

Hill View Junior School

Inspection report

Unique Reference Number	108770
Local Authority	Sunderland
Inspection number	337147
Inspection dates	4–5 March 2010
Reporting inspector	Linda Buller

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	412
Appropriate authority	The governing body
Chair	Mr Peter Shreyhane
Headteacher	Mrs Tricia Bevan
Date of previous school inspection	Not previously inspected
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Introduction

This inspection was carried out by four additional inspectors. The inspectors observed 17 teachers, visited 21 lessons and spent around 60% of time directly observing children's learning. They held meetings with the extended schools coordinator, governors and staff. They spoke with many pupils, including the school council. They observed the school's work and looked at teachers' planning, policies and documents relating to the safeguarding of pupils, the records of the assessments of pupils' work and the tracking of their progress, the school improvement plan and the school's records regarding the monitoring and evaluation of the quality of teaching and learning. The inspectors also took into account the views expressed in the questionnaires completed by 25 staff, 95 pupils and 160 parents and carers.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- the learning and progress of pupils, particularly that of boys in English and for those pupils who enter the school at higher levels
- the effectiveness of self-evaluation to set challenging targets and drive improvement, particularly in addressing the quality of teaching
- the effectiveness and outcomes of changes made to the curriculum.

Information about the school

This is a much larger than average sized junior school. The proportion of pupils who claim a free school meal is above average. The majority of pupils are White British. A below average proportion of pupils are identified as having special educational needs and/or disabilities, although the percentage of pupils with a statement of special educational needs is above average. There have been a number of changes to staffing since the last inspection including a restructuring of the senior management team. The school has been in receipt of a number of awards in recent years, including Healthy Schools, Basic Skills Quality Mark, Artsmark Gold and Eco Schools Bronze Award.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

3

The school's capacity for sustained improvement

3

Main findings

This is a satisfactory school. Many features of the school's work are good or better. Leaders and managers, including governors, have created a school where all pupils, whatever their ability or background, are welcomed and have equal opportunity to succeed. Improvements to curricular provision with a strong emphasis on pupils' enjoyment and well-being have built upon pupils' outstanding personal development. Pupils' exemplary behaviour is a key feature of lessons and makes a significant contribution to their satisfactory progress and above average standards by the time they leave Year 6. Outstanding levels of spiritual, moral, social and cultural development ensures that the school operates as a cohesive community where pupils get along exceptionally well, reflect on their performance and develop an excellent understanding of how to follow a healthy lifestyle.

Systems of self-evaluation provide the school with an accurate view of its strengths and weaknesses. This has enabled the school to identify clear targets for improvement and to tackle areas of weakness with some success. The curriculum is now good with effective links made between subjects which engage pupils well in learning; this is an improvement since the time of the last inspection. It is particularly effective in developing the interest and attainment of boys in writing; as a result the gap between the attainment of boys and girls is closing. However, in some lessons the impact of this good curriculum is negated when teachers do not use assessment information well enough to provide pupils with sufficient opportunity to put their knowledge into practice or to reshape lessons. At these times pupils make satisfactory rather than good progress.

Improvements to the regularity with which the school tracks pupils' progress has enabled leaders and managers to add rigour to the way in which teachers are held to account for the progress which pupils make in their class. Teaching ranges in quality from a small amount being inadequate to some which is outstanding. Although some good teaching was seen in each year during the inspection, overall the quality of teaching is satisfactory. Leaders and managers have taken action to address areas of weaker teaching. However, monitoring does not always make a sufficient link between good teaching skills and the impact that these have on the rate of pupils' progress.

Teachers have been in receipt of additional training and support from within the school and through partnerships with other agencies. School records show that improvement has been made. This indicates a satisfactory capacity to bring about further improvement.

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What does the school need to do to improve further?

