



Hill View Primary School

Inspection Report

Unique Reference Number 122995
LEA Oxfordshire LEA
Inspection number 281377
Inspection dates 5 October 2005 to 6 October 2005
Reporting inspector Linda McGill HMI

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

Type of school	Primary	School address	Hill View Crescent
School category	Community		Banbury
Age range of pupils	4 to 11		OX16 1DN
Gender of pupils	Mixed	Telephone number	01295251205
Number on roll	471	Fax number	01295251205
Appropriate authority	The governing body	Chair of governors	Mr P Draper
Date of previous inspection	6 March 2000	Headteacher	Mr D Molloy

Age group 4 to 11	Inspection dates 5 October 2005 - 6 October 2005	Inspection number 281377
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Introduction

The inspection was carried out by one of Her Majesty's Inspectors and two Additional Inspectors.

Description of the school

Hill View is a large primary school in Banbury. Its 471 pupils come mainly from the local area, which is a mix of private and local authority housing. The school's intake has changed since the last inspection; the proportions of pupils who are entitled to free school meals and who have special educational needs have increased and are now similar to those found nationally. The pupils' attainment on entry is broadly average but some have language and social skills which are below average. Most of the pupils are of white, British origin; there is a small number from other ethnic backgrounds but very few are in the early stages of learning English as an additional language.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 3

Hill View is a popular school which is held in high regard by parents and pupils. The school views its effectiveness as good but this inspection judged it to be satisfactory. Although there are many strong features to its work there are a few significant aspects that need to be improved. The school promotes the pupils' personal development well, and the way it teaches pupils to resolve conflicts and build good relationships with one another is outstanding. These are significant improvements since the last inspection. Teaching is good in the Foundation Stage and the pupils get off to a good start, but not all of the pupils who have difficulties in reading and writing catch up by the age of seven. The proportion that reaches the expected standards in English and mathematics is smaller than that found nationally. The pupils achieve sound standards in their work by the age of eleven. Both seven and eleven-year-olds attain high standards in science. The school does not have a robust system to track the pupils' progress which means that it cannot be sure that everyone has achieved their best. The teaching is satisfactory overall and much of it is good. There are particular strengths in the way teachers plan their lessons, use resources and assess the attainment of the pupils in their class. However, a lack of pace and challenge in some lessons slows pupils' progress. The curriculum is broad, rich and varied and enhanced by a good range of after-school clubs and activities. The school is welcoming and there is a purposeful atmosphere in lessons. The headteacher's friendly and open style has built an effective team; its commitment to the pupils' well being is unequivocal. The school's approach to reviewing its performance and planning for improvement has got better. The work to raise standards has brought about some improvement; for example, in increasing the numbers of pupils attaining higher levels in Year 6, but the overall impact has not been strong. Senior staff are determined to deal with this and have good capacity to make the necessary improvements. The school gives satisfactory value for money.

What the school should do to improve further

* Further improve standards in English and mathematics* improve arrangements to track the pupils' progress and ensure that all achieve what they should

Achievement and standards

Grade: 3

The pupils make good progress in the reception classes and steady progress in the infants and those who have difficulties with reading and writing are helped to catch up. Nevertheless, by the age of seven the proportion of pupils who attain the expected standards is lower than that found nationally, apart from in science. Few pupils attain higher levels in reading and writing. In the junior classes, the pupils make steady progress and some do better than this so that by the age of eleven, most reach the expected standards in English and mathematics. Standards in science are good. Pupils who have special needs make good progress. The test results for eleven-year-olds have varied in recent years but there has been no overall improvement. The school is

now taking more determined action to raise standards and the impact shows in an increase in the number of pupils who achieved higher levels this year. Attempts to implement a system to check the pupils' progress over time and to set appropriate targets for them have so far been unsuccessful. The school is taking steps to remedy this; however, the lack of a coherent overview means that the school cannot yet be sure that the pupils have achieved as much as they should.

Personal development and well-being

Grade: 2

The school is rightly proud of the good work it does to foster the pupils' personal development; this is a significant improvement since the last inspection. The pupils make good progress in their spiritual, moral, social and cultural development. The way the school teaches them to care for others, build positive relationships, act in accordance with shared values and resolve conflicts is outstanding. Pupils of all ages spoke of their immense enjoyment of school and this is very evident in classrooms where they are often enthusiastic learners. Behaviour is good and attendance rates are high. The pupils have a good understanding of how to keep safe and lead healthy life styles. They mentioned particular personal, social and health education lessons which were sensitively taught and helped them deal with growing up. The pupils' good behaviour stems from the values the school promotes. Through their own behaviour, the members of staff show the pupils how to relate helpfully towards others. The pupils make a positive contribution to the school and to wider communities; for example, by participating in the school council, working to improve the local environment and sponsoring a school in Uganda. The pupils are prepared well for the world of work as they learn to co-operate in teams and take part in a business enterprise scheme in Year 6.

