

Hasting Hill Academy

Tilbury Road, Sunderland, Tyne and Wear, SR3 4LY

Inspection dates 25–26 June 2014

| Overall effectiveness | Previous inspection: | Not previously inspected |
|--------------------------------|----------------------|--------------------------|
| | This inspection: | Good 2 |
| Achievement of pupils | Good | 2 |
| Quality of teaching | Good | 2 |
| Behaviour and safety of pupils | Good | 2 |
| Leadership and management | Good | 2 |

Summary of key findings for parents and pupils

This is a good school.

- Since it became an academy in December 2012, there have been many substantial improvements.
- Rates of progress have speeded up in all year groups so pupils are achieving well. Any differences in the progress of pupils supported by pupil premium funding and other pupils are very small.
- Attendance has improved to above average and persistent absence is low.
- Teaching has improved and enables pupils to make good progress, particularly in English and mathematics. Pupils listen, concentrate well and work without distraction.
- Pupils are very positive about their school. They recognise that it has improved substantially since it became an academy. They say that they enjoy lessons and make good progress.
- Pupils' behaviour in lessons, when moving around the academy and when playing and socialising at breaks and lunchtime is good.
- Pupils feel safe in the academy. They know that there is always a caring adult on hand if they need comfort, help or advice.
- The headteacher, staff, governors and the WISE Trust work very effectively together to ensure that the quality of teaching, pupils' achievement and the overall effectiveness of the academy continue to improve and that it meets challenging targets.

It is not yet an outstanding school because

- Pupils in the current Years 3 and 4 have not matched the good progress made by other year groups since the school became an academy.
- There are still some instances of lessons where the pace of learning is too slow.

Information about this inspection

- Inspectors observed 18 part- lessons, including three joint observations with the headteacher.
- They looked at a wide range of pupils’ work, especially in Years 4, 5 and 6.
- They held meetings with the headteacher, representatives of the governing body, members of staff, groups of students and a representative of the WISE Trust.
- Inspectors looked at many documents including records of pupils’ progress and attainment, academy self-evaluation, development planning, a survey of parents’ views and safeguarding policies and procedures.
- They took account of the staff questionnaire but were unable to use the online questionnaire for parents and carers (Parent View) because there were too few responses.

Inspection team

John Paddick, Lead inspector

Additional Inspector

Patrick Hargreaves

Additional Inspector

Anne Vernon

Additional Inspector

Full report

Information about this school

- Hasting Hill Academy is larger than the average-sized primary school.
- The school was previously called Hasting Hill Primary School and became an academy on 1 December 2012.
- Almost all pupils are White British.
- The proportion of pupils supported through school action is broadly average. The proportion supported by school action plus or with a statement of special educational needs is broadly average.
- The proportion of pupils known to be eligible for support from pupil premium is well-above average. The pupil premium is additional funding for pupils who are known to be eligible for free school meals and those looked after by the local authority.
- The academy meets the government's current floor standards which are minimum expectations for pupils' attainment and progress in English and mathematics at the end of Year 6.
- The academy provides a breakfast club each morning.

What does the school need to do to improve further?

- Enable pupils currently in Years 3 and 4 to match the good progress being made over time by pupils in other year groups by providing them with consistently good or better teaching.
- Raise the quality of teaching to consistently good or better by:
 - eliminating the small amount of classroom practice that requires improvement
 - strengthening the procedures for checking the quality of teaching so they more accurately judge the pace of learning of all groups of pupils in the classroom
 - improving the planning of a small number of lessons so the pace of learning does not decline when pupils become disengaged or inattentive.

