

Hillview Primary School

Hillview Road, Hucclecote, Gloucester, GL3 3LH

Inspection dates 7–8 May 2014

Overall effectiveness	Previous inspection:	Outstanding	1
	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.

- Pupils make good progress and achieve well across the school. By the end of Year 6 they reach high standards in reading, writing and mathematics.
- Teaching is good. Lessons often include tasks which pupils find challenging.
- The headteacher has been successful in raising achievement and improving teaching. With good support from the governing body and other managers, she is taking effective action to bring about further improvement.
- The school provides pupils with an interesting range of subjects, topics and experiences which ensures they enjoy their learning.
- Pupils are proud of their school. They show respect to one another and to adults. They feel safe and their behaviour is good, both in lessons and around the school.
- Disabled pupils and those with special educational needs make good progress because their needs are well understood. Skilled support is put in place when necessary and this is effective.
- Governors are highly effective and show a very good understanding of the school's strengths and weaknesses.
- Pupils' spiritual, moral, social and cultural development is given great importance in the school, so that pupils are well prepared for the future.

It is not yet an outstanding school because

- There is not enough outstanding teaching to enable all pupils to make the best possible progress.
- Not all staff with leadership responsibilities are held to account for raising standards.
- The rates of progress that pupils make vary between classes. Not all teachers follow the school's marking policy consistently.
- Activities in the Early Years Foundation Stage do not provide sufficient opportunities to support children's development of early skills in English and mathematics.

Information about this inspection

- Inspectors observed parts of 13 lessons, of which five were jointly observed with the headteacher or the assistant headteacher. They also visited two assemblies.
- Inspectors looked at pupils' work in their lessons and carried out a detailed scrutiny of their written work. They also heard pupils read and asked them about their reading habits.
- Inspectors held meetings with two groups of pupils to discuss their work, and talked with pupils around the school.
- Meetings were held with the headteacher, other staff with leadership responsibilities, three members of the governing body and the school's improvement adviser from the local authority.
- A variety of school documentation was examined, including records of current pupils' progress, improvement plans, behaviour and attendance logs, the sport premium action plan, minutes of governors' meetings and records relating to safeguarding and to the management of staff performance.
- Inspectors took account of the questionnaires completed by 23 staff and the 60 responses submitted by parents to the online questionnaire Parent View. They also spoke with several parents who were present on the school site during the inspection to gather their views on the school.

Inspection team

Sean Thornton, Lead inspector

Additional Inspector

Lesley Voaden

Additional Inspector

Full report

Information about this school

- The school is smaller than the average-sized primary school.
- Most pupils are from White British backgrounds and very few speak English as an additional language.
- The proportion of pupils known to be eligible for the additional funding called the pupil premium is below average. This funding is provided for pupils who are known to be eligible for free school meals, in local authority care or who have a parent in the armed forces.
- The proportion of disabled pupils and those who have special educational needs supported at 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 headteacher was appointed in April 2013.
- The proportion of pupils who join or leave the school during the year is above average.
- The school site includes an early years playgroup, but this did not form part of this inspection.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in English and mathematics by the end of Year 6.

What does the school need to do to improve further?

- Raise the quality of teaching to outstanding by ensuring that:
 - pupils throughout the school benefit from work that makes them think and work hard so that they all make the best possible progress
 - all teachers follow the school's marking policy so that pupils receive detailed feedback on how to improve their work, and are able to respond to these comments
 - children in the Early Years Foundation Stage are provided with frequent opportunities to develop their early English and mathematical skills.
- Ensure that all staff with leadership roles are fully held to account to ensure that they carry out their roles effectively in raising standards.

