quickly and accurately assess needs to ensure that teaching is well structured and challenging. As a result, children make good progress overall, particularly in language and personal development. Although their skills and abilities are overall below those typically seen by the end of the Reception year, a third of the

children reach the expected level for their age. Occasionally, the brisk pace of learning in Reception can slow, challenge is less intense and this has the effect of slowing the rate of progress a little.

### **What the school should do to improve further**

- Improve the progress of the more able pupils in mathematics.

## **Achievement and standards**

### **Grade: 2**

Pupils' overall achievement is good. However, the achievement of pupils with learning difficulties and/or disabilities is excellent as a consequence of a sharp focus on individual needs, thorough teaching and highly effective support.

From well below average starting points, pupils reach average standards by the end of Year 2. Assessments in 2007 reveal above average standards in writing, average standards in reading and just below average standards in mathematics. By the end of Year 6, the 2007 national tests results show that pupils achieve above average standards in English and science and broadly average standards in mathematics. Overall progress remains good, though in mathematics not as many pupils reach the higher levels as they do in English and science. An increased emphasis on numeracy is improving the pupils' numerical skills.

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

### **Grade: 1**

Pupils' personal development and well-being including their spiritual, moral, social and cultural development are outstanding. Typically their behaviour is excellent. Pupils with emotional difficulties have much skilled help and support to cope successfully with the demands of school life. Pupils say that they feel safe and are confident that any incidents are dealt with swiftly. Relationships with staff are excellent and pupils respond very positively to the care from all adults. Pupils are very conscious of the benefits of adopting a healthy lifestyle; they value the dietary options available and the opportunities to exercise. Current attendance is above average and reflects the school's concerted efforts to improve it since the last inspection. Much co-operation has been secured from families to boost the pupils' aspirations and inspire a desire to learn. Really effective use is made of family support staff to sustain improvements. School council members are proud of their active part in school decision-making. Pupils are keen and willing to take responsibility around school. Initiatives for pupils to see themselves in workplace settings, combined with sound basic skills, help to foster skills successfully for future life.

## **Quality of provision**

### **Teaching and learning**

### **Grade: 2**

The quality of teaching reflects the school's investment of time and effort in identifying best practice and promoting a personalised, interactive approach which ensures the pupils make good progress. In the best lessons, accurate information on progress is used to target work to meet pupils' needs and effective use of questioning extends understanding and exploits skills. A wide range of approaches actively engages pupils in their own learning. This includes booster and intervention groups and individual teaching. Imaginative use is made of the interactive white boards to motivate pupils by using clear, colourful and lively presentations. These,

combined with the very good relationships between staff and pupils, secure creative learning and good progress. The school has a very accurate picture of where teaching does not quite manage to reach the school's highest expectations. In this very small number of lessons, mostly in mathematics, the learning activities do not always consistently challenge or stimulate pupils.

## **Curriculum and other activities**

### **Grade: 2**

The curriculum is good. Much successful work has been done to make more creative and flexible use of the national strategies, enabling pupils 'to learn whilst doing'. The 'new' curriculum is distinctive, imaginatively planned and more relevant to pupils' social and emotional needs. The school makes very effective use of special learning events to extend and broaden pupils' horizons by seeing how their own world is part of the bigger picture. Firm emphasis is placed on self-worth and the benefits of promoting social cohesion.

Pupils' learning is also enhanced through a very good range of lunchtime clubs, the internet, after-school activities and a wide variety of visits and visitors. Popular clubs and activities include excellent provision for homework, sewing, art, film-making and story clubs as well as a wide variety of sporting activities. There is excellent provision for information and communication technology and literacy. Planning for numeracy is satisfactory and improving as a result of good staff co-operation.

## **Care, guidance and support**

### **Grade: 1**

The quality of care, guidance and support is outstanding. Parents, staff and the pupils are all engaged in consultations, questionnaires and first hand feedback to improve pastoral care. The elected school council injects the voice of the pupils into the proceedings. There is an excellent focus on individual pupils and members of staff devote much time to help and support them. Very rigorous processes for tracking pupils' progress enable the school to identify quickly those pupils requiring extra support and to put in place effective strategies. Pupils know their targets and what they need to do to meet them. The support for pupils with learning difficulties and/or disabilities is outstanding and the effective use of assessment procedures and data analysis is having a positive ripple effect across the school. Provision for gifted and talented pupils is relentlessly scrutinised to ensure they receive the highest level of guidance and support. There are comprehensive safeguarding procedures for pupils in place.

## **Leadership and management**

### **Grade: 2**

The headteacher is exceptionally well focused, providing the highest quality learning and care to make certain all pupils thrive and achieve as well as they can. Despite the absence of a deputy headteacher, subject leaders make a significant contribution to produce a positive climate for learning. This is reflected in the extensive range of rich learning environments around school. The governing body provides effective support under the leadership of a perceptive and well-informed chair. Together they carefully check all aspects of school life. Their success can be seen in the significant progress since the last inspection, lifting achievement levels and improving attendance to above average. Despite the modest judgement of care, support and guidance, the school's self-evaluation is excellent. In practice it is rigorous, accurate and

identifies correct priorities for continued improvement. For example, the weakness in the achievement of more able pupils in mathematics is being successfully addressed with sustained professional dialogue and development. The school has made good improvement since the last inspection and provides good value for money.





## Annex A

## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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### Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	1
The effectiveness of the Foundation Stage	2
The capacity to make any necessary improvements	2

### Achievement and standards

How well do learners achieve?	2
The standards <sup>1</sup> reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and disabilities make progress	1

### Personal development and well-being

How good is the overall personal development and well-being of the learners?	1
The extent of learners' spiritual, moral, social and cultural development	1
The extent to which learners adopt healthy lifestyles	1
The extent to which learners adopt safe practices	1
How well learners enjoy their education	1
The attendance of learners	2
The behaviour of learners	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

How effective are teaching and learning in meeting the full range of the learners' needs?	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	2
How well are learners cared for, guided and supported?	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>	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	1
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
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

**Annex B****Text from letter to pupils explaining the findings of the inspection**

8 November 2007

Dear Pupils

Inspection of Viewley Hill Primary School, Middlesbrough, TS8 9HL

Thank you for the very friendly welcome to your school and for being so helpful when we met with you. We thoroughly enjoyed talking to you about your work, speaking with your headteacher, staff, governors and parents and joining you in your lessons and assembly. Your parents think that you go to a very good school, a school that really cares for you. We certainly agree and have no doubt their view is accurate.

When we spoke to you, you told us that you really enjoy coming to school. Your interest and hard work in lessons and excellent behaviour show that you enjoy school life. We were delighted to see you getting on so well with all the adults. Your parents and carers also told me how extremely pleased they were with the way the school cares and supports you, and makes certain any concerns or worries you have are dealt with swiftly.

The recent national assessments and tests show that pupils in Viewley Hill School continue to do well. In particular, your standards of speaking, listening, reading, writing and science are much improved. We are also pleased that your behaviour and attendance have improved so much. This is great news and of course, everyone is very pleased. There is one area where we think you could improve. We would like the school to continue to set high standards and challenge you in all your learning, but make sure you do as well in mathematics as you do in English and science.

You have an important part to play in continuing to improve your school. You can help by continuing to attend every day, listening carefully to the advice of your staff and by trying extra hard to produce the best work that you possibly can in all lessons, especially in your mathematics lessons.

We hope you will all continue to enjoy school and build on its many successes. We wish you well for the future.

Yours sincerely

Clive Petts

Lead Inspector