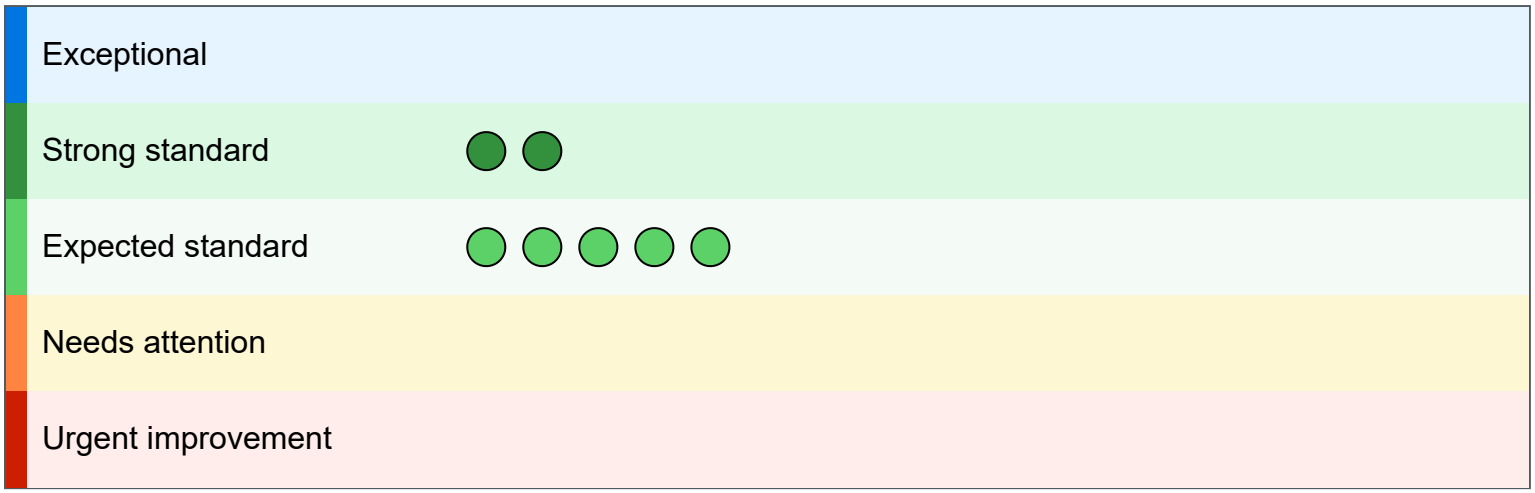
# Hill View Primary School

**Address:** Hill View Crescent, Banbury, Oxfordshire, OX16 1DN

**Unique reference number (URN):** 145094

# Inspection report: 30 June 2026




## Safeguarding standards met

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, pupils are made safer and feel safe.

### How we evaluate safeguarding

When we inspect schools for safeguarding, they can have the following outcomes:

- Met: The school has an open and positive culture of safeguarding. All legal requirements are met.
- Not met: The school has not created an open and positive culture of safeguarding. Not all legal requirements are met.

# Strong standard

## Inclusion

**Strong standard**

Leaders have established a highly inclusive culture in the school. They understand the context of the local community and the needs of pupils thoroughly. Leaders have highly effective systems in place for accurately identifying any barriers that pupils may have to their learning and/or wellbeing. They ensure staff understand how to reduce these barriers through precisely matched support. Leaders regularly review and refine provision as pupils' needs change.

The needs of pupils with special educational needs and/or disabilities are consistently well met. Staff provide expert support to pupils with the most complex needs through specialised approaches. For example, the 'Rowan' pathway helps pupils with significant communication barriers to learn successfully. The 'Bridge' enables pupils with social and emotional needs to engage positively in their education.

Leaders make effective use of pupil premium funding. They ensure that disadvantaged pupils benefit from a rich set of experiences which allow them to flourish. Pupils who are known, or who have previously been known, to social care are very well supported in their learning and development.

Leaders establish purposeful relationships with wider professionals in the community. This ensures that any specialist support is readily available at the point it is needed.

