

Review of Overall School Effectiveness (ROSE) Hill View Primary Academy

<p>Headteacher Vicki Buckland</p>	<p>Date of visit: Tuesday 8 and Wednesday 9 December 2020</p>
<p>School address: Hill View Primary Academy Hill View Road Ensbury Park Bournemouth Dorset BH10 5BD</p>	<p>Chair of governors: Hannah Staddon</p>

Coronavirus

This review was undertaken at a time when all schools in England had experienced a period of reduced opening from Monday 23 March 2020. Between that time and September 2020, key worker children and vulnerable children were allowed to attend, as were certain other cohorts. SATS examinations were cancelled.

Key points:

- The headteacher continues to lead the school well and is very well assisted by her leadership team. There is a very clear leadership and management structure which is beginning to have the overall desired impact on school improvement. Leaders and managers are keen to secure more rapid and sustained improvement now that systems and practices are in place. The school has improved securely since the last ROSE review in March 2020, senior leaders are determined to become outstanding and are committed to ensuring this over the next three terms and by January 2022.
- Governors remain very clear about the strengths of the school and are committed in overseeing the further improvements planned. They bring a very good level of challenge to the senior leaders but with equal levels of support. There is a new chair of governors in post.
- Areas of improvement identified at the last review have been successfully addressed.
- The safe, clean and tidy interior and exterior of the school are credit to all adults and pupils but particularly the fastidious Site Manager who maintains the school to an excellent standard.
- Early Years Foundation Stage is outstanding.

Quality of education

Intent

- The curriculum has developed well since the last review. There is good evidence of sequencing within subjects which helps pupils build on the secure knowledge gained. The integrated curriculum design for all year groups reflects a focus on relationship building, settling in, routines and PSHE.
- There is flexibility in delivering projects depending on the pupils' preparedness and understanding.
- During lockdown CPD was undertaken by staff around children's mental health and well-being in order that themes could be incorporated into the curriculum, and so that teachers were more aware of potential issues that pupils and their families were facing.

Implementation

- Working walls in the majority of classrooms actively support pupils' learning. Pupils were frequently observed to be referring to classroom displays for clarification or to 'maggie' ideas. Working walls show evidence of 'live' learning and pupils are invested in contributing their ideas.
- In English, learning is themed and there is a clear progression in skills. Grammar tasks are taught explicitly and opportunities are created wherever possible for pupils to apply grammar concepts in their writing. The marking policy is consistently applied and, in most classes, there are high expectations for the quality of written work.
- Year 2 pupils observed were a delight and very keen to learn and to do well. Younger pupils in year 3 are keen and want to do well both now and in the future.
- The pupils spoken to in Year 5 were keen to show their work and want to do well at school. They spoke glowingly about the school and of the projects they are doing. They can see the importance of the current project on bullying and could explain how this will help them to be good citizens when they grow up.
- The year 5 pupils read with fluency and flair when reading aloud. They were fully aware of how to use punctuation to assist them with this and were able to self-correct as they went.
- Year 6 pupils were clear of the expectations of their teachers and understood the importance of working to achieve well in the forthcoming SATs. They had high expectations of themselves and could articulate their personal life long aspirations. The teaching was strong and the work in the books shows that they are making good progress over time.
- During lockdown, and subsequently, pupils accessed learning through e-mailed work, content on the Hill View website and working through Microsoft Teams.

Impact

- Internal progress and attainment data for all pupils show that the impact of the curriculum is good. In 2019 attainment was broadly average. Had SATs been taken in 2020 the school were confident that attainment would have been overall above average and much improved on 2019 at the expected level and greater depth, reflecting the overall stronger position the school finds itself in.

Behaviour and attitudes

- Very good behaviour and positive attitudes to learning continue to be evident throughout the school. Even during the COVID-19 restrictions pupils remain calm and orderly. It was pleasing to see pupils enjoying the break times and not missing too much, the climbing frames and other apparatus taken out of service because of the health and safety restrictions. Pupils display positive attitudes to learning, are aspirational and comply with the high expectations of behaviour set by the school.
- Pupils are very proud to belong to Hill View Primary School. They believe it is a good school where you are encouraged to think about and support each other. They know the values and understand the importance of them in order to become successful lifelong learners. They all want to read more and have dedicated time to do so in school as they enjoy books. They find the projects a good way to learn as you explore things in depth.
- Bullying is not tolerated and those pupils spoken to had a mature attitude towards the poor behaviour of others. One young pupil said *'there will always be mean people but bullying is always dealt with. It's how you manage it yourself that's important.'*
- Attendance is in line with national averages.