- Improve consistency and raise the quality of teaching to that of the best and increase the rate of pupils' progress by:
 - continuing to rigorously hold teachers to account for the progress made by pupils in their class
 - focussing monitoring activities firmly on the impact which teaching has on the progress which pupils make
 - ensuring that teachers make an accurate assessment of pupils' work during lessons and use this information to either reshape tasks or provide additional support or challenge as appropriate
 - ensuring that all lessons provide pupils with sufficient time and opportunity to put their knowledge into practice.
- About 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

Outcomes for individuals and groups of pupils

3

In lesson pupils demonstrate a genuine love of learning which is clearly evident in the respect they show to their teachers, their outstanding behaviour and how well they sustain concentration. Pupils' attendance is above average. They have a good understanding of how to keep themselves safe and a confidence in the ability of staff to deal promptly with any issues which concern them. Pupils relish opportunities to be involved in the smooth running of their school and in decision-making regarding, for example, the school building and in reflection of how well they are doing in lessons.

Attainment in the current Year 6 is above average; this is similar to the standards attained by previous cohorts and represents satisfactory progress from pupils' starting points. Pupils respond with enthusiasm and imagination to creative tasks which link subjects together and add real purpose to their learning. However, despite pupils' excellent attitudes to learning their progress is inconsistent year-on-year. As a result pupils' achievement including that of pupils' with special educational needs and/or disabilities and those who enter the school already working at higher levels, is satisfactory overall. This is directly linked to inconsistencies in the quality of teaching. Nevertheless, pupils leave the school with exceptional social skills and above average basic skills in literacy, numeracy and information and communication technology which prepares them well for the next stage of their education.

These are the grades for pupils' outcomes

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account: Pupils' attainment ¹	2
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
The extent to which pupils feel safe	2
Pupils' behaviour	1
The extent to which pupils adopt healthy lifestyles	1
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	2
Taking into account: Pupils' attendance ¹	2
The extent of pupils' spiritual, moral, social and cultural development	1

How effective is the provision?

Good teaching skills are evident in each year group with consistent strengths in the relationships that teachers develop with pupils and in good-quality marking which helps pupils to understand how they can improve their work. Teachers have worked hard to plan a curriculum which, together with effective day-to-day care and guidance results in happy, confident pupils with outstanding personal skills. Effective partnerships within a cluster of schools provide pupils with good extended opportunities for learning and to develop a wider understanding of those who may be from different backgrounds to their own. The arts curriculum is very strong, for example, in music and art and design. This makes a good contribution to pupils' personal development and leads to high standards of art and performance. Adjustments to the curriculum for learning, including the incorporation of creativity weeks, add to pupils' enjoyment of school. For example, in Year 4, pupils were enthralled by the gory detail of the subject of Egyptian Mummies. They made outstanding progress in their ability to refine their skill in note-taking and to then use this information to produce high quality extended writing. Although this good method of cross-curricular planning is evident throughout the school and ensures pupils remain fully engaged in learning, it is less successful in bringing about good progress when the quality of teaching is inconsistent. In these lessons teachers do not use assessment strategies well enough to check that all pupils are on task and sufficiently challenged or supported to successfully develop their knowledge and skills. As a result pupils make consistently good progress in some classes but progress is slower in others. Pupils with special educational needs and/or disabilities are provided with good quality support when taught in groups with pupils of similar ability. In these sessions they

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generally make good progress; however, this is not always consistently built upon in other lessons. As a result these pupils make the same satisfactory progress as their classmates. Pupils say that transition arrangements both from the infant school and onto secondary school ensure that they feel happy and confident in their move between schools. Teachers acknowledge that more work needs to be done to limit an initial adverse impact of transition on pupils' progress, particularly for those pupils working at higher levels; scrutiny of pupils' work in Year 3 confirms this view.

These are the grades for the quality of provision

The quality of teaching	3
Taking into account: The use of assessment to support learning	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	2

How effective are leadership and management?

