

Sun Hill Junior School

Address: Sun Lane, Alresford, Hampshire, SO24 9NB

Unique reference number (URN): 144882

Inspection report: 28 April 2026

Exceptional	
Strong standard	
Expected standard	
Needs attention	
Urgent improvement	

Safeguarding standards met

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, pupils are made safer and feel safe.

How we evaluate safeguarding

When we inspect schools for safeguarding, they can have the following outcomes:

- **Met:** The school has an open and positive culture of safeguarding. All legal requirements are met.
- **Not met:** The school has not created an open and positive culture of safeguarding. Not all legal requirements are met.

Strong standard ●

Inclusion

Strong standard ●

Leaders have high expectations for all pupils, including those who face barriers to their learning or wellbeing. There are effective systems to identify pupils' needs early. Staff understand these needs well. They put appropriate support in place quickly. This reduces barriers and supports pupils to engage successfully with learning.

Leaders and staff ensure that pupils with special educational needs and/or disabilities (SEND), including those with an education, health and care plan, receive effective support. Staff break targets into manageable steps, helping pupils with SEND to make progress from their starting points. Where pupils need additional support, staff monitor interventions closely. Staff review support carefully. This ensures that pupils receive provision that makes a difference. Staff take an anticipatory and observant approach in lessons. They identify emerging barriers promptly and respond quickly.

The school's specially resourced provision for pupils with special educational needs and/or disabilities benefits pupils who attend. Staff are very well trained to support pupils with social, emotional and mental health needs. This means they are very well placed to meet pupils' needs. Leaders use alternative provision carefully and only when it is in pupils' best interests. Leaders maintain detailed oversight so that pupils' progress and wellbeing are well understood.

The pupil premium strategy is clear. It is well understood by leaders, staff and trustees. Leaders and staff use it purposefully to promote equity. They ensure that pupils who are disadvantaged access the same opportunities as their peers.

Personal development and wellbeing

Strong standard ●

Leaders have established a well-planned programme for pupils' personal development and wellbeing. It is embedded effectively across the curriculum and wider school life. Leaders design the personal, social and health education (PSHE) curriculum using recognised guidance. Staff teach PSHE and relationships education very well indeed. Pupils revisit key concepts and deepen their understanding as they progress through the school. Pupils speak confidently and knowledgeably about their learning and its relevance to their lives.

Pupils benefit from a wide range of meaningful leadership opportunities. This includes roles such as house captains, school council members, eco-, cyber and fundraising ambassadors. These opportunities help pupils to develop confidence, articulate their views and take responsibility. Pupils know how their actions can bring about change, such as working collaboratively to introduce recycling bins in classrooms. Pupils understand that these roles have real purpose in the school. This illustrates how pupils are learning to contribute positively to their community and to modern Britain.

As pupils move through the school, they develop a secure understanding of concepts, such as consent, respect and difference. They are clear that discriminatory or derogatory behaviour is not acceptable. They show the confidence to challenge such behaviours. Pupils show real integrity and empathy in their interactions with others. There is also effective help

for pupils, who may need extra wellbeing support. Helpful pastoral support is available to pupils and families.

Purposeful events and projects extend pupils' understanding of the wider world. They ensure that pupils are well prepared for the next stage of education and for life beyond school. For example, through the 'Strike a Pose' project, pupils learn about sustainability, fast fashion and their place in a global society. This learning has a tangible impact on pupils' attitudes. One pupil reflected, 'Everyone is unique, should be respected and should be comfortable in themselves.'

Expected standard

Achievement

Expected standard

Leaders' work to secure pupils' basic skills for future learning is supporting pupils to be increasingly well prepared for the next stage of their education. Pupils develop appropriate knowledge and skills across the curriculum. This helps them to build on prior learning and tackle more complex tasks with growing confidence.

Pupils with special educational needs and/or disabilities make suitable progress from their starting points. The school supports pupils who face emotional barriers to learning effectively. Staff help them to engage with education and to be better prepared for life beyond school.

