

Viewley Hill Primary School

Inspection report

Unique Reference Number	111666
Local Authority	Middlesbrough
Inspection number	356960
Inspection dates	17–18 May 2011
Reporting inspector	Janet Bennett

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	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	219
Appropriate authority	The governing body
Chair	Mrs Jeanette Walker
Headteacher	Miss Andrea Williams
Date of previous school inspection	Not previously inspected
School address	Andover Way Hemlington, Middlesbrough Teesside TS8 9HL
Telephone number	01642 591053
Fax number	01642 575129
Email address	Andrea_Williams@middlesbrough.gov.uk

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Introduction

This inspection was carried out by three additional inspectors. They visited 11 lessons observing 10 teachers and held meetings with pupils, members of the governing body and staff. Inspectors observed the school's work, and looked at documents relating to the school's self-evaluation, safeguarding, tracking information, teachers' planning and assessment. They scrutinised pupils' work and analysed 83 questionnaires from parents and carers.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- How well behaviour is managed and to what extent it contributes to pupils' learning.
- To what extent leaders other than the headteacher are involved in school self-evaluation and in taking action to improve pupils' performance.
- The effectiveness of systems for tracking pupils' progress and the extent to which action taken addresses underperformance and promotes good learning.
- The extent to which partnerships with parents, carers and other agencies contribute to pupils' learning and well-being.

Information about the school

Viewley Hill School is of average size and is situated to the south of Middlesbrough town centre. Nearly all pupils are from White British backgrounds, with a very small number who speak English as an additional language. The proportion of pupils known to be eligible for free school meals is well above average. The proportion of learners with special educational needs and/or disabilities is average. A daily breakfast club is provided in school. Childcare and other family services can be accessed through the Sure Start Centre that shares the school site.

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?**2****The school's capacity for sustained improvement****2**

Main findings

This is a good school. The headteacher is central to its success and she is well supported by a team of staff who are committed to providing care and support of the highest quality. There is a strong sense of community within this highly inclusive school, where excellent partnerships contribute significantly to pupils' learning and well-being. The comment of one parent reflects the views of many when they said, 'All the staff go above and beyond for each individual child.'

Children get off to a good start in the Nursery and Reception classes, enjoying the varied activities that staff plan. However, some activities, particularly those provided outdoors are not resourced sufficiently to extend children's play, therefore interest is fleeting and the pace of learning slows. Pupils make good progress from their respective starting points when they enter Year 1 and their attainment is broadly average by Year 6. Although outcomes in mathematics are now close to those seen nationally, they are weaker than in English. Leaders have taken decisive action to bring about improvement in this subject with some evidence of success. A number of developments are still at an early stage of their implementation and it is too early to gauge their full impact on pupils' performance. Strong relationships contribute to good behaviour in lessons and positive attitudes to learning. Teachers plan a wide range of activities that reflect real-life contexts. This leads to high levels of engagement and contributes significantly to pupils' enjoyment of school and their preparation for future citizenship. In literacy lessons teaching often builds well on prior learning and where it is most effective pupils have a good understanding of their next steps in learning and are encouraged to evaluate and improve their work in lessons. However, these approaches are not used consistently by all teachers and they are less well developed in mathematics.

The curriculum is well planned. It promotes pupils' academic and personal development well, and raises their aspirations for the future. Pupils' varied skills and talents are recognised and nurtured, and those pupils that are vulnerable due to their circumstances receive the support they need to enable them to benefit fully from the opportunities provided by the school. Pupils say they feel extremely safe and have absolute confidence that adults will provide them with the help and advice they need. They are rightly proud of their school and the significant contribution they make to its success. The work that they do to improve the environment and to enrich the lives of others is exemplary, and is highly regarded by members of the local community.

Leaders and governors have a good understanding of the school's strengths and areas for development. There is a strong commitment to continuous improvement and a drive to learn with and from others. Leaders take an active role in seeking new partnerships to inform and support their work. For these reasons, the school has good capacity to continue to build upon its many successes.

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What does the school need to do to improve further?

- Raise attainment and improve progress, particularly in mathematics by:
 - ensuring that the good practice of informing pupils of their next steps in learning, observed in a few literacy lessons, is applied consistently by all teachers and extended to mathematics lessons
 - using the school's monitoring systems to evaluate the impact of new initiatives in mathematics and to identify and extend the most effective practice across the school.
- Ensure that the use of resources in the Early Years Foundation Stage promotes consistently high levels of engagement, particularly outdoors.