## Personal development and wellbeing

**Strong standard**

Pupils are extremely well supported in their personal development. Leaders provide carefully considered daily opportunities for pupils to widen their experiences. Pupils take full advantage of the breadth of activities available to them which help to develop a strong sense of character. Pupils enjoy trying new experiences, enhancing their sense of curiosity. They are independent, resilient and confident. Leaders make thoughtful adjustments, where needed, to ensure that disadvantaged pupils and pupils with special educational needs and/or disabilities benefit particularly well from the enrichment offer.

Leaders have designed a robust curriculum that deepens pupils' understanding of how to stay safe and healthy. Staff regularly revisit important learning about relationships and sex education and health education. Teachers have high levels of expertise, ensuring that pupils are taught well. Pupils have a detailed understanding of different risks that they need to be alert to both online and in the community. Pupils understand the importance of positive physical and mental health. They participate enthusiastically in activities that support their own wellbeing.

Pupils are knowledgeable about British values. They understand how rules and laws protect them. Pupils are highly respectful. They have a clear understanding of equality and diversity and are proud to celebrate one another's differences. Pupils have many opportunities to explore their views and to form opinions. They understand the difference between right and wrong. Pupils are consistently inclusive in their attitudes and behaviours.

Pupils contribute positively to the school and wider community through leadership roles. Pupils take their responsibilities seriously. For example, 'sports ambassadors' and 'OPAL rangers' enjoy helping others while strengthening their own readiness for adulthood. Pupils feel valued and listened to. They are confident that staff will hear and act on their views.

Staff meet pupils' pastoral needs extremely well. They provide timely support that ensures all pupils feel welcomed, nurtured and safe.

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## Expected standard

### Achievement

**Expected standard**

Typically, pupils, including those who are disadvantaged, achieve well in national tests. Leaders have taken effective action to improve reading outcomes, where these have been less positive than they need to be in recent years. Pupils with special educational needs and or disabilities make positive progress from their starting points.

Pupils are well prepared for their next steps as they move from early years to key stage 1 and from primary to secondary school. They develop secure foundations in their mathematical knowledge, reading and writing skills. Generally, pupils who have gaps in their knowledge are well supported to close these gaps quicky. Sometimes, errors in pupils' transcription and writing skills are not addressed as swiftly as they could be. When this happens, the quality of pupils' handwriting varies and inaccuracies in spelling and punctuation persist. Pupils are confident to articulate their recent learning. Sometimes, where knowledge is less well embedded, pupils do not recall their earlier learning as thoroughly.

### Attendance and behaviour

**Expected standard**

Leaders have made important improvements in how they tackle repeated absence. As a result, absence rates for pupils, including those who are disadvantaged and those with special educational needs and/or disabilities (SEND), are reducing. The vast majority of pupils understand the importance of regular school attendance. Leaders have a precise understanding of the barriers faced by the small proportion of pupils who do not attend regularly. They take effective action, providing pupils with bespoke and impactful interventions. Leaders recognise that attendance needs to improve further. They continue to proactively build relationships with families to ensure attendance barriers are further reduced.

Leaders have high expectations for how pupils should behave. They have established a warm and caring culture. A significant majority of pupils make consistently positive choices because they know it is the right thing to do. Pupils are kind, respectful and polite. Pupils have positive attitudes to their learning. In social times, pupils make full use of the well-designed outdoor play spaces. Pupils engage in purposeful play, collaborating fairly and happily with their peers. Staff are highly skilled in making reasonable adjustments to support

pupils with SEND in managing their behaviour. Bullying and/or discrimination happen rarely. Staff manage any such incidents extremely well so that they continue to reduce further.

## Curriculum and teaching

**Expected standard**

Leaders have put in place an ambitious and well-sequenced curriculum. Pupils start to develop important skills in reading, writing and mathematics from the early years upwards. Leaders have raised the profile of reading in the school. Pupils have many opportunities to hear stories and to practise reading aloud. Pupils who are behind in their reading are effectively supported to help them catch up quickly.