Pupils' outcomes are broadly close to national averages, including for disadvantaged pupils. Leaders' work to improve pupils mathematical accuracy is embedding. Pupils show increasing fluency in mathematics. By the time pupils leave the junior school, they can apply their mathematical knowledge confidently. Overall, leaders and teachers ensure pupils are well prepared for the next stage of their learning.

Attendance and behaviour

Expected standard

Leaders have a clear and detailed understanding of attendance across the school. It is broadly in line with national averages. Leaders analyse attendance data carefully. They identify pupils who need extra support to overcome barriers to regular attendance. They work closely with pupils and families to address these barriers. Leaders are clear with families about why attendance matters and they help to support improvement over time. These actions are having a positive impact for most pupils. A small number of pupils continue to have attendance that is not yet at the level leaders expect. Leaders continue to prioritise raising attendance for all pupils.

Pupils behave well in lessons and around the school. They are polite, kind and respectful members of the school community. They show genuine consideration for others. Pupils are clear that discrimination is not tolerated, and they feel safe in school. Incidents of bullying are rare, and staff respond quickly and effectively to any concerns that arise. There is a clear behaviour system that staff apply consistently. Where pupils need additional help to

manage their behaviour, leaders work with external agencies to put carefully tailored support in place. This helps pupils to engage positively with school life.

Curriculum and teaching

Expected standard 

Leaders have designed a curriculum that reflects the context of the school. It prepares pupils appropriately for their next stages of learning. There is a clear focus on securing basic skills, particularly in reading, writing and mathematics. Reading is well established and supports pupils' access to learning across the curriculum. Work to strengthen spelling is at an earlier stage, but leaders' actions are beginning to have a positive impact.

Leaders and staff share high ambition for pupils' learning. They remain alert to the risk of pupils developing gaps in the basic knowledge and skills they need. Staff take appropriate steps to address these before pupils leave the school. This supports pupils to access the wider curriculum with increasing confidence.

On the whole, teaching is effective. Leaders provide structured and supportive programmes that help teachers develop the knowledge and skills needed to teach the curriculum as intended. Teachers generally consider pupils' starting points well. This includes those of pupils who are disadvantaged and pupils with special educational needs and/or disabilities.

The curriculum is inclusive across subjects. Where pupils need extra support, staff provide it through appropriate adaptations or targeted interventions alongside classroom teaching. Staff actively engage pupils in their learning. Leaders' work to promote positive behaviours for learning is helping pupils to become increasingly self-motivated.

Leadership and governance

Expected standard 

Leaders act in the best interests of pupils and have a clear understanding of the school's context, strengths and areas for development. They identify appropriate priorities and take action to improve pupils' experiences and outcomes. Where aspects of provision need refinement, leaders address these in a timely way. This means that pupils continue to benefit from a purposeful learning environment.

Those responsible for governance currently operate through the board of trustees. Trustees are knowledgeable about the school. They have an accurate understanding of its effectiveness, including the impact of provision for disadvantaged pupils. They provide appropriate support and challenge. They hold leaders to account and ensure that decisions are made in pupils' best interests. Trustees meet their statutory duties and oversee the effective use of additional funding to support disadvantaged pupils.

A local governing body is being established to strengthen links between the school and its community further. This work is at an early stage, but leaders are developing it to enhance local oversight and engagement.

Leaders place appropriate emphasis on staff professional learning and expertise. Coaching and training are well planned and linked clearly to school improvement priorities. Staff feel supported and valued. Leaders encourage staff to develop expertise in areas of interest.

This contributes positively to morale and to the school's capacity to improve. Leaders take account of staff workload and wellbeing when introducing changes.

Leaders and trustees provide appropriate direction, oversight and support. Leaders ensure that the school continues to improve in the best interests of all pupils.

