

# Hill View Primary School

## Inspection report

---

<b>Unique reference number</b>	122995
<b>Local authority</b>	Oxfordshire
<b>Inspection number</b>	380563
<b>Inspection dates</b>	7–8 March 2012
<b>Lead inspector</b>	Keith Sadler

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

---

<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	448
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Jo Dynan
<b>Headteacher</b>	Claire Ferens
<b>Date of previous school inspection</b>	11–12 November 2008
<b>School address</b>	Hill View Crescent Banbury Oxfordshire OX16 1DN
<b>Telephone number</b>	01295 251205
<b>Fax number</b>	01295 258455
<b>Email address</b>	office.2056@hill-view.oxon.sch.uk

---

<b>Age group</b>	4–11
<b>Inspection date(s)</b>	7–8 March 2012
<b>Inspection number</b>	380563



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit [www.parentview.ofsted.gov.uk](http://www.parentview.ofsted.gov.uk), or look for the link on the main Ofsted website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

[Piccadilly Gate](#)  
[Store St](#)  
[Manchester](#)  
[M1 2WD](#)

T: 0300 123 4234  
 Textphone: 0161 618 8524  
 E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
 W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2012



## Introduction

Inspection team

Keith Sadler

Additional inspector

Jill Thewlis

Additional inspector

Wendy Marriott

Additional inspector

This inspection was carried out with two days' notice. Inspectors observed 23 lessons led by 18 different teachers or practitioners. The inspectors held meetings with members of the governing body, staff, parents and carers, and groups of pupils. Inspectors took account of the responses to the on-line questionnaire (Parent View) in planning the inspection, observed the school's work and looked at a wide range of documentation. This included: the school's analysis of pupils' progress; teachers' lesson plans; the school improvement plan; leaders' monitoring records; and pupils' work. Questionnaires completed by 199 parents and carers, together with those from staff and from pupils in Key Stage 2, were analysed and their responses taken into account.

## Information about the school

This is a larger than average primary school. Most pupils live in the immediate vicinity. Most pupils are of White British heritage. The remainder come from a wide range of minority ethnic backgrounds. A below average number of pupils speak English as an additional language. The proportion of pupils known to be eligible for free school meals is average. The proportion of disabled pupils and those who have special educational needs is average. The school meets the government's current floor standards, which set the minimum expectation for pupils' attainment and progress.

The school appointed a new headteacher in April 2011. It has Healthy School status and has been awarded the Basic Skills Quality Mark.

**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

<b>Overall effectiveness</b>	<b>3</b>
<b>Achievement of pupils</b>	<b>3</b>
<b>Quality of teaching</b>	<b>3</b>
<b>Behaviour and safety of pupils</b>	<b>3</b>
<b>Leadership and management</b>	<b>3</b>

## Key findings

- Hill View is a satisfactory school. It is improving well because the new headteacher’s leadership and management have excellent qualities. It is not yet a good school because, although pupils’ progress is accelerating and teaching is strengthening, these improvements are too recent to be fully secure.
- Achievement is satisfactory. Pupils’ progress is satisfactory overall and accelerating. Pupils have underachieved in their writing. Although this is being overcome, standards remain low. Pupils’ handwriting and their use of grammar and punctuation are weak. In mathematics, their practical and investigational skills are not sufficiently well developed for them to achieve well.
- Teaching is satisfactory because past weaknesses, although being tackled well, have limited progress. Senior staff are aware that there are inconsistencies. On occasion, teachers do not have sufficiently high expectations of what pupils can achieve. In addition, some teachers take too long to introduce lessons and this slows learning. Marking, although much improved, is inconsistent particularly in mathematics. There is too little guidance given for pupils’ next steps in learning.
- Behaviour and safety are satisfactory. Pupils feel safe in school. Overall good behaviour is hampered because, on occasion, pupils are too easily distracted when activities are less engaging.
- Leadership and management are satisfactory. The new headteacher has brought rigour to the school’s systems. Because her leadership of teaching is effective, she has raised the quality of teaching and instigated good quality procedures to manage the performance of staff. There is a shared vision for the school and staff morale is high.
- Schools whose overall effectiveness is judged satisfactory may receive a monitoring visit before their next section 5 inspection.

**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

## What does the school need to do to improve further?

- By January 2013, raise the quality of teaching to consistently good by:
  - ensuring that teachers have high expectations of what pupils can achieve
  - strengthening the pace of learning by ensuring that introductions to lessons are kept brief
  - making all marking, particularly in mathematics, as good as the best in the school by ensuring that good-quality guidance is given for pupils' next steps in learning.
  