Inspection judgements

The achievement of pupils is good

- A large proportion of pupils reach high standards in reading, writing and mathematics by the end of Year 6 and this proportion is increasing. Pupils make good progress across the school.
- Pupils' progress in reading by the end of Key Stage 2 showed a marked dip in 2013. The school has taken prompt and effective actions to remedy this and pupils currently on roll are all making good progress in their reading.
- Children enter the Reception class with skills and abilities broadly typical for their ages. Tasks set in Reception are interesting and children enjoy learning so that they make good progress in many areas of their development. The school's current records, however, show that the progress being made in literacy and mathematics is not as rapid as in previous years.
- In Key Stage 1, pupils make good progress from their starting points and the proportions reaching the higher levels in reading, writing and mathematics are increasing.
- The most-able pupils make consistently good progress in the school. The school's records show that they reach very high standards and many make rapid advances in their learning.
- Pupils known to be eligible for the additional funding called the pupil premium make progress that is equal to that of their peers. This is because the school uses this funding well to provide individual support and additional small-group teaching. They also ensure that these pupils are able to participate fully in the school's enrichment activities and breakfast club. In 2013 the attainment of these pupils at the end of Year 6 was slightly above that of their classmates in English and mathematics.
- Disabled pupils and those with special educational needs make good progress. This is because their individual needs are carefully considered and they benefit from appropriate skilled teaching. Pupils who join the school at different times also make good progress.
- The frequent tracking of pupils' progress means no group of pupils is left behind, so that the school promotes equality of opportunity effectively.
- Achievement is not yet outstanding because all groups of pupils do not make as much progress as they could in some subjects. Their rates of progress differ between classes.

The quality of teaching is good

- Teaching is good because most lessons are planned to interest pupils and provide them with tasks that make them think and work hard. This includes the most able pupils who find their work engaging.
- Clear classroom routines are well established and resources are well prepared so that time is not wasted when moving between activities. Lessons begin punctually and teachers show high expectations of their pupils.
- When teaching is most effective, tasks are hard enough for pupils and pupils are engrossed in their learning. Teachers use probing questioning to check pupils' understanding before moving to the next part of the lesson, and are prepared to adapt their plans when needed.
- Where teaching is less effective, these strong features are less well developed and some pupils do not make as much progress as they could. This is why teaching is not yet outstanding.
- In the Early Years Foundation Stage, children benefit from a wide range of tasks and experiences, including the frequent use of the school's extensive outdoor areas. However, there are not enough opportunities for them to develop their early skills of mathematics and English, such as recognising the sounds that letters make (phonics).
- Older pupils are provided with many opportunities to solve challenging problems. For example, in a Year 6 mathematics lesson, pupils developed their firm understanding of decimals and percentages because of the variety of well-chosen activities provided. They then applied what they had learned to problems showing how percentages are used in everyday life.
- Pupils are provided with many opportunities to develop their writing. Pupils are proud of their

theme books, where their variety of writing is promoted through many subjects.

- The school has introduced a marking policy so that pupils receive detailed feedback on their work and how to improve it. They are then expected to respond to their teachers' comments. However, this policy is not yet being applied consistently by all staff so that the degree of feedback that pupils receive is variable.
- The very high standard of wall displays raises pupils' expectations and the displays are used effectively as an aid to learning.
- Teaching assistants are used well in classes and work in partnership with teachers to help pupils to learn.

The behaviour and safety of pupils are good

- The behaviour of pupils is good. Pupils behave well, both in lessons and around the school
- In the large majority of lessons pupils concentrate well, attitudes to learning are very positive and pupils show a desire to learn. This helps them to make good progress.
- Pupils are well equipped for their lessons and settle very quickly to their work. Books are neat and well kept.
- Pupils understand and support the school's behaviour code, and the system of rewards and sanctions. They report that behaviour is usually good and that when there is any poor behaviour it is dealt with quickly. This is confirmed by the school's records of behaviour.
- Pupils show courtesy to each other, to staff and to visitors. There is no evidence of litter and the displays of pupils' work around the school are treated with great respect. On the playground, pupils play well together and show consideration to others.
- The school's work to keep pupils safe and secure is good. Rigorous procedures are in place to ensure that the site is secure.
- Pupils have a good awareness of the different forms of bullying, including cyber bullying, and have been taught how to keep themselves safe, including how to avoid unsafe websites. Incidents of bullying are extremely rare and pupils are completely confident that if any occur they are dealt with promptly by staff. Positive relations are fostered and no form of discrimination is expected or tolerated in the school.
- Attendance is consistently above average and the school is working closely with parents to raise it even further.
- Pupils are given many opportunities to develop their leadership skills and this encourages them to accept responsibilities and play an active part in the school.
- In the online questionnaire, Parent View, almost all parents agreed that pupils are well behaved as well as safe and happy at school.
- Behaviour and safety are not yet outstanding because a small minority of pupils show occasional lapses in their behaviour and some do not always persevere in their learning.