What it's like to be a pupil at this school

Pupils enjoy coming to school and feel part of a welcoming and inclusive community. They feel safe and know that adults care about them and will listen if they have any concerns. Pupils are confident that unkind behaviour is not tolerated and say that staff deal with any issues quickly. As a result, pupils are calm, settled and ready to learn.

Pupils are curious and positive about their learning. They enjoy lessons and are increasingly confident in applying what they know. Staff support pupils, who need additional help with learning or wellbeing sensitively. This helps them to keep up and achieve alongside their peers. Disadvantaged pupils and pupils with special educational needs and/or disabilities are included fully in lessons and wider school life. They are positive about their experiences.

Pupils value the range of opportunities available to them beyond the classroom. They are proud of responsibilities, such as school council and ambassador roles. These help them develop confidence and responsibility. Pupils explain how these opportunities allow them to influence decisions in school and make a difference for others. Members of the school council have visited Parliament. This opportunity deepened their understanding of democracy and representation.

Pupils benefit from experiences that broaden their horizons and prepare them for the future. They work with the local secondary school within the trust on shared events, such as the upcoming end-of-year performance, for example. This helps them feel confident about the next stage of their education.

Pupils understand the importance of respect, fairness and equality. They articulate their views thoughtfully and show consideration for others. Pupils attend regularly, behave well and take pride in their school. They feel known, valued and supported, helping them to achieve, belong and thrive.

Next steps

- Leaders should continue to embed a consistent and effective approach to increase fluency and accuracy in foundational skills, particularly mathematics.
 - Leaders should continue to develop a deepening understanding of the positive impact of attendance with pupils and families to further encourage all pupils to attend as often as possible.
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About this inspection

This school is part of Vita Multi Academy Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer (CEO), Steven Jones, and overseen by a board of trustees, chaired by Michelle Andrews.

Inspectors carried out this full inspection under section 5 of the Education Act 2005.

Following our renewed inspection framework, all inspections are now led by His Majesty's Inspectors (HMIs) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

Inspectors spoke with the headteacher, other school leaders, staff and pupils. The lead inspector also met with the chief executive officer of the trust and trustees including the chair of trustees.

The inspectors confirmed the following information about the school:

The school also, under the same registration, includes provision for 4 pupils with social, emotional and mental health needs in their specially resourced provision for pupils with special educational needs and/or disabilities.

The school currently makes use of 3 alternative provisions, including 3 that are unregistered.

Headteacher: Sue Griffiths

Lead inspector:

Ian Howie, His Majesty's Inspector

Team inspectors:

Rebecca Greenhalgh, Ofsted Inspector

Richard Blackmore, Ofsted Inspector

Facts and figures used on inspection

The data was used by the inspector(s) during the inspection. More recent data may have been published since the inspection took place.

 This data is from 28 April 2026

School and pupil context

Total pupils

174

Below average

What does this mean?

The total number of pupils currently at this school and how this compares to other schools of this phase in England.

National average: 272

School capacity

264

Close to average

What does this mean?

The total number of pupils who can attend the school and how this compares to other schools of this phase in England.

National average: 300

Pupils eligible for free school meals (FSM)

10.92%

Below average

What does this mean?

The proportion of pupils eligible for free school meals at any point in the last six years.

National average: 26.3%

Pupils with an education, health and care (EHC) plan

2.87%

Close to average

What does this mean?

The proportion of pupils with an education, health and care plan. This covers pupils with more support than is available through special educational needs support.

National average: 3.5%

Pupils with special educational needs (SEN) support

13.79%

Close to average

What does this mean?

The proportion of pupils with reported special educational support needs at the school.

National average: 15%

Location deprivation

Well below average

What does this mean?

Based on the English Indices of Deprivation (2019) and the school's location, we have calculated whether the school is located in a more or less deprived area.

Resourced Provision or SEND Unit (if applicable)

Resourced provision

What does this mean?

Whether school has Resourced Provision or SEND unit (if applicable).

Type of specialist provision (if applicable)

SEMH - Social, Emotional and Mental Health

What does this mean?