Personal development

- The school already provides many good opportunities for personal development from which the vast majority of pupil's benefit. While the quality of provision is very good, leaders recognise the need to ensure that all pupils have every opportunity to develop their skills, (including writing) character and individuality, in order for them to successfully transition into the next stage of their education.

Leadership and management

- The impact of leaders has improved since the last ROSE review despite the interruption due to the Coronavirus.
- Regular monitoring and assessment of the quality of teaching and learning and other important areas of provision are now in place and are key drivers of the improvements seen.
- Subject leaders are able to talk with confidence about the implementation of their subject across the school and are undertaking a range of monitoring activities.
- Middle Leaders are increasingly focused on improving teachers' subject knowledge and pedagogical content knowledge in order to enhance teaching. The impact of recent CPD in writing is emerging and teachers and support staff are now more knowledgeable about essential pedagogies required to support the writing process for pupils.
- Middle Leaders have an increasingly clear and ambitious vision for providing high quality education. Drawing on support from senior leaders and from the Trust, they are developing strong shared values, policies and practice.
- The governing body remains very clear about the strengths of the school and are committed in overseeing the further improvements planned. The previous Chair remains on the board and is the link between the school and the Trust.
- There are robust plans in place for how to improve the provision for pupils with SEND across the school. There are action plans which link to the SEND key objectives on the overall School Improvement Plan.
- The school's processes and documentation are now having a positive impact on the early identification of pupils' needs throughout the school and how best to support them and their families. Families are also supported by good quality liaison between school and external agencies.

- Safeguarding is effective as are the administrative processes for compiling and maintaining the single central record.
- The school has achieved the Safeguarding Initiative Award in recognition of the exceptional safeguarding initiative taken during Covid-19 to keep children and young people safe. It has also secured the Music Mark in recognition of a commitment to providing a high-quality music education for all children and young people.

Areas for improvement:

Quality of Education

- Opportunities for writing more sustained pieces of work across all subject areas.
- Reduce worksheet use in mathematics, to enable more space to write.
- In the foundation subjects more evidence is needed in pupil books and through pupil voice that they are studying a broad range of subjects and skills.
- Look to deploy a rigorous and sequential approach to teaching reading skills across the year groups.

Behaviour & Attitudes

- Endeavour to reach high rates of attendance for all groups of pupils.

Personal Development

- Pupils should continue to be given even more opportunity to work independently, developing their skills of enquiry, team working and writing communication. When the time is right, after the pandemic recedes, the school should provide even more competitive sport opportunities within the curriculum, so pupils develop further their character, individual talents and mental health.

Leadership & Management

- To continue to develop and embed a way of tracking CPD across the school the recommendation made during the review of adding this as a tab on the SCR has already been actioned.
- Ensure gaps in reading attainment are addressed quickly and effectively for all pupils.
- Consider how the role of Year Leaders can be clarified and enhanced such that they be used more effectively in the drive to achieve consistency in quality outcomes across year groups.

Early years provision

- Continue to develop the outside area so that it matches in quality the outstanding indoor provision.
- Develop ways of improving further the learning walls in order to develop children's independence as they learn. For example, the alphabet freeze could show which letters the children have been taught and which ones they should therefore correctly form and use in their writing.

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Annex A - Judgements

Judgements link to the following OFSTED criteria:

- 1 – Outstanding
- 2 – Good
- 3 – Requires Improvement
- 4 - Innadequate

	Ofsted 2013	School evaluation 2020	ECM ROSE March 2020	ECM ROSE Dec 2020
Overall effectiveness	2	2	2-	2
Quality of Education	2	2	2-	2
Behaviour and attitudes	2	2+	2	2+
Personal development	2	2	2	2
Leadership and management	2	2	2-	2
EYFS	2	2	2	1