Outcomes for individuals and groups of pupils

2

Pupils' good behaviour in lessons makes a strong contribution to their learning and to the positive ethos that exists across the school. Their views are valued and respected therefore they are keen to contribute in lessons and to learn with and from others. Pupils engage well in the varied activities that teachers' plan and say that they enjoy school because, 'learning is fun'.

Children's attainment on entry to Nursery varies but is generally well below that typical for their age, particularly in their speech and language acquisition. In recent years progress across the school has been variable and therefore pupils' attainment at the end of Key Stage 2 has been below average. However, effective action has been taken to improve progress, particularly in English, and as a result, attainment is rising. Outcomes in this subject are now broadly in line with those seen nationally. Progress in mathematics is improving but at a slower pace than English because new initiatives are not yet fully embedded. All pupils achieve equally well because their progress is carefully tracked and timely action taken to ensure that those at risk of falling behind receive the support they need to get them back on track to achieve the targets set for them. Pupils with special educational needs and/or disabilities make good progress because staff provide carefully planned support which enables them to participate fully in lessons and the broader life of the school.

Pupils understand the benefits of healthy lifestyles and participate enthusiastically in activities such as rock climbing, golf and water sports. They contribute fully to the many opportunities they have to develop leadership and enterprise skills and put these into practice to benefit the school and wider community. For example, the 'plant plotters' confidently undertake the development and management of the school's community garden, including interviewing and appointing business professionals to assist them. The skills that pupils develop through these enterprises and their improving attendance and basic skills, including information and communication technology, ensure that they are well prepared for their next stage of learning and future citizenship.

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These are the grades for pupils' outcomes

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

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

How effective is the provision?

Good use of demonstration and opportunities for pupils to learn through relevant contexts are strong features of teaching across the school. Questioning is used effectively to check for understanding and teaching is tailored well to address any misconceptions and to build on pupils' prior learning. Teaching assistants have a detailed knowledge of the individual needs of pupils. Consequently, they make a good contribution to learning within and beyond lessons. When pupils are given clear guidance to help them to improve their work they respond positively and this contributes well to their learning. However, this aspect of teaching is not consistent between classes and approaches are less well developed in mathematics than in literacy.

Staff provide imaginative and well-designed opportunities for learning within and beyond the school day. Increased opportunities to write for a real purpose are helping to raise attainment in English and support for individual pupils is carefully planned and accelerating their learning. Strong partnerships with other professionals and agencies ensure that learning about keeping healthy and staying safe are well integrated into the work of the school. After-school clubs are well attended and performances by the 'Bollywood Dancers' and 'Viewley Voices' are thoroughly enjoyed by members of the local community.

Pupils are known as individuals and there is a strong team commitment to ensuring that every learner experiences success. Strong links with the community help pupils to

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understand how the skills they acquire in school are applied in the world of work. These opportunities increase pupils' engagement in learning and raise their aspirations for the future. Highly effective partnerships ensure that those pupils who are vulnerable due to their circumstances receive the support that they need and arrangements to promote smooth transition into school and between classes are planned meticulously. Attendance is rigorously monitored and action is taken when needed. Consequently, the number of pupils who attend school regularly is increasing. Parents and carers are very positive about these aspects of the school's work, in particular the extent to which staff help parents to support their children's learning at home.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	1

How effective are leadership and management?

The headteacher's drive and determination is at the heart of the school's success. Monitoring is incisive and rigorous, and involves leaders at all levels. Well-planned action is taken to address identified weaknesses and success is evident in improved pupil performance and the well-developed personal and social skills of learners. Teaching is monitored regularly with adjustments made to improve practice. However, this has not yet led to consistency in teaching and learning or to ensuring that new initiatives in mathematics are being fully effective. Professional development is first-rate and there is a willingness to try out new ideas and ways of working. These qualities are strong features of the school's leadership.

High priority is given to safeguarding pupils. A secure site, rigorous risk assessment and strong partnerships with other agencies contribute significantly to this aspect of the school's work. Strong links with the local community promote a sense of belonging which benefits the pupils and their families as well as the local neighbourhood. Pupils develop a good understanding of customs and traditions which may differ from their own and appreciate that everyone is different and has unique talents. Leaders are extending their monitoring processes in order to fully evaluate the impact of the schools work in promoting community cohesion, in order to inform further development.

Governance is effective and governors are rightly proud of the school and have a very good understanding of the community it serves. They work effectively together, sharing a strong commitment to improving learning opportunities and life experiences for pupils and their families.