- Accelerate pupils' progress and raise standards in English and mathematics by:
  - ensuring that, in mathematics, pupils' calculation and practical and investigational skills are improved
  - significantly improving pupils' handwriting skills
  - strengthening pupils' grammar and punctuation in their writing.

## Main report

### Achievement of pupils

Children enter school with skills that are lower than expected. Children achieve well in the Reception Year because provision is good. Consequently, a majority attain the expected goals on entry into Year 1. Parents' and carers' views are that their children are making good progress in their learning. Inspection findings are that progress has accelerated in English and mathematics. However, this positive picture masks some underachievement in the past. In particular, until recently, progress has been inadequate in writing, particularly for the boys. This has resulted in standards in English at the end of Year 6 being significantly below average. In consequence, overall achievement is satisfactory rather than good.

The school's emphasis on strengthening writing is paying dividends and the history of underachievement is being corrected. The introduction of drama in writing has further engaged the pupils' interest, particularly that of the boys, and increased productivity. By making writing themes more 'boy friendly', this too is helping to capture their interest. Inspectors observed pupils making good progress in their writing because work was matched well to their learning needs. For example, higher-ability Year 6 pupils made rapid progress in their knowledge of compound and complex sentences because the class teacher taught and questioned the pupils exceptionally well when learning about embedded clauses and the use of dashes. Most pupils are now working at the levels expected for their age in writing. Many more of the current Year 6 pupils are on track to attain the expected level. Even so, pupils' overall attainment is hampered because, even amongst the most-able pupils in Key Stage 2, handwriting is weak. Furthermore, even though more pupils in Year 6 are on course to attain the higher level, weaknesses remain because, taken overall, pupils' grammar and punctuation skills are not yet at the same level as their peers nationally. In mathematics, pupils make steady progress and this results in average standards at the end of Year 6. However, achievement is held back because, even

**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

though calculation skills are good, the application of these in practical and investigational mathematics is more limited.

Inspection findings confirm the school's evaluation that progress is good in reading. Pupils make good progress in Years 1 and 2 and by the end of Year 2, they attain above average standards because the school places a strong emphasis on developing the pupils' letters and sounds skills. In consequence, even the least-able pupils make good use of their phonic knowledge of letters and the sounds they make to build their understanding of texts. Older pupils, too, employ a good range of strategies in their reading. The most-able pupils in Year 6 read well, and they are skilled in drawing inference from texts, and providing detailed and sophisticated reasons why they prefer, for example, Roald Dahl's work to that of JK Rowling.

Early identification and carefully tailored support for pupils with disabilities and special educational needs help them increasingly to achieve well. Pupils who are eligible for free school meals are now identified through the school's tracking system and data show they achieve as well as their peers.

### **Quality of teaching**

Almost all parents and carers returning the questionnaires said that their children are taught well. This was the case during the inspection with a majority of observed lessons being good. However, the picture is not so positive over time. Scrutiny of pupils' work and the school's monitoring data shows that until the current school year, there were weaknesses in teaching. For example, planning did not take sufficient account of the different abilities present in each class and hence work was too easy, particularly for middle- and upper-ability pupils. In addition, too little attention was paid to securing good learning for underachieving groups such as the boys in writing. As a result, teaching over time is no better than satisfactory. However, these weaknesses are being overcome. The improved use of data means that work is matched more effectively to the learning needs of the different abilities present in each year group.

Teachers generally ensure that pupils' spiritual, moral, social and cultural development is appropriately supported. For example, staff consistently provide well for pupils' social development by planning many opportunities for paired and group working. Pupils' moral development was boosted particularly well in a successful Year 5 lesson when pupils were learning about dictators and democracy. The teacher's good-quality questioning prompted pupils to think and reflect well on the differences in political systems. Despite these improvements in teaching, some inconsistencies remain. For example, in some lessons teachers spend too long introducing lessons and this slows the pace of learning. In addition, teachers do not always use assessment information well enough in order to have sufficiently high expectations of what pupils can achieve. A review of teachers' marking has led to some outstanding practice, particularly in the upper part of Key Stage 2. Here, marking invariably provides good guidance for pupils' next steps in learning. However, this is not always the case and, although marking is usually thorough and comprehensive, next steps in learning are not always identified, particularly in mathematics.

**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

The curriculum for literacy has benefited from a thorough review and is now of good quality. That for mathematics is satisfactory and strengthening. The school plans appropriately to ensure that pupils' basic skills are promoted well in other subjects. Because work is now matched well to the needs of those with disabilities and special educational needs, these pupils are supported well both by their class teachers and skilled teaching assistants, and they increasingly achieve well.