Inspection judgements

The achievement of pupils is good

- Since the academy opened, a sustained and effective focus on attainment and progress over five terms has substantially raised standards.
- Inspectors found that all groups of pupils, including those with special educational needs and those who are supported by pupil premium, are currently making good progress and achieving well. Gaps between the attainment of pupils known to be eligible for free school meals and other pupils are very small.
- Pupils in all year groups, except Years 3 and 4, have made progress over five terms which compares very favourably with, and frequently exceeds, national expectations. Pupils in Years 3 and 4 are now catching up with the progress rates of other year groups in response to good and often outstanding teaching.
- Children join the Nursery with stages of development that are very variable but overall well-below typical levels, especially in language development and speaking. From this relatively low starting point, pupils achieved broadly average national test results in Year 6 in 2012. This reflected good achievement over time. Attainment was average in writing, spelling, grammar and punctuation, and mathematics, and just below average in reading.
- The teacher assessments for 2014 at the end of Year 2 show that, from a low starting point, pupils have progressed well to reach average attainment in reading and just above average attainment in writing and mathematics.
- Current Year 6 teacher assessments show that pupils have reached above-average attainment in reading, writing, and mathematics and average attainment in spelling, grammar and punctuation. Inspectors checked pupils' work carefully and agree that these assessments are accurate because pupils' writing and their mathematical work are above average in quality and quantity.
- Pupils of all ages make good progress, especially in literacy and mathematics. The work in pupils' books is impressive. Not only is it set out well, it covers a very wide range of topics and draws on pupils' experiences on trips and visits, and, for example, writing up about research on volcanoes and the scientific experiments they conducted.
- The academy makes every effort to stretch fully the most able pupils. Their work is often at least a year in advance of expectations for their age in terms of the quality of writing and ability to perform calculations. For example, the most able pupils in Year 4 were confidently adding and subtracting more difficult fractions and decimals while similar pupils in Year 5 could easily work out 42% of a quantity without using a calculator.
- By the time they reach Year 6, almost all pupils can read at the expected level for their ages. Many are a year or more in advance of that. A very few pupils are around two years behind with their reading but there are perfectly acceptable reasons for this. These pupils receive a lot of extra help and very often progress well once, for example, medical barriers to learning have been removed.

The quality of teaching is good

- There have been substantial improvements in the quality of teaching since the academy opened. Consequently, good teaching in all year groups from the Nursery to Year 6 is now promoting good rates of progress. Sometimes, teaching is outstanding.
- Classes are smaller than usual because the academy uses its pupil premium funding to provide two classes in each year group rather than one. This means that teachers and their assistants can give plenty of individual attention to groups of pupils and individuals who need extra help.
- When pupils' attainment is behind where the academy wants it to be, for example in Years 3 and 4, managers have reorganised to ensure that good and sometimes outstanding teaching is

enabling them to catch up quickly.

- Inspectors' scrutiny of pupils' work in literacy, mathematics and topics shows that teaching is promoting good rates of progress in a very wide range of subjects. Teachers insist that pupils set their work out well. Teachers mark work regularly, clearly indicating how it can be improved.
- Teachers plan their lessons well and maintain a good and sometimes outstanding atmosphere for learning. This means that the pace of learning for most groups of pupils is generally good. Just occasionally, the pace of learning falters when groups of pupils are allowed to work too slowly when this is not appropriate or when some of the younger pupils are rather slow to settle down and listen.
- Teachers deploy their assistants well to provide good quality support to groups of pupils who need more help, particularly those with special educational needs. Inspectors observed many cases of very good work from teaching assistants sitting with groups of pupils, helping them with extra explanations and advice, and encouraging them to complete the tasks that the teacher had set.
- Teachers collate excellent records of pupils' attainment so they plan lessons to meet the needs of all their pupils. Lessons are not of a 'one size fits all' style. They are carefully planned so that pupils of a wide range of ability can all make good progress. The success of this work is reflected, for example, in the good quality of pupils' writing for a wide range of audiences.
- Pupils say that teaching is good and that they are making good progress. Inspectors fully confirm that their views are accurate.

The behaviour and safety of pupils are good

- The behaviour of pupils is good. Pupils are keen to learn, well mannered, polite, welcoming and helpful. They cooperate well with all of the teachers and classroom assistants who work with them and respond sensibly to routines designed to keep them safe. However, just occasionally, in class, some pupils are not quick enough to pay attention or lose concentration and waste time. Pupils are always keen to take part in the extra-curricular activities, visits and trips that the academy provides and speak enthusiastically about them.
- Evidence strongly suggests that the good behaviour observed during the inspection is typical of the day-to-day operation of the academy. Staff questionnaire results, interviews with pupils and parental surveys carried out by the school confirm that all stakeholders are confident that behaviour is good.
- Attendance is above average and persistent absence low because the academy has robust systems to ensure that pupils come to school regularly.
- Outstanding care, guidance and support for pupils ensure that they are all treated as individuals and have their needs met. This is particularly true for pupils who fall behind for any reason and for disabled pupils and those with special educational needs.
- The academy's work to keep pupils safe and secure is good. Pupils say that they feel safe and secure in the academy. They fully recognise that teachers and classroom assistants provide an excellent level of help and support. Good levels of staff supervision at breaks and lunchtimes mean that pupils know that there is always an adult on hand to help if the need should arise.
- Pupils say that physical bullying is rare but there is sometimes a very small amount of name-calling, which members of staff deal with well when it is reported to them. The academy's records support their view that incidents are very infrequent.
- The academy provides good systems to educate pupils about keeping themselves safe. Pupils understand different types of bullying and risks to their safety. Internet safety has a high profile. Procedures and policies for child protection and safeguarding meet all requirements and members of staff implement them well.