The type of Special Educational Needs provision provided at the school (if applicable).

All pupils' performance

Pupils reaching the expected standard in reading, writing and mathematics

The percentage of pupils meeting the expected standards in a combined reading, writing and mathematics measure.

Year	This school	National average	Compared with national average
Latest 3 year average	64%	61%	Close to average
2024/25 (final)	58%	62%	Close to average
2023/24 (final)	72%	61%	Above
2022/23 (final)	61%	60%	Close to average

Pupils reaching the expected standard in reading

The percentage of pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	75%	74%	Close to average
2024/25 (final)	74%	75%	Close to average
2023/24 (final)	81%	74%	Above
2022/23 (final)	70%	73%	Close to average

Pupils reaching the expected standard in teacher-assessed writing

The percentage of pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	76%	72%	Close to average
2024/25 (final)	75%	72%	Close to average
2023/24 (final)	81%	72%	Above
2022/23 (final)	72%	71%	Close to average

Pupils reaching the expected standard in mathematics

The percentage of pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	76%	73%	Close to average
2024/25 (final)	72%	74%	Close to average
2023/24 (final)	83%	73%	Above
2022/23 (final)	74%	73%	Close to average

Disadvantaged pupils' performance

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	38%	46%	Close to average
2024/25 (final)	38%	47%	Close to average
2023/24 (final)	55%	46%	Close to average
2022/23 (final)	20%	44%	Below

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	41%	62%	Below

Year	This school	National average	Compared with national average
2024/25 (final)	38%	63%	Below
2023/24 (final)	55%	62%	Close to average
2022/23 (final)	30%	60%	Below

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	45%	59%	Below
2024/25 (final)	50%	59%	Close to average
2023/24 (final)	55%	58%	Close to average
2022/23 (final)	30%	58%	Below

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	55%	60%	Close to average
2024/25 (final)	50%	61%	Close to average
2023/24 (final)	64%	59%	Close to average
2022/23 (final)	50%	59%	Close to average

Disadvantaged pupils' performance gap

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after. The school disadvantage gap is the difference

between the performance of the school's disadvantaged pupils compared to the performance of all non-disadvantaged pupils nationally.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics, including the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	38%	68%	-30 pp
2024/25 (final)	38%	69%	-32 pp
2023/24 (final)	55%	67%	-13 pp
2022/23 (final)	20%	66%	-46 pp

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	41%	80%	-38 pp
2024/25 (final)	38%	81%	-43 pp
2023/24 (final)	55%	80%	-25 pp
2022/23 (final)	30%	78%	-48 pp

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	45%	78%	-33 pp
2024/25 (final)	50%	78%	-28 pp
2023/24 (final)	55%	78%	-23 pp
2022/23 (final)	30%	77%	-47 pp

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	55%	80%	-25 pp
2024/25 (final)	50%	81%	-31 pp
2023/24 (final)	64%	79%	-16 pp
2022/23 (final)	50%	79%	-29 pp

Absence

Overall absence

The percentage of all possible mornings and afternoons missed due to absence from school (for whatever reason, whether authorised or unauthorised) across all pupils.

Year	This school	National average	Compared with national average
2024/25 (3 term)	4.0%	5.2%	Below
2023/24 (3 term)	4.8%	5.5%	Close to average
2022/23 (3 term)	5.6%	5.9%	Close to average

Persistent absence

The percentage of pupils missing 10% or more of their possible mornings and afternoons.

Year	This school	National average	Compared with national average
2024/25 (3 term)	7.3%	13.0%	Below
2023/24 (3 term)	10.9%	14.6%	Below
2022/23 (3 term)	16.0%	16.2%	Close to average

Our grades explained

Exceptional

Practice is exceptional: of the highest standard nationally. Other schools can learn from it.

Strong standard

The school reaches a strong standard. Leaders are working above the standard expected of them.

Expected standard

The school is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement

The school needs to make urgent improvements to provide the expected standard of education and/or care.

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