Leaders and managers demonstrate a clear commitment to improvement and share a vision for embedding ambition. Governors make sure that they are well informed and have taken action to extend and strengthen the leadership team. However, consistency in the school's work has yet to be achieved. The well-constructed school development plan is clearly focused on raising attainment and provision further. The key area for improvement with regard to pupils information and communication technology skills raised at the last inspection has been successfully addressed. Although a number of strategies have been put in place to address the inconsistency in the quality of teaching, the impact of recent initiatives is yet to be seen fully in pupils' outcomes. Diligent safeguarding, well managed to ensure centralised records are up to date, makes a good contribution to pupils' welfare. Care is taken to ensure staff suitability and that pupils are safeguarded from risk. The inclusive ethos of the school makes a good contribution to harmonious relationships within the school and to cohesion within the community it serves. It has successfully adapted the curriculum and enrichment activities to raise pupils' understanding of important wider international issues. In partnerships with other schools the school effectively develops pupils' understanding of mutual respect and tolerance and plays a valuable role in tackling discrimination and promoting equality of opportunity. Harassment is not tolerated. The level of pupils' attainment and their rates of learning and progress confirm that the school currently provides satisfactory value for money.

These are the grades for leadership and management

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The effectiveness of leadership and management in embedding ambition and driving improvement	3
Taking into account: The leadership and management of teaching and learning	3
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	3

Views of parents and carers

Almost 40% of parents and carers responded to the questionnaire. These parents and carers have a largely favourable view of the school. Most are strongly of the opinion that the school keeps their children safe and healthy. This is in line with the inspection team's judgement that procedures for safeguarding children are good. A small number of parents made additional comments expressing concern with regard to the progress made by their children and with the quality of the communication which they receive from the school. Inspection evidence indicates that the school has implemented a number of different ways of communicating with parents including through an informative web site. Although pupils make satisfactory progress overall inspection evidence agrees that pupils' progress in some classes is inconsistent.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Hill View Junior School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 160 completed questionnaires by the end of the on-site inspection. In total, there are 412 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	137	43	151	48	15	5	6	2
The school keeps my child safe	188	60	118	37	2	1	0	0
The school informs me about my child's progress	147	47	149	47	9	3	2	1
My child is making enough progress at this school	141	45	142	45	14	4	3	1
The teaching is good at this school	156	50	134	43	7	2	2	1
The school helps me to support my child's learning	134	43	144	46	19	6	1	0
The school helps my child to have a healthy lifestyle	143	45	146	46	10	3	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	130	41	156	50	6	2	0	0
The school meets my child's particular needs	127	40	152	48	13	4	0	0
The school deals effectively with unacceptable behaviour	128	41	149	47	10	3	1	0
The school takes account of my suggestions and concerns	115	37	157	50	14	4	3	1
The school is led and managed effectively	132	42	151	48	5	2	3	1
Overall, I am happy with my child's experience at this school	152	48	146	46	8	3	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> ■ The school's capacity for sustained improvement. ■ Outcomes for individuals and groups of pupils. ■ The quality of teaching. ■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships. ■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



8 March 2010

Dear Pupils

Inspection of Hill View Junior School, Sunderland, SR2 9HE

Thank you for making the inspection team so welcome when we visited your school.

As you know, we came to see how well the school is doing and how you are all getting on with your learning. It was great to see how much you enjoy your time in school because teachers prepare interesting activities for you. You are exceptionally well behaved and this makes a real difference to how well you learn. You get along with each other very well; you are able to reflect on how well you are doing and make outstanding use of your imagination and creativity in your work. We were pleased to hear that you feel safe in school and that you have an excellent understanding of how to follow a healthy lifestyle.

We judge that the school gives you a satisfactory quality of education. You make satisfactory progress and attain standards above those reached by pupils in most schools. Rates of progress vary across the school; this is because there are variations in the way you are taught. We have asked those who lead and manage your school to carefully check how well you are taught, so that all of the good things you do in lessons help you to learn as well as you can. We have also asked your teachers to make sure that you are given enough time to practice what you have learnt. They are also going to make sure they provide you with enough support if you find work hard, or more challenging work when you are ready to take your next steps in learning.

You can help in all of this by continuing to work as hard as you do now. I wish you every success for the future.

Yours sincerely

Linda Buller

Lead inspector

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