

# Inspection of a good school: Hillview Primary School

Hillview Road, Hucclecote, Gloucester, Gloucestershire GL3 3LH

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Inspection dates:

13 and 14 December 2023

## Outcome

Hillview Primary School continues to be a good school.

## What is it like to attend this school?

Pupils are happy and safe. They are confident to share their worries with a member of staff if they need to. Parents and carers describe the school as having a 'family feel'. They value the care and education the school provides, including for the youngest children in the nursery, which is known as 'HEY'.

Pupils are eager to live up to the school's motto, 'be the best you can be'. They appreciate how the school celebrates their achievements. For example, pupils are named 'Star of the Week' or praised for producing 'golden writing'. This helps them to take pride in their successes. Pupils enjoy earning points for their houses, named after the local surrounding hills of Gloucester. This builds their sense of belonging and teamwork.

The school has high expectations of pupils' behaviour and conduct. Most pupils live up to these expectations. Pupils are keen to learn and usually listen well to each other. As a result, learning is rarely disrupted.

Pupils relish taking on responsibilities. Some pupils have roles as play leaders, or welcome younger children when they arrive in the mornings, for instance. Other pupils have jobs in the classroom. These opportunities develop pupils' leadership skills. Pupils, of all ages, enjoy raising money for charity. This develops their understanding of social responsibility.

## What does the school do well and what does it need to do better?

Pupils follow a broad and ambitious curriculum. The school has sequenced the curriculum carefully, starting in the early years and leading to what pupils learn in Year 6. For example, pupils use their earlier understanding of number when solving mathematical problems later. As a result, pupils usually build their knowledge and skills on what they already know and can do.

In most subjects, the school has identified the most important knowledge and skills that pupils should learn. However, in some subjects, the school has not defined exactly what

pupils should learn and when. For example, pupils learn about painting in art and design, but they do not improve their painting skills cumulatively over time. The lack of precision in some curriculums means that pupils do not deepen their knowledge in all subjects. Mostly, teachers use assessment well to identify any misconceptions that pupils have and take steps to remedy these. However, in subjects without a precise curriculum in place, assessment is not used as effectively.

In most subjects, teachers have the subject knowledge they need. Where teachers' subject knowledge is less secure, leaders have started to provide appropriate professional development. Across the curriculum, teaching presents information clearly and uses subject vocabulary well. In the Reception Year, there is a sharp focus on communication and language. Consequently, pupils are well prepared for key stage 1 and beyond.

Pupils learn to read as soon as they join the school. They read books which carefully match the sounds they know. Those pupils who need it receive the right support. Consequently, pupils learn to read accurately and fluently. The school fosters children's delight in stories and books beginning in the early years. Older children enthuse about a range of texts and genres, including Greek mythology for example.

The school identifies accurately the needs of pupils with special educational needs and/or disabilities (SEND). Teachers make good use of the information they receive to meet pupils' needs. As a result, the curriculum is adapted successfully for pupils with SEND.

Pupils learn how to be a good friend and how to reflect on their behaviour. They learn about different types of families and the importance of respecting each other. The school provides effective support for pupils who need help to manage their behaviour or to attend school regularly.

Pupils follow a suitable personal, social and health education programme. Starting in the early years, children learn how to keep themselves physically and mentally healthy. For example, pupils talk knowledgeably about how the 'daily mile' helps their bodies and their minds. Pupils gain an understanding of healthy relationships appropriate to their age. They learn how to keep themselves safe, including when online.

Pupils benefit from a wide range of activities beyond the classroom. They take part in clubs, such as netball, chess and model building. They enjoy watching each other perform in concerts or when giving speeches. The school ensures that there are no barriers to pupils gaining wider experiences. It plans thoughtfully how all pupils can participate in community events or cultural experiences.

Governors understand the school's strengths and areas for development. They hold leaders strongly to account for most areas of their work.

## **Safeguarding**

The arrangements for safeguarding are effective.

## What does the school need to do to improve?

### (Information for the school and appropriate authority)

- In some subjects, the school has not identified the most important knowledge and skills that pupils should learn over time. As a result, pupils do not acquire a depth of knowledge and understanding in these subjects. The school must ensure that each subject curriculum is planned precisely, so that pupils gain detailed subject-specific knowledge.

## Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the second ungraded inspection since we judged the school to be good in May 2014.

## How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

## Further information

You can search for [published performance information](#) about the school.

In the report, 'disadvantaged pupils' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

## School details

<b>Unique reference number</b>	115494
<b>Local authority</b>	Gloucestershire
<b>Inspection number</b>	10307242
<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	2 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	207
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Louisa Scrivener
<b>Headteacher</b>	Helena Armstrong
<b>Website</b>	<a href="http://www.hillviewprimary.org">www.hillviewprimary.org</a>
<b>Date of previous inspection</b>	27 June 2018, under section 8 of the Education Act 2005

## Information about this school

- The school has a nursery that accepts two-year-olds.
- The school does not use alternative provision.

## Information about this inspection

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- This was the first inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the school and has taken that into account in their evaluation of the school.
- The inspector carried out deep dives in these subjects: early reading, mathematics, and art and design. For each deep dive, the inspector discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- The inspector held discussions with the headteacher, assistant headteacher, pastoral manager and special educational needs coordinator. The inspector spoke to the local authority school improvement adviser for the school and with a group of governors.

- To evaluate the effectiveness of safeguarding, the inspector: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.

### **Inspection team**

James Oldham, lead inspector

His Majesty's Inspector

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