The leadership and management are good

- The academy has improved rapidly since it opened just over 18 months ago because the headteacher, with the help of the WISE Trust and a newly appointed senior team have massively increased expectations of all teachers, assistants and pupils.
- The headteacher has a very clear vision for the academy and seeks to provide an outstanding quality of education which enables pupils to reach high academic standards. Inspection evidence confirms that the academy is well on the way towards meeting its targets, although there is still some way to go. Most members of staff say that they are proud to be associated with the academy. Morale is generally very good.
- There are thorough systems in place for leaders of the academy to judge how well it is doing. For example, the headteacher keeps an outstandingly accurate record of the progress made by all groups of pupils over time and, therefore, knows when to intervene.
- Management of teaching has been very effective in improving classroom practice. Managers check teaching regularly and provide teachers and their assistants with appropriate areas of development. The academy's record of lesson observations is comprehensive and indicates a strong profile of teaching with plenty of relevant detail about what has been observed. Most observations provide teachers with a very accurate picture of the quality of their work but, sometimes, overall judgements about quality are over-generous compared to what has been written about the lesson. Crucially, however, the academy tackles ineffective classroom practice as soon as it becomes evident.
- Equality of opportunity has a high profile and its successful promotion is reflected in the way that the pupils supported by pupil premium do almost as well as other pupils. It is also reflected in the way that pupils with special educational needs make good progress both personally and academically.
- Plenty of topic work in science, environmental studies, history and geography provides pupils with a wide range of experiences and enables them to make good progress, particularly in writing. The academy promotes pupils' spiritual, moral, cultural and social development well. The success of this aspect of its work is reflected in the excellent corridor and classroom displays and the enthusiasm of pupils in talking about it. The academy uses its sport funding well to provide pupils with specialist teaching and activities provided by outside organisations. The academy provides a well-run breakfast club each morning.
- Senior staff value the support provided by the WISE Trust because it provides constant challenge and an accurate appraisal of the rate of improvement.
- The academy does its best to communicate with parents. The success of this work is reflected in the above-average attendance of pupils and the very positive views that parents have of the academy and recent improvements.
- **The governance of the school:**
 - Governors have a very clear understanding of the extent to which the academy is improving. They know what still needs to be done, and understand how pupils are progressing in comparison with the national picture.
 - They understand how the academy uses its pupil premium funding and know how pupils known to be eligible for free school meals are progressing compared with other pupils in the academy.
 - Governors challenge the headteacher and senior managers effectively to ensure that there is no slippage in rates of improvement. Arrangements to check the performance of teachers are thorough and any salary progressions are fully merited.

What inspection judgements mean

| School | | |
|---------|----------------------|--|
| Grade | Judgement | Description |
| Grade 1 | Outstanding | An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment. |
| Grade 2 | Good | A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment. |
| Grade 3 | Requires improvement | A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection. |
| Grade 4 | Inadequate | <p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p> |

School details

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| Unique reference number | 138976 |
| Local authority | Sunderland |
| Inspection number | 440147 |

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

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| Type of school | Primary |
| School category | Academy sponsor-led |
| Age range of pupils | 3–11 |
| Gender of pupils | Mixed |
| Number of pupils on the school roll | 310 |
| Appropriate authority | The governing body |
| Chair | Robert Symonds |
| Headteacher | Louise Saunders |
| Date of previous school inspection | Not previously inspected |
| Telephone number | 0191 5536023 |
| Fax number | 0191 5536026 |
| Email address | hastingshill@wiseacademies.co.uk |

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