

# Hill View Primary School

## Inspection report

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<b>Unique Reference Number</b>	122995
<b>Local Authority</b>	Oxfordshire
<b>Inspection number</b>	327825
<b>Inspection dates</b>	11–12 November 2008
<b>Reporting inspector</b>	Jeffrey White

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

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<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 on roll</b>	
School (total)	455
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Phillip Draper
<b>Headteacher</b>	Mr David Molloy
<b>Date of previous school inspection</b>	5 October 2005
<b>Date of previous funded early education inspection</b>	Not previously inspected
<b>Date of previous childcare inspection</b>	Not previously inspected
<b>School address</b>	Hill View Crescent Banbury OX16 1DN
<b>Telephone number</b>	01295 251205
<b>Fax number</b>	01295 258455

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<b>Age group</b>	4–11
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## Introduction

The inspection was carried out by three Additional Inspectors.

## Description of the school

The school is much larger than the average primary. Most pupils are of White British origin. About 1 in 10 pupils come from minority ethnic groups, with the largest group being pupils from a Pakistani family background. Few pupils are at an early stage of learning English. The proportion of pupils with learning difficulties and/or disabilities is below average. The school has received several awards including Healthy Schools, the Artsmark and the bronze ECO Schools award. Provision is made for children in the early years foundation stage (EYFS) in two Reception classes. Currently children attend part time until the term after their fifth birthday.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 2

Hill View Primary is a good school. The headteacher and staff work well as a team and their drive towards improving pupils' achievement has been successful. The school is well placed to continue to improve. Effective leadership by the headteacher and senior staff ensures a consistent promotion of shared values, based on mutual care and friendship. The school is therefore a happy and secure place to be. Each pupil is valued and respected. Consequently, behaviour and emotional development are good. The school works well in partnership with outside agencies and this benefits pupils' personal and academic development. For example, help for vulnerable pupils has not only raised their self-esteem but has also helped them to improve their work. Parents overwhelmingly support the school. A comment received from a parent, who was 'very impressed with the school, they go the extra mile with the children', is typical of other parents' views.

The overall quality of teaching in Key Stages 1 and 2 is good and teachers set challenging targets for pupils to achieve. These are key reasons why pupils' achieve well and make good progress. Standards are average overall, and fluctuate from year to year because of variations in particular cohorts. For example, standards were above average in 2007 in national tests at the end of Key Stage 2, but fell in 2008 to be similar to those found nationally in previous years. In the current Year 6, tracking of their progress shows that pupils' achievement is good. Improvements have been made in pupils' writing, but they are not always aware of how to get better because teachers' marking is not always rigorous enough. The use of information and communication technology (ICT) is a strength of the school and enlivens the teaching and the curriculum. Enhancement of the curriculum is outstanding, for example, the school's international links are improving pupils' awareness and understanding of different cultures.

## Effectiveness of the Early Years Foundation Stage

### Grade: 3

The provision for children in the EYFS is satisfactory. Children enter Reception with skills that are expected for their age in most areas of learning. In reading and writing their skills are low. They learn at a satisfactory pace so that, by the start of Year 1, most are working within the early learning goals in problem-solving, reasoning and numeracy, in physical development and in knowledge and understanding of the world. Children are progressing too slowly in their learning of letter sounds, and in reading and writing. Children enjoy school and build good relationships with each other and adults. The great majority of parents are happy with the care and support their children receive; one parent said, 'The school is great, I moved house to be closer to the school.' Pastoral care is a strength and supports children's good behaviour and positive attitudes to learning. A satisfactory curriculum ensures that children have access to all areas of learning. The curriculum does not always build on the individual needs and interests of the children. Leadership is satisfactory and there is a commitment to improve. Recent changes in the tracking of children's progress are allowing staff to monitor the development of each child with more care. Staff work hard and achieve a successful balance between teacher-directed and pupil-initiated activities.

## What the school should do to improve further

- Accelerate children's progress in learning letter sounds and in reading and writing in the EYFS.

- Mark pupils' writing more thoroughly so that they know what to do to improve.

## **Achievement and standards**

### **Grade: 2**

Children's overall standards when they start at the school are similar to those generally found. Skills in reading and writing are low and, despite some progress, remain below average at the start of Year 1. Good teaching is increasing progress and raising standards throughout the school. Standards in the national tests for pupils aged seven have fluctuated over time, but have now risen and are average. Pupils at the end of Key Stage 2 have made good progress over time and standards were generally above average in national tests. Pupils perform particularly well in science. High mobility of pupils, and a large proportion of pupils whose initial starting points were particularly weak, led to lower standards in the 2008 tests. Greater challenge in pupils' targets is now helping to ensure that pupils currently attending achieve well throughout the school. The good teaching is also helping pupils to make good progress in lessons. Good standards in reading are prevalent across the school. Writing is improving, but marking is insufficiently thorough and pupils do not check their work well enough. Pupils with moderate learning difficulties make good progress.