Teachers know their subjects well. They explain new learning and vocabulary clearly. Staff broadly identify the specific knowledge or skills that pupils need to develop. Learning is typically purposeful. Teachers make regular checks on pupils' understanding to identify how securely pupils are learning. Generally, staff address any misconceptions that pupils have. Staff adapt teaching choices thoughtfully so that pupils with special educational needs and/or disabilities are able to participate fully in learning. At times, staff are less proactive in how they adapt the curriculum to deepen pupils' learning. Leaders have a clear oversight of where teaching is less precise. They take timely and effective action to support staff in developing their expertise further to address this.

## Early years

**Expected standard**

Leaders have established a well-resourced and welcoming early years provision. Staff start to build positive relationships with children before they join in Nursery Year or Reception Year. As a result, children settle quickly. They are safe, happy and very well cared for.

The curriculum is broad and ambitious. Staff are quick to identify any children who may need additional support in their learning or development. They ensure that the curriculum is adapted to meet the needs of children with special educational needs and/or disabilities (SEND).

Typically, teaching is effective. Staff regularly interact with children, encouraging them to develop the accuracy and breadth of their language. Occasionally, these interactions are not as purposeful as they could be. Where this is the case, children practise their communication skills but do not necessarily access wider learning opportunities within activities. Children develop their mathematics and reading skills well. They develop the accuracy of their handwriting over time. Mostly, children in the early years, including those who are disadvantaged, achieve well. They are well prepared to make the transition to key stage 1. Children with SEND make positive progress from their starting points.

## Leadership and governance

**Expected standard**

Leaders consistently act in the very best interests of children. Leaders work in effective partnership with parents/carers and professionals in the wider community. Leaders ensure that they are thoroughly informed of local risks and challenges. They continually review provision to ensure that pupils are safe and able to flourish.

Leaders have an accurate understanding of the school's strengths and priorities for further improvement. They regularly measure the impact of their work and refine their approaches where needed. Leaders have made rapid improvements in some areas of the school's work. For example, they have embedded a highly positive culture of behaviour and safety. In other areas, leaders have taken appropriate actions to improve the school's work, but it is too early to see the full impact. For example, attendance improvements are relatively recent.

Trustees and those responsible for governance are highly effective. Governors have a precise understanding of the context of the school and how successfully leaders are addressing their priorities. Governors have the expertise to hold leaders to account robustly. They support the school community well, ensuring that staff have the capacity and resources to provide a high-quality education. Governors fulfil their statutory responsibilities thoroughly.

Staff are proud to work in the school and the sense of togetherness they feel. Staff value the professional learning opportunities that help to develop their expertise. Leaders, at all levels, carefully consider workload when making important improvements to the school's work. Staff feel well supported by leaders and confident in the decisions that they take.

## What it's like to be a pupil at this school

Pupils thrive in this happy, safe and caring school. They begin each day with welcoming routines that create a strong sense of belonging. Pupils appreciate the rich and varied activities that they can participate in daily. Pupils regularly explore their talents and interests through sport, music, outdoor learning, structured games and role play. Staff ensure that all pupils, including those who are disadvantaged and those who have special educational needs and/or disabilities (SEND), participate fully in all aspects of school life. Pupils enjoy coming to school and most attend well.

Pupils' needs are thoroughly understood. Staff are skilled in reducing any barriers that pupils may have to their learning and/or wellbeing. Relationships between staff and pupils are consistently warm and kind. Pupils develop positive friendships. They play together collaboratively and behave well. Bullying happens very rarely. Any incidents are swiftly and effectively addressed. Pupils feel safe because they are safe.

Pupils are well prepared for life in modern Britain. They understand the importance of equality. Pupils are respectful of one another's differences. They enjoy learning about different cultures, religions and characteristics. Pupils contribute positively to the school community. For example, 'safeguarding ambassadors' help to identify any potential risks in the environment.

Pupils enjoy their lessons and participate enthusiastically in learning. From the early years upwards, pupils develop the skills and knowledge they need to prepare them for their next steps. Typically, pupils, including those who are disadvantaged, achieve well. Sometimes, reading outcomes have been less positive than they could be in national tests. Staff have improved how they teach reading. As a result, pupils now read more accurately and fluently.

Pupils with SEND are well supported in their learning. They make positive progress from their starting points.

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## Next steps

- Leaders should continue to work with families to improve attendance.
- Leaders should continue to improve the teaching of writing so that pupils develop their accuracy and fluency.
- Leaders should ensure that consistently high-quality teaching enables pupils to deepen their skills and knowledge.