**Behaviour and safety of pupils**

Pupils say that they feel safe in school, and parents and carers are almost unanimous in agreeing. Pupils have a good awareness of the different forms bullying can take and say that any incidences of bullying of any kind, including physical and emotional bullying, are dealt with swiftly and successfully by adults. Pupils know how to keep themselves safe in and out school, for example when using the internet and when visiting local shops or play areas. They were particularly keen to point out how the 'think tank' and 'listening shop' help them because they can express any worries they may have. Pupils' behaviour is frequently good. They generally cooperate well and usually respond quickly to their teachers' requests. However, in some lessons, learning is hampered because pupils do not always remain on task after their teachers urge them to remain focused. These lapses are most frequently associated with lessons that are satisfactory.

Pupils with social and emotional difficulties are managed well. The good and wide-ranging programme of high-quality support enables them to play a full part in lessons. Pupils and families whose circumstances make them vulnerable are supported well and parents and carers are fulsome in their praise of the support they receive.

**Leadership and management**

Parents and carers have highly positive views about the improvements that have been introduced since the new headteacher started. Her leadership and management have significant strengths and she is supported well by senior leaders. Subject leaders for English and mathematics have grasped the weaknesses in their subjects because they have checked provision and pupils' progress. The headteacher's deep commitment to improvement and vision for the school's future is shared by the governing body and staff. Newly developed rigour in the school's self-evaluation has secured an accurate view of the school. This has led to a series of well-conceived improvement projects that are showing positive impact, particularly in lifting the quality of teaching. For example, newly instigated performance management procedures are used well to identify staff's development needs. Leaders are ensuring that teachers are provided with opportunities to learn from those whose practice is more effective. The school provides a satisfactory and improving curriculum, particularly now that there have been developments in the curriculum for literacy. The curriculum suitably promotes pupils' spiritual, moral, social and cultural development. Discrimination of any kind is not tolerated and the school is careful to ensure that all pupils have an equal opportunity to experience what the school offers.

**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

Governance is satisfactory. Until recently, they have been over-reliant on the headteacher for information. However, members of the governing body now make regular visits and, in consequence, they are in a stronger position to challenge the school and check for themselves how well it is doing. The governing body is diligent in ensuring that all child protection regulations are met in full.

There have been many recent improvements to all aspects of the school's effectiveness. Senior staff and governors are clear about the next improvements that need to be made. However, the school's capacity for further improvement is limited to satisfactory because the changes made, although secure, are recent and need to bed down over time.

## 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

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	46	46	8	0
Primary schools	8	47	40	5
Secondary schools	14	38	40	8
Special schools	28	48	20	4
Pupil referral units	15	50	29	5
All schools	11	46	38	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 31 August 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://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.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

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

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Attendance	the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.
Behaviour	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and 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 governors and 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.
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.
Safety	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

**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.**

9 March 2012

Dear Pupils



### **Inspection of Hill View Primary School, Banbury OX16 1DN**

I am writing to thank you for your help when we came to visit your school and also to tell you what we found.

Yours is a satisfactory school, which means that some things are done well and other things could be improved. You told us that you enjoy school. Your behaviour is generally good, although sometimes you do not carry out your teachers' instructions when asked to concentrate more. You have positive attitudes that help you in your learning. Your parents and carers told us that you are happy and feel safe, and we agree with them. Your teachers try hard to make lessons interesting for you, and your learning is now generally good. Even so, in the past, you have not made enough progress in your writing, particularly for the boys. You told us that you enjoy all the trips and visits that you make. These things help to make sure that you enjoy learning. The staff look after you well and take good care of you.

Your parents and carers, and you, told us that you think your new headteacher is doing a really good job, and we agree. We have asked her, and the staff and governors, to take some action to make sure that improvements continue. We have asked them to set high expectations for you all of the time because sometimes, your teachers do not think that you can make as much progress as you can. Also, to make the start of lessons more to the point as occasionally they spend too long introducing lessons and this stops you from getting on with the activities that they set. We have requested that when your teachers mark your work, they make sure that the next steps in your learning are made clear for you, particularly in mathematics. In English, staff are going to focus on making sure your handwriting improves, and also your grammar and punctuation. In mathematics, we have asked that your teachers give you more chances to do practical and investigational mathematics. All of you can help by working hard to make sure that your handwriting is neat.

We hope that you continue to enjoy school and learning.

Yours sincerely

Keith Sadler  
Lead inspector

**Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone **0300 123 4234**, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).**