## **Personal development and well-being**

### **Grade: 2**

Pupils comment (and parents confirm) how happy a place the school is and how eager they are to participate. Pupils have responded well to the consistent values promoted across the school. As a result, many display a mature understanding of others' needs and are eager to offer help. This extends beyond the school to others in the wider community, including several overseas schools. Considerable fund-raising by pupils supports those less fortunate than themselves. Many learners are keen to assume responsibilities, whether for practical tasks in school, or for the support of younger pupils at playtimes. Pupils very much enjoy having a say in the life of the school. For example, in the lively School Council pupils show a good understanding of healthy lifestyles and are keen to gain further Eco-Schools awards. Most pupils attend well, although overall levels of attendance are only satisfactory. This is due to the poor attendance of a few families. Because of the ethos of the school, the rich curriculum and the positive examples set by the staff, the pupils' spiritual, moral, social and cultural development is good.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

Pupils are eager learners and consequently no time is wasted in settling down to work. Pupils enjoy the good teaching. Lessons are well planned to meet the range of pupils' needs. Teachers' use of ICT is very effective in capturing and sustaining pupils' enthusiasm. Discussion with pupils is managed very well and enables them to share their ideas and to explain their thinking, for example, when calculating in mathematics. In an outstanding lesson, the energetic and creative teaching enabled pupils to make excellent progress in their confidence and understanding in writing sentences that use adjectives effectively. Teachers' improved tracking of progress is helping them to assess pupils' needs more thoroughly. However, teachers' marking is inconsistent and, consequently, pupils are not always aware of how to improve their writing. In a minority of lessons that are only satisfactory, a good pace in learning is not always sustained.

## **Curriculum and other activities**

### **Grade: 2**

The curriculum provides pupils with a wide range of experiences, helping to ensure that they enjoy school. The use of ICT is a strength. This has recently extended to include a school radio and television station. Pupils' learning is enhanced through special events such as the 'Keep it real week' where pupils work together on projects involving design and technology, and mathematics. The subject leaders regularly review the curriculum and are working together to provide additional opportunities for pupils to use and apply mathematics and writing skills in other subjects. Good emphasis is given to developing pupils' personal, social and health education. Strong international links with Europe and Africa support the understanding of different cultures. Enrichment of the curriculum is outstanding and contributes greatly to pupils' learning by bringing subjects alive and introducing new skills. For example, on a residential trip pupils learned to work as a team and to experience activities such as fossil-hunting and building campfires in Lyme Regis.

## **Care, guidance and support**

### **Grade: 2**

The sense that everyone is special and deserves the best possible support is a key element in the school day. Learners flourish as a result and make good progress. This includes those with moderate learning difficulties, the most gifted and able, and those for whom English is an additional language. Appropriate targets are set for the pupils' academic development. There are consistently high expectations for good and polite behaviour. All staff provide good role models in the respectful way they treat their pupils. Where the school has identified specific needs for guidance and support, effective strategies have been put in place. For example, a reading reward scheme has increased the number of books being read and understood. Similarly, when behaviour became an issue in one particular year group, the 'Golden Hour' provision that rewards consistently good behaviour was effective in improving conduct and relationships. Provision for child protection is good. Healthy lifestyles are actively encouraged. The school works well with a range of outside agencies, including social services and the educational welfare service.

## **Leadership and management**

### **Grade: 2**

The headteacher's excellent leadership in promoting pupils' personal development and equality of opportunity is the key reason why they feel highly valued and are keen to do well. The headteacher and staff work well together to improve the school's performance and are meeting with success. The headteacher encourages and enables the staff to take on fresh ideas in the interests of the pupils. The good senior leadership team, including a new deputy headteacher, is well informed about the whole school's strengths and weaknesses and is raising the pace of improvement. Pupils' standards and progress are now tracked much more thoroughly than at the time of the school's last inspection. This is enabling the staff to evaluate pupils' achievement more rigorously and to identify those pupils who need extra support, or are the most able and who might need greater challenge. The school's contribution to community cohesion is good, especially through its links with schools in Europe and Africa. The school's governors fulfil their responsibilities satisfactorily. Several parent governors regularly help in the school. The governors

are now considering how best to be more involved in monitoring and evaluating the school's performance.

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## Annex A

## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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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?	2
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well being?	2
The capacity to make any necessary improvements	2

### Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	3
How well do children in the EYFS achieve?	3
How good are the overall personal development and well-being of the children in the EYFS?	2
How effectively are children in the EYFS helped to learn and develop?	3
How effectively is the welfare of children in the EYFS promoted?	2
How effectively is provision in the EYFS led and managed?	3

### Achievement and standards

How well do learners achieve?	2
The standards <sup>1</sup> reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and/or disabilities make progress	2

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

## Personal development and well-being

<b>How good are the overall personal development and well-being of the learners?</b>	2
The extent of learners' spiritual, moral, social and cultural development	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	2
The extent to which learners enjoy their education	2
The attendance of learners	3
The behaviour of learners	2
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

## The quality of provision

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

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination eliminated	2
How well does the school contribute to community cohesion?	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	3
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

**Annex B**

**Text from letter to pupils explaining the findings of the inspection**

25 November 2008

Dear Pupils

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

Thank you for your help on our visit to your school. We very much enjoyed talking to you and we could see how much you enjoy your school life. Your school is good and is well led by your headteacher, who is supported well by the staff. You are very well cared for and we are pleased that you know how to stay safe and healthy. Your behaviour is good and you all get on very well together. Your teachers teach you well and this is the main reason why your achievement is good. We were also pleased to see you making good progress in lessons.

We saw how much you particularly enjoy using information and communication technology and the links with schools in other countries. These are helping you to understand how other people live their lives. You also participate well in a wide range of clubs and in residential trips.

You are improving your writing, and we think you could improve it further. We have asked your headteacher and teachers to help you by marking your work more thoroughly. This will help you to know what to do to get better. We have also asked your headteacher to help the youngest children to improve their progress in learning letter sounds, and in reading and writing.

Yours sincerely

Jeff White

Lead Inspector