The leadership and management are good

- The headteacher is committed to improving all aspects of the school and has introduced strategies to ensure that all pupils make the best possible progress. Her commitment is shared by staff and governors.
- The management of teaching and its impact on learning are good. Joint observations during the inspection showed that the school's judgements on the quality of teaching are accurate and include a variety of evidence.
- The school's own view of its performance is based on detailed information on all parts of its work. This is accurate and has led to a rigorous school improvement plan, centred on pupils' progress.
- Staff with leadership responsibilities are receiving training and support from the headteacher.

However, the effectiveness of these staff in raising standards and supporting others is variable.

- The wide range of subjects and topics taught inspires pupils to learn. They extend their learning in areas such as science and humanities and develop their creativity through music, art and dance. The school is very well prepared for the introduction of the new National Curriculum in September and is considering carefully how to then assess pupils' progress.
- Pupils' spiritual, moral, social and cultural development is a strength of the school. Spirituality is developed in a number of ways. These include sensitive assemblies that encourage pupils to think about their place in the world, as well as frequent opportunities for them to reflect on their work, relationships and behaviour. The well-established partnership with a school in Kenya contributes to their understanding of other cultures, as does their exchange of blogs with other schools in this country.
- Senior leaders and the governing body monitor the performance of teachers carefully and link this to the progress pupils make. In turn, this is used to make decisions regarding teachers' financial progression.
- A team of skilled non-teaching staff supports any pupils having emotional difficulties and also works closely with parents.
- The school is using the primary school sport funding to employ a sports coach, purchase a wider range of sports equipment and train staff in sports and gymnastics. There is a clear action plan that includes carrying out an audit of pupils' participation in sporting activities. Pupils appreciate the many opportunities that the school provides for them to take part in competitive sports, both during and after the school day. Girls participate enthusiastically in the girls' football team.
- Since the dip in Year 6 results in 2013, the local authority has provided support in analysing pupils' performance, and advising on improvement plans which have led to increasing rates of pupils' progress.

■ **The governance of the school:**

- Governors are highly effective in supporting and improving the school. They have analysed the skills present among governors, organised appropriate training, and drawn up an action plan for their further development. They use a wide variety of first-hand information to ensure that they have a very good understanding and knowledge of the school and how its standards compare with those of others. Minutes of meetings confirm that governors are prepared to challenge the headteacher and other school leaders, for example when reviewing recent Key Stage 2 progress information. Governors are involved in checking the quality of teaching by visiting the school frequently and receiving detailed reports. They are fully involved in the teachers' performance management system. Governors understand how teachers are rewarded for teaching well and what support has been provided to improve performance. They also play a full part in identifying and supporting initiatives for school improvement, such as being actively involved in a review of pupils' reading habits. They manage finances well, ensure a balanced budget and understand the impact of the pupil premium funding. Governors make sure the school's arrangements for safeguarding pupils meet all current government requirements.

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

Unique reference number	115494
Local authority	Gloucestershire
Inspection number	444275

This inspection was carried out under section 8 of the Education Act 2005. The inspection was also deemed a section 5 inspection under the same Act.

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	212
Appropriate authority	The governing body
Chair	Dave Stoddart
Headteacher	Rebecca Curtis
Date of previous school inspection	2–3 March 2011
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