

# Hill View Primary School

Hill View Crescent, Banbury, OX16 1DN

**Inspection dates** 13–14 February 2014

<b>Overall effectiveness</b>	Previous inspection:	Satisfactory	3
	This inspection:	<b>Good</b>	<b>2</b>
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.

- Pupils achieve well because teaching is typically good and some is outstanding.
- Attainment has risen in recent years because teachers have successfully focused on developing pupils' skills in English and mathematics. Pupils now make good progress across the school.
- The headteacher, ably assisted by other school leaders and the governing body, has been highly effective in leading changes that have resulted in improvements in teaching and learning.
- Rigorous checks on teaching and good use of training and support for individual teachers have improved classroom practice and pupils' achievement.
- The strong staff team, led by the headteacher, has the drive and skills to make the school even better.
- Governance is good because the governing body has a good grasp of the school's strengths and weaknesses and holds staff accountable for pupils' achievement.
- Parents and carers are highly positive about the support their children receive and the continuing improvements at the school.
- Pupils' behaviour is good both in lessons and around the school.
- Pupils are cared for well and feel safe.
- The school provides pupils with an interesting range of subjects, topics and experiences which ensure they enjoy school.

### It is not yet an outstanding school because:

- The proportion of outstanding teaching is not yet high enough.
- Occasionally the work set is too easy for the more-able pupils or too hard for those who find learning difficult, especially in mathematics.
- Pupils are not always given opportunities to follow up teachers' marking to improve their work.
- Existing plans for staff to share their skills and expertise to enable further improvements in teaching could be further extended.

## Information about this inspection

- The inspectors observed 24 lessons or part lessons, attended an assembly and listened to groups of pupils read.
- Five lesson observations were carried out jointly with the headteacher and deputy headteacher.
- The inspectors scrutinised the 44 responses to the online Parent View survey and spoke to parents and carers at the start of the school day.
- Questionnaires completed by 41 staff were analysed.
- Meetings took place with staff, pupils, governors and a local authority representative.
- The inspectors observed the school's work and scrutinised pupils' books, records of pupils' progress, the school's checks on teaching and learning and its development plan, records of behaviour and attendance, and safeguarding documents.

## Inspection team

Carol Warrant, Lead inspector

Additional Inspector

Lesley Voaden

Additional Inspector

Stuart Ransom

Additional Inspector

## Full report

### Information about this school

- Hill View Primary is larger than the average-sized primary school.
- The proportion of pupils known to be eligible for the pupil premium (additional government funding for pupils known to be eligible for free school meals, looked after children and pupils with a parent or carer in the armed services) is average.
- The percentage of disabled pupils and those with special educational needs supported through school action is above average.
- The proportion of pupils supported at school action plus or with a statement of special educational needs is below average.
- The proportion of pupils from minority ethnic groups is below average.
- A below average number of pupils are at the early stages of English language acquisition.
- The school has a 40-place nursery and a breakfast club run by the school.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in English and mathematics in Year 6.

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

- Raise the quality of teaching and pupils' achievement to even higher levels by ensuring that:
  - pupils are given work in mathematics that is pitched at the right level to ensure rapid progress
  - pupils of all abilities are stretched and challenged to achieve their very best in all lessons
  - pupils are given opportunities to act on the good advice they are given by teachers so they can improve their work
  - the best practice in teaching is shared more widely throughout the school so that teaching is consistently good with more that is outstanding.

## Inspection judgements

### The achievement of pupils is good

- Standards are rising for all groups of pupils because of better teaching and rigorous checking of pupils' progress across the school.
- Most children's skills and knowledge are below the levels typical for their age when they join the nursery. They make good progress during the Early Years Foundation Stage in all aspects of their learning.
- Pupils' attainment at the end of Key Stage 1 has historically been low, but it rose in 2013 and was in line with national averages in reading, writing and mathematics. The school's own tracking data, and work seen in pupils' books, show that pupils currently in Years 1 and 2 are making good progress and are on track to reach even higher standards at the end of this year.
- Standards at the end of Year 6 have also risen as pupils' progress has improved. Pupils who underachieved in the past are now making faster progress and an increasing number of pupils in all year groups are working at levels above those expected for their age.
- Teachers' better awareness of what helps pupils to make good progress ensures that generally they set work that stretches them, and so a greater proportion of the more able pupils are reaching higher levels of achievement. However, a few still do not reach their full potential, especially in mathematics.
- Older pupils are enthusiastic readers and have a range of skills that help them to work out unfamiliar words and to answer questions about characters and what is happening. Pupils' knowledge of phonics (the sounds letters make) is better than indicated by the Year 1 check, where it was below average in 2012 and 2013. However, those pupils who did not meet this standard in 2012 have been well supported and almost all reached the expected standard by the end of Year 2.
- Those pupils for whom the school receives pupil premium funding reach standards similar to those of their classmates in writing and, while they are almost two terms behind in reading and mathematics, this gap is closing. Funding is well used to provide one-to-one and small-group support.
- Disabled pupils and those who have special educational needs, pupils from minority ethnic backgrounds and pupils new to learning English make similar progress to the other pupils in their classes because the school provides well-targeted support for them.
- The school is using the new primary school sports funding to employ specialist sports coaches. Pupils are developing a good understanding of how to keep fit and healthy.