Quality of provision

Teaching and learning

Grade: 3

The school judges teaching to be good but, even though there are some good features in the teaching, inspectors judge it to be satisfactory because, overall, the pupils make satisfactory progress over time. Strengths in teaching include lessons that are planned thoughtfully with activities that are usually well matched to the pupils' needs. The teachers use resources well and create a purposeful atmosphere in lessons, which captures the pupils' interest. For example, the use of a spotlight on a large computer screen to reveal part of a photograph from World War II stimulated their curiosity and made them keen to predict what was happening in the rest of the picture. Relationships between pupils and teachers are very positive and make the pupils feel valued and safe. However, in some lessons the pace is too leisurely and there is sometimes a lack of challenge for higher attaining pupils. The teachers assess their pupils' progress in lessons conscientiously and use the information well when planning future work. They are just beginning to set targets for the pupils in their writing, and the pupils know

what they are working towards. Although the teachers monitor attainment and progress in their class, the information has not been evaluated by senior staff to provide an overview across year groups. The school cannot be certain that everyone has achieved as well as possible, even though progress is satisfactory, overall.

Curriculum and other activities

Grade: 2

The school's curriculum is broad, balanced and rich. Good links between subjects make lessons interesting for the pupils. There is a good emphasis on teaching basic skills in literacy, numeracy and information and communication technology (ICT). The teachers plan carefully in their year-group teams. Pupils who have special educational needs and those learning English as an additional language are particularly well supported. Visitors to the school, educational visits and residential trips greatly enrich the curriculum. The pupils speak enthusiastically about 'history days' which, are fun and help us to understand what life was like in the past. Almost half of the pupils from Years 1 to 6 attend the good range of clubs that the school provides. The pupils' understanding of health and safety issues is developed well in lessons in science and physical education.

Care, guidance and support

Grade: 2

The school takes good care of its pupils, and the support and guidance it provides promotes their personal development and attitudes to learning well. Arrangements to ensure the pupils' health and safety are satisfactory. The commitment of the staff to the pupils' well-being is unequivocal. Procedures to ensure the pupils' welfare are good and many staff are qualified in first aid. The staff monitor the pupils' personal development and behaviour effectively and good support is planned to help some pupils meet specific targets for improvement. The support for those who have special educational needs is good because their needs are carefully identified and suitable plans are made for them. The teachers take good account of the needs of individuals in their class and deploy the teaching assistants well to work with those pupils who require extra help.

Leadership and management

Grade: 3

The leadership and management of the school are satisfactory. There are important strengths in the ways the pupils' personal development is promoted, how they are cared for and in the breadth and richness of experiences provided for them. Although the steps the school has taken to raise standards have had some effect, the overall impact has not been enough and attempts to implement a system to track the pupils' progress have been unsuccessful. The headteacher's friendly, open style and the school's welcoming and purposeful atmosphere mean that the school is highly regarded by parents and pupils alike; the results of surveys show exceptionally high degrees of

satisfaction. There is a strong sense of teamwork and commitment to the school. The school's approach to evaluation and planning for improvement has improved since the last inspection and is satisfactory. There is a secure understanding what is done well and what needs to be improved. The actions that were taken to raise standards have had some impact, but the school has fallen short of the challenging targets it sets for itself. This work has not been as successful as initiatives to promote the pupils' personal development. The governing body is supportive, well informed and has a good oversight of the school's work and its finances. Since the last inspection, governors have improved the part they play in challenging the school and holding it to account and this aspect of their work is satisfactory. The school has made satisfactory improvement since the last inspection and the pace of change has increased recently. There is a shared determination to make further improvements and good capacity to bring them about. The school provides satisfactory value for money.

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Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall	16-19
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	3	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	2	NA
The effectiveness of the school's self-evaluation	3	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

Achievement and standards

How well do learners achieve?	3	NA
The standards ¹ reached by learners	3	NA
How well learners make progress, taking account of any significant variations between groups of learners	3	NA
How well learners with learning difficulties and disabilities make progress	3	NA

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	2	NA
The attendance of learners	2	NA
How well learners enjoy their education	2	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	2	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	2	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	3	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	2	NA
How well are learners cared for, guided and supported?	2	NA

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	3	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	3	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2	NA
How effectively and efficiently resources are deployed to achieve value for money	3	NA
The extent to which governors and other supervisory boards discharge their responsibilities	3	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

The extent to which schools enable learners to be healthy	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
The extent to which providers ensure that learners stay safe	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
The extent to which learners make a positive contribution	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
The extent to which schools enable learners to achieve economic well-being	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

Text from letter to pupils explaining the findings of the inspection

Thank you very much for making me and my colleagues feel welcome in your school on 5 and 6 October. We enjoyed talking with you, seeing you at work in lessons and at play outdoors and finding out what it is like to be at Hill View.

We found many good things about your school. We were very impressed by the way your teachers helped you to get on with each other and sort out any problems for yourselves. You told us that you really enjoy coming to school and we could see this in lessons, where you worked hard and had fun. The teachers planned interesting lessons for you and helped you with your learning.

We have asked your teachers to make sure that you all do your very best while you are at Hill View, by keeping a close eye on your progress. We also think that some of you could do better in English and maths and we have asked your teachers to help you with this.