

Hill View Primary School

Hill View Road, Ensbury Park, Bournemouth, BH10 5BD

Inspection dates 5–6 December 2013

Overall effectiveness	Previous inspection:	Good	2
	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.

- Hill View is an improving school. Since the headteacher was appointed a range of carefully planned changes has improved the overall quality of teaching and learning.
- As a result, pupils' progress has significantly improved in the last two years. All pupils are now making at least the progress expected nationally. A sizeable proportion make even better progress.
- Children make an excellent start in the exciting Reception classes.
- Achievement overall is good. In this year's Year 6 national assessments, pupils reached above average standards in reading, and average standards in writing and mathematics from below average starting points.
- Those pupils who are most disadvantaged are making particularly good progress. Any gaps in performance are being closed well.
- Pupils are very well cared for. The values of mutual respect and consideration are ingrained in a learning environment where most flourish.
- The curriculum effectively promotes pupils' spiritual, moral, social and cultural development by offering a good range of well-planned experiences.
- The headteacher gives a strong direction to the performance of the school and is working hard to lift the quality of teaching to outstanding.
- Governors are knowledgeable about the school's work. They provide effective support and are beginning to hold leaders to account for pupils' achievements more rigorously.
- Parents and carers appreciate this and the school's reputation is good, and growing.

It is not yet an outstanding school because:

- Pupils' achievement is not outstanding, because there is not yet sufficient outstanding teaching.
- Staff do not have enough opportunities to learn from the best practice in the school.
- The changes in the curriculum are not completely embedded in some classes and so pupils are not always fully challenged and their responses are not always built on, especially in writing and for those pupils who are more able.

Information about this inspection

- Inspectors observed 35 lessons or parts of lessons, taught by 24 teachers. Some were joint observations with senior leaders.
- Inspectors listened to pupils read from different year groups and classes.
- They met with representatives of the governing body and members of staff.
- The lead inspector held a telephone discussion with a representative of the local authority.
- Inspectors took account of the 114 responses to the online Parent View survey and held informal discussions with some parents and carers.
- They observed the school’s work, and looked at school documentation, including data on pupils’ progress, the school’s development plan, evidence of self-evaluation and monitoring records, and arrangements for safeguarding.
- Inspectors analysed questionnaire responses from 42 members of staff.

Inspection team

David Marshall, Lead inspector	Additional Inspector
Wendy Marriott	Additional Inspector
Jacqueline Good	Additional Inspector
Margaret Faull	Additional Inspector

Full report

Information about this school

- This is a much larger than average size primary school.
- The very large majority of pupils are of White British heritage.
- The proportion of pupils eligible for pupil premium support (additional money allocated to schools by the government for pupils eligible for free school meals, who are looked after by the local authority or whose families are in the armed forces) is around the national average.
- An average proportion of pupils are supported through school action, and the same proportion are supported at school action plus.
- The number of pupils with a statement of special educational needs is above average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in English and mathematics.

What does the school need to do to improve further?

- Raise all teaching to that of the best, and pupils' achievement to outstanding levels, by:
 - ensuring curriculum planning is implemented consistently to provide work for pupils, especially for those of higher ability, and particularly in writing, so that they are always challenged to do their best
 - using responses from pupils to keep their interest and involvement in lessons at the highest level
 - extending opportunities for staff to observe and share the best practice in the school.