The school provides exceptional support for parents and carers, working in genuine partnership to promote pupils' learning and well-being. Staff are alert to the challenges that some families face and are quick to find practical solutions to problems or to work

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with other partners to ensure that help is at hand. There are many, well-planned opportunities for parents and carers to involve themselves in their children's learning both in school and at home. Equality of opportunity is promoted extremely well because every child is respected and provided with rich and varied opportunities to enable their unique talents to be identified and promoted. Any form of discrimination is rigorously tackled and thorough monitoring is enabling all pupils to make good progress and close the gaps in their attainment. The views of stakeholders are regularly sought and acted upon, and parents and carers value the extent to which staff act upon any concerns they might have.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	1
The effectiveness of partnerships in promoting learning and well-being	1
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	1
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	2

Early Years Foundation Stage

Children quickly grow in confidence and independence because relationships are strong. Staff provide good role models for children therefore children learn about social conventions and how to show respect for others. Activities led by adults are planned carefully and the use of sensitive support and questioning ensures that children make good progress in their learning and development. There is a wide range of activities which children can choose for themselves, enabling them to explore the world around them and to practise new skills. Occasionally, the range of resources available to children is too limited, particularly outdoors. When this occurs, children's interest wanes and the pace of their learning slows.

Strong partnerships exist with parents, carers and other providers. This promotes good continuity for children across the day and enables parents and carers to participate as partners in their children's learning both at home and in school. Effective leadership ensures that communication between staff is good and everyone is clear about future priorities.

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These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

More than a third of parents and carers made comment about the school's performance by completing questionnaires. Those who did respond were very positive about the work of the school, in particular the extent to which children enjoy school and are kept safe, the support children receive which meets their individual needs, and the effectiveness with which the school is led and managed. The inspection supports these positive views. A minority of parents and carers were less positive about the information they receive about their children's progress and the extent to which unacceptable behaviour is dealt with. During the inspection no evidence was found to support these views. The behaviour of pupils was good because staff have high expectations and apply consistent approaches, and systems for communicating with parents and carers were found to be more extensive than might usually be expected.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Viewley Hill Primary 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 83 completed questionnaires by the end of the on-site inspection. In total, there are 219 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	48	58	32	39	2	2	1	1
The school keeps my child safe	47	57	34	41	2	2	0	0
My school informs me about my child's progress	44	53	31	37	8	10	0	0
My child is making enough progress at this school	47	57	32	39	4	5	0	0
The teaching is good at this school	43	52	35	42	4	5	1	1
The school helps me to support my child's learning	41	49	39	47	1	1	0	0
The school helps my child to have a healthy lifestyle	36	43	41	49	4	5	2	2
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)	34	41	42	51	5	6	0	0
The school meets my child's particular needs	40	48	38	46	5	6	0	0
The school deals effectively with unacceptable behaviour	33	40	38	46	8	10	4	5
The school takes account of my suggestions and concerns	33	40	43	52	1	1	5	6
The school is led and managed effectively	38	46	40	48	3	4	2	2
Overall, I am happy with my child's experience at this school	45	54	32	39	4	5	2	2

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 all 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

	Overall effectiveness judgement (percentage of schools)			
Type of school	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	46	48	6	0
Primary schools	6	47	40	7
Secondary schools	12	39	38	11
Sixth forms	13	42	41	3
Special schools	28	49	19	4
Pupil referral units	14	45	31	10
All schools	10	46	37	7

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 are for the period 1 September 2010 to 31 December 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

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:	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. ■ 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 pupils' 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.



19 May 2011

Dear Pupils

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

Thank you for being so friendly and helpful when we inspected your school. You said you were proud of your school and enjoyed your learning and we can see why. We were particularly impressed by your good behaviour, the respect you show to one another and your ability to take responsibility for improving your school and the local neighbourhood. Keep up the good work!

Viewley Hill is a good school. These are some of the positive things we found.

- Adults care for you extremely well and work very closely with other people to ensure that you get special help if it is needed. You told us that this makes you feel very safe in school and we saw how this helps you to make good progress in your learning.
- Teachers plan opportunities for you to practise new skills in real-life situations. This makes your lessons interesting and helps you to understand that what you learn in school is important in your daily life.
- We were impressed by the wide range of clubs and visits that staff arrange for you that recognises and develops your many special talents and interests.

We have asked your headteacher and the people who work with her, to do the following things in order to make your school even better.

- Ensure the approaches some teachers use in literacy lessons to inform you of your next steps in learning are used by all teachers, and are implemented in mathematics lessons too.
- Check that the new approaches that have been introduced to improve your learning in mathematics are working well.
- Ensure that the resources that the youngest children have to play with, particularly outdoors, are interesting and help them to learn new things.

We hope that you continue to enjoy your learning and wish you every success in the future.

Yours sincerely

Janet Bennett

Lead inspector

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