### The quality of teaching is good

- Teaching is good because most lessons are planned to interest and inspire pupils with tasks that make them think and work hard. Teachers ask carefully thought out questions which successfully probe and deepen pupils' understanding. In a Year 6 mathematics lesson, pupils made excellent progress when they explained their methods to their partners and to the whole class, and applied previously learned skills and knowledge when solving increasingly complex mathematical problems.
- Occasionally, teaching is less effective and some pupils do not make as much progress as they should because they are given work that is either too easy or too hard.
- In the Early Years Foundation Stage, staff know the children well and intervene particularly effectively to support their speech and language development. The well-resourced learning areas ensure that children have a good range of activities that help them to develop a wide range of skills and knowledge, both inside and outside. During the inspection the 'hairdressers' role-play area was particularly popular and helped children to develop both language and social skills. Staff use assessment well to record children's development and move them on quickly.
- Throughout the school pupils read with enjoyment and expression. A regular programme for the

teaching of reading ensures pupils gain essential skills quickly, and pupils talk enthusiastically about the online reading club which they really enjoy.

- Pupils' progress in writing has accelerated due to improved teaching and good opportunities to write at length about a range of interesting subjects. As a result, the gap that previously existed between the attainment of boys and girls has closed.
- Pupils supported by the pupil premium receive well-managed help which enables them to progress as well as their classmates. Staff commitment and care also ensure that disabled pupils and those who have special educational needs, pupils from minority ethnic backgrounds and pupils new to learning English are supported effectively and progress well.
- Teachers know and manage their pupils extremely well. There are high levels of trust and respect. Pupils understand how good behaviour helps them to learn well.
- Pupils' work is regularly marked. Although teachers identify the next steps pupils should take in their learning, sometimes pupils are not given enough time to act on the advice they are given or try out the additional questions teachers pose. As a result, pupils do not always make as much progress as they could.

### **The behaviour and safety of pupils are good**

- The behaviour of pupils is good. Pupils enjoy coming to school and say they feel safe. They are proud of their school and take good care of their surroundings. No litter is dropped and the corridors are quiet and purposeful places as pupils move around the school. The school's records show that the good behaviour seen during the inspection is typical of that found every day.
- Teachers and pupils get on well, there are good routines established for working together, and pupils follow instructions without fuss. Pupils are well equipped for their lessons and settle very quickly to their work. Their books are generally neat and tidy and show a clear progression in the quality of their handwriting.
- Almost all parents and carers who responded to the online questionnaire and those spoken to as they brought their children to school said their children are well looked after and are safe in school. Almost all thought behaviour was good.
- On the playground, pupils play well together and enjoy the chance to use excess energy. They are considerate and kind to one another as they play.
- The school has an excellent system of behaviour management and a history of success in helping pupils to learn to manage their own behaviour. The inclusion team works well with pupils to ensure that they can focus on their learning.
- The school's work to keep pupils safe and secure is good. Pupils have a good awareness of all the different forms of bullying, including cyber bullying, and have been taught how to keep themselves safe, for example on the roads and when online. There are very few incidents of inappropriate behaviour or bullying and pupils are confident in teachers' ability to deal with any that do arise.
- Pupils want to do well and please their teachers and this contributes greatly to their good achievement. However, when teaching is occasionally less effective, the attention of some pupils wanders and, consequently, they do not make the progress during lessons that they should.
- Pupils play an active role in school and enjoy taking responsibility, for example as Ambassadors and House Captains and acting as play leaders at lunchtimes.
- Attendance has improved and is now average. The school provides incentives and rewards based on the attendance of classes and individuals.

### **The leadership and management are good**

- The senior leadership team has a clear and ambitious vision to drive improvements in the school. Its members are strongly focused on improving the quality of teaching. The headteacher,

supported by the governing body, has taken determined action to eliminate weak teaching.

- The new tracking system is highly effective in keeping a close check on pupils' progress, and senior leaders meet regularly with teachers to discuss how best to support and challenge any pupils who may be falling behind. As a result, problems are identified early and extra help is provided quickly.
- Senior leaders have an accurate view of the strengths and weaknesses of the school, based on rigorous lesson observations, checks on pupils' work and conversations with pupils. The resulting well-structured plans are used to continue to move the school forward.
- Teachers' performance is managed well. Challenging targets are set for pupils' progress and for the development of teaching skills through well-targeted training; however, leaders must ensure the best use of the expertise of staff whose practice is consistently outstanding to improve the overall quality of teaching in the school. Subject leaders and senior teachers have targets designed to improve their leadership skills.
- The curriculum meets the needs and interests of all groups of pupils, and promotes their spiritual, moral, social and cultural development very well. Pupils are enthusiastic about the topics and subjects they study and particularly enjoy science and art.
- The school has positive relationships with the majority of parents and carers, and staff strive to involve them fully in their children's learning.
- The local authority has provided the school with good support. For example, it has helped to improve the quality of teaching by providing individual training for teachers.
- **The governance of the school:**
  - Governors are knowledgeable and understand how well pupils are doing across the school when compared to other schools nationally because they review performance data carefully. They are aware of the quality of teaching in different parts of the school and what the senior leaders are doing to improve teachers' skills. They are acutely aware of the importance of performance management and ensure that any increases in salary are linked to teachers' performance.
  - Governors are able to challenge leaders because they visit regularly and gather first-hand evidence. The governors can show the substantial impact that pupil premium funding has had on the achievement of pupils who are eligible, and can clearly state the main contributing factors. They are also clear about how the primary school sports funding is being spent and have plans to evaluate its impact in promoting pupils' physical well-being and increasing participation in sport. Governors ensure sound financial management, equal opportunities for all and that discrimination is not tolerated. All statutory duties are met, including those for safeguarding.

## 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

<b>Unique reference number</b>	122995
<b>Local authority</b>	Oxfordshire
<b>Inspection number</b>	428885

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>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	520
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Chrissie Garrett
<b>Headteacher</b>	Claire Ferens
<b>Date of previous school inspection</b>	7–8 March 2012
<b>Telephone number</b>	01295 251205
<b>Fax number</b>	01295 258455
<b>Email address</b>	office.2056@hillview.oxon.sch.uk

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