Inspection judgements

The achievement of pupils is good

- Pupils join the school in the Reception classes with skills that vary but are usually typical for their age. They make an excellent start in these Reception classes. They make outstanding progress due to strong relationships and the very effective learning environment.
- Pupils make good progress in Key Stage 1 and achieve above average standards for their age in reading, writing and mathematics. Progress has slowed in Key Stage 2 in the past but is now good overall with many pupils making rapid progress.
- The school has reorganised the teaching of phonics (letters and the sounds they make) and as a result, the outcomes of the phonics screening check for pupils in Year 1 have improved significantly. Pupils continue to progress well in reading and by the time they leave can read very well having developed a real interest and love of books.
- The well-targeted support programmes for those who have struggled in the past at Key Stage 2 contribute significantly to the faster progress that the older pupils are now making. The relatively small number of pupils eligible for pupil premium in particular, benefit from the one-to-one support and small-group sessions that the funding provides, enabling them to attain at a similar level to other pupils in English and mathematics. Pupil premium pupils at Key Stage 1 benefit from a well-trained teacher providing additional support in helping them to improve their phonics and reading.
- Additional adult support is skilled and effective in enabling pupils with special educational needs to be fully involved in lessons. This, and the additional help they get out of class, enables pupils to acquire the skills to make the same and sometimes faster rate of progress than their peers.
- Some more-able pupils do not make the rapid progress they are capable of because they are not given enough activities that challenge them and deepen their learning, particularly in writing.

The quality of teaching is good

- Teaching is good, and occasionally outstanding. A strong feature of classroom practice is the way strong relationships are built up through the use of the ASCENT values (Aspire, Success, Community, Excellence, Nurture, Trust) the headteacher has introduced. Pupils enjoy the opportunity they get to work together with different partners and the way it gives them time to share ideas with each other. In the best lessons, these strong relationships and well-organised and challenging activities stimulate and engage pupils well.
- Very well-organised teaching and a stimulating learning environment ensure that children in the Early Years Foundation Stage are inquisitive learners who enjoy exploring their environment and make excellent progress. Staff consistently question and praise children in a way that deepens their knowledge and extends their ideas and this promotes their learning exceptionally well.
- Well-trained teaching assistants provide effective support and challenge for small groups of pupils, including those who have special educational needs, those known to be eligible for the pupil premium and those at an early stage of learning English. As a result, these pupils make similar, and often better, progress than their peers.
- Pupils' performance in the Year 1 phonics screening assessment has varied. Well-structured teaching of phonics in Reception and Key Stage 1 is now taking place and helping pupils to achieve well. Where there is any underperformance, teachers follow this up rigorously so that those taking the test again in Year 2 are fully successful.
- Resources are very carefully chosen and used effectively to support learning, most notably in the quality of reading material that motivates pupils particularly well. This, together with good teaching of reading, helps pupils to achieve very well in this subject.
- Where learning is most effective pupils' interest is captured and their enthusiasm enhanced through encouragement and the use of their ideas. This was seen to great effect in an excellent Year 6 design and technology lesson where the teacher consistently pushed pupils to think about how to implement their plans more effectively. It was also very clear in an outstanding art

lesson in Year 5, where pupils were able to explain and use the differences between tone and shade in their stunning abstract pictures.

- Learning is not yet outstanding as there is some inconsistency in the way these curriculum plans are implemented. There are occasions when the plans are not focused sufficiently on what is most relevant for the needs of individual pupils within the lesson and are too concerned about general progress in literacy rather than the enhancement of specific writing skills, particularly for the more able pupils. The opportunities to use pupils' responses to enhance their progress are also sometimes missed.
- There is a high level of consistency in the marking of pupils' work, with a clear focus on what pupils have done well and what they need to do to improve. Good use of targets and regular use of self-assessment help pupils to know how well they are doing and this contributes well to their good achievement.
- Homework is used well to support pupils' learning in school. It is linked well to pupils' topic work as well as focusing on their reading and mathematical skills.

The behaviour and safety of pupils are good

- Pupils respond to the care and respect shown to them by adults by generally behaving very well in lessons and around the school and caring for each other. They are polite, well-mannered and courteous and proud of their school particularly when showing the inspectors around and sharing their work in lessons.
- The vast majority of parents and carers who responded on Parent View or who were spoken to, feel their child is safe and the vast majority told inspectors that their child is happy, well looked after and the school makes sure pupils are well behaved.
- Older pupils enjoy taking responsibility. Pupils also like being monitors and serving on the school council. Pupils told inspectors they would like to take on even more responsibility in school. They were able to explain what ASCENT meant and one said, 'We are on a hill (Hill View Primary) and have to look up and reach for the stars.'
- Pupils understand about different types of bullying, including cyber bullying although they say incidents are very rare and dealt with quickly. Pupils are aware of how to keep themselves safe on the internet and Year 6 pupils know about the dangers of drugs misuse. There are no recorded prejudice-based incidents. This shows that the school is successful in fostering good relationships and tackling discrimination.
- Behaviour is not outstanding because in the less effective lessons pupils lose concentration and focus and are over reliant on the teacher to help them or initiate the next stage in their learning.
- Attendance is above average and pupils typically arrive for school on time.

The leadership and management are good

- Improvements since the headteacher's appointment have successfully improved the quality of teaching and pupils' attainment. She has managed the pace of change very effectively and created a harmonious community where morale is high. Teamwork is excellent and everyone, including the administrative team and business manager, are considerable assets to the school and are very much appreciated by all concerned. As one staff member wrote, 'I love coming to work every day now and I am extremely proud to be part of such a wonderful school.'
- The headteacher's highly constructive monitoring of teaching and an effective programme of training have ensured that all teaching is good with an increasing proportion that is outstanding. Leaders make effective use of data to identify pupils who are in danger of falling behind. This information is used well to provide additional support to help pupils accelerate their progress. Phase leaders and those in charge of subjects are beginning to be more effective in checking the quality of teaching, tracking progress and supporting colleagues.
- The headteacher and governors manage the performance of teachers effectively, with clear links between the rewards that teachers receive and pupils' good progress. Teachers are set clear targets linked to pupils' progress, thus promoting good or better teaching successfully. The

headteacher's and governing body's accurate self-evaluation and record of improvements show that leaders have a strong capacity for further improvement. The school development plan is focused clearly on gaining outstanding achievement throughout the school.

- The leadership and management of the Early Years Foundation Stage and the provision for disabled pupils and those with special educational needs are outstanding. Transition from the many nursery schools is well planned and children quickly settle in to the vibrant learning environment. Good links are developed with parents and carers.
 - The school promotes equality of opportunity and tackles discrimination well, and this is reflected in the improving achievement of all groups of pupils. There are no recorded incidents of harassment.
 - The headteacher has focused successfully on improving reading and writing skills and is clear on how much further there is to go. Curriculum topics bring together different subjects in a way that the pupils describe as 'interesting and fun'. The range of subjects and activities contributes very strongly to pupils' spiritual, moral, social and cultural development. Lessons are enriched well through a range of after-school activities and by opportunities for pupils to learn a foreign language, to play instruments and to sing. Visits, including residential visits, and opportunities to develop sporting and artistic skills add further enhancement.
 - An action plan shows clearly how the school is using the primary sports funding. The impact of this funding on pupils' achievements is being monitored and evaluated. It is being used effectively to consolidate and improve teachers' subject knowledge in physical education and sports, and to increase pupils' participation in sports programmes through the additional activities.
 - The local authority provides good support for school leaders and governors which has helped them to evaluate the school's performance well. The school works effectively with a range of others in the local area for checking the accuracy of assessments.
 - **The governance of the school:**
 - The governing body has a clear knowledge of the school's strengths and what it needs to do to keep improving. It provides effective support and challenge. The governing body is very clear on the targets for the school and how these can be met. Governors have a good understanding of the school including the management of teachers' performance and the implementation of Teachers' Standards and how they affect salary progression. Governors monitor spending carefully and are aware of how the school is using the pupil premium to improve pupils' achievement. Governors make sure they are kept up to date with training to improve their effectiveness, especially when holding the headteacher to account. The governing body fulfils its statutory duties, such as ensuring the school meets all safeguarding requirements.
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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	113751
Local authority	Bournemouth
Inspection number	426808

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

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	652
Appropriate authority	The governing body
Chair	Steven Laird
Headteacher	Amanda Jones
Date of previous school inspection	15 October 2008
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