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## About this inspection

This school is part of United Learning Trust which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Jon Coles, and the trust is overseen by a board of trustees, chaired by Dame Reena Keeble.

Inspectors carried out this full inspection under section 5 of the Education Act 2005.

Following our renewed inspection framework, all inspections are now led by His Majesty's Inspectors (HMIs) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

Inspectors spoke with the school leadership team, members of staff, groups of pupils, trust leaders, representatives from the board of trustees and representatives from the local governing body.

Inspectors confirmed the following information about the school:

The school currently uses no alternative provision.

Executive Principal: Claire Ferens

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**Lead inspector:**
Tash Hurtado, His Majesty's Inspector

**Team inspectors:**
Kimberley Kemp, Ofsted Inspector
Ian Howie, His Majesty's Inspector
Louise Warren, Ofsted Inspector

## Facts and figures used on inspection

This was the data available at the time of the full inspection, taken from different sources. More recent data may have been published since the full inspection took place.

The inspector(s) used this data during the full inspection on 30 June 2026

## School and pupil context

### Total pupils

**503**
Well above average

### What does this mean?

The total number of pupils currently at this school and how this compares to other schools of this phase in England.

National average: 272

### School capacity

**670**
Well above average

### What does this mean?

The total number of pupils who can attend the school and how this compares to other schools of this phase in England.

National average: 300

### Pupils eligible for free school meals (FSM)

**29.47%**
Close to average

### What does this mean?

The proportion of pupils eligible for free school meals at any point in the last 6 years.

National average: 26.3%

**Pupils with an education, health and care (EHC) plan**

## 4.57%
Close to average

**What does this mean?**

The proportion of pupils with an education, health and care plan. This covers pupils with more support than is available through special educational needs support.

National average: 3.5%

**Pupils with special educational needs (SEN) support**

## 24.65%
Well above average

**What does this mean?**

The proportion of pupils with reported special educational needs support at the school.

National average: 15%

**Location deprivation**

## Below average

**What does this mean?**

Based on the English indices of deprivation (2019) and the school's location, we have calculated whether the school is located in a more or less deprived area.

**Resourced provision or SEND Unit (if applicable)**

## No resourced provision

**What does this mean?**

Whether school has Resourced provision or SEND unit (if applicable).

# All pupils' performance

**Pupils reaching the expected standard in reading, writing and mathematics**

The percentage of pupils meeting the expected standards in a combined reading, writing and mathematics measure.

| Year | This school | National average | Compared with national average |
|---|---|---|---|
| **Latest 3 year average** | 54% | 61% | Close to average |
| **2024/25 (final)** | 56% | 62% | Close to average |
| **2023/24 (final)** | 51% | 61% | Below |
| **2022/23 (final)** | 56% | 60% | Close to average |

### Pupils reaching the expected standard in reading

The percentage of pupils meeting the expected standard in reading.

| Year | This school | National average | Compared with national average |
|---|---|---|---|
| **Latest 3 year average** | 64% | 74% | Below |
| **2024/25 (final)** | 62% | 75% | Below |
| **2023/24 (final)** | 66% | 74% | Below |
| **2022/23 (final)** | 62% | 73% | Below |

### Pupils reaching the expected standard in teacher-assessed writing

The percentage of pupils meeting the expected standard in teacher-assessed writing.

| Year | This school | National average | Compared with national average |
|---|---|---|---|
| **Latest 3 year average** | 68% | 72% | Close to average |
| **2024/25 (final)** | 70% | 72% | Close to average |
| **2023/24 (final)** | 66% | 72% | Close to average |
| **2022/23 (final)** | 68% | 71% | Close to average |

### Pupils reaching the expected standard in mathematics

The percentage of pupils meeting the expected standard in mathematics.

| Year | This school | National average | Compared with national average |
|---|---|---|---|
| **Latest 3 year average** | 74% | 73% | Close to average |
| **2024/25 (final)** | 70% | 74% | Close to average |
| **2023/24 (final)** | 71% | 73% | Close to average |
| **2022/23 (final)** | 80% | 73% | Close to average |

## Disadvantaged pupils' performance

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after.

### Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics.

| Year | This school | National average | Compared with national average |
|---|---|---|---|
| **Latest 3 year average** | 39% | 46% | Close to average |
| **2024/25 (final)** | 35% | 47% | Below |
| **2023/24 (final)** | 43% | 46% | Close to average |
| **2022/23 (final)** | 38% | 44% | Close to average |

### Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading.

| Year | This school | National average | Compared with national average |
|---|---|---|---|
| **Latest 3 year average** | 55% | 62% | Close to average |
| **2024/25 (final)** | 40% | 63% | Below |
| **2023/24 (final)** | 70% | 62% | Close to average |
| **2022/23 (final)** | 50% | 60% | Close to average |

### Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing.

| Year | This school | National average | Compared with national average |
|---|---|---|---|
| **Latest 3 year average** | 51% | 59% | Close to average |
| **2024/25 (final)** | 50% | 59% | Close to average |
| **2023/24 (final)** | 50% | 58% | Close to average |
| **2022/23 (final)** | 54% | 58% | Close to average |

### Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics.

| Year | This school | National average | Compared with national average |
|---|---|---|---|
| **Latest 3 year average** | 64% | 60% | Close to average |
| **2024/25 (final)** | 55% | 61% | Close to average |
| **2023/24 (final)** | 60% | 59% | Close to average |
| **2022/23 (final)** | 75% | 59% | Above |

## Disadvantaged pupils' performance gap

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after. The school disadvantage gap is the difference between the performance of the school's disadvantaged pupils compared to the performance of all non-disadvantaged pupils nationally.

### Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics, including the disadvantaged gap.

| Year | This school | National non-disadvantaged score | School disadvantage gap |
|---|---|---|---|
| **Latest 3 year average** | 39% | 68% | -28 pp |
| **2024/25 (final)** | 35% | 69% | -34 pp |
| **2023/24 (final)** | 43% | 67% | -24 pp |
| **2022/23 (final)** | 38% | 66% | -29 pp |

### Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading and the disadvantaged gap.

| Year | This school | National non-disadvantaged score | School disadvantage gap |
|---|---|---|---|
| **Latest 3 year average** | 55% | 80% | -24 pp |
| **2024/25 (final)** | 40% | 81% | -41 pp |
| **2023/24 (final)** | 70% | 80% | -10 pp |
| **2022/23 (final)** | 50% | 78% | -28 pp |

### Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing and the disadvantaged gap.

| Year | This school | National non-disadvantaged score | School disadvantage gap |
|---|---|---|---|
| **Latest 3 year average** | 51% | 78% | -26 pp |
| **2024/25 (final)** | 50% | 78% | -28 pp |
| **2023/24 (final)** | 50% | 78% | -28 pp |
| **2022/23 (final)** | 54% | 77% | -23 pp |

### Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics and the disadvantaged gap.

| Year | This school | National non-disadvantaged score | School disadvantage gap |
|---|---|---|---|
| **Latest 3 year average** | 64% | 80% | -16 pp |
| **2024/25 (final)** | 55% | 81% | -26 pp |
| **2023/24 (final)** | 60% | 79% | -19 pp |
| **2022/23 (final)** | 75% | 79% | -4 pp |

## Absence

### Overall absence

The percentage of all possible mornings and afternoons missed due to absence from school (for whatever reason, whether authorised or unauthorised) across all pupils.

| Year | This school | National average | Compared with national average |
|---|---|---|---|
| **2024/25 (3 term)** | 7.0% | 5.2% | Above |
| **2023/24 (3 term)** | 7.0% | 5.5% | Above |
| **2022/23 (3 term)** | 7.2% | 5.9% | Above |

**Persistent absence**

The percentage of pupils missing 10% or more of their possible mornings and afternoons.

| Year | This school | National average | Compared with national average |
|---|---|---|---|
| **2024/25 (3 term)** | 18.6% | 13.0% | Above |
| **2023/24 (3 term)** | 19.3% | 14.6% | Above |
| **2022/23 (3 term)** | 20.5% | 16.2% | Above |

## Our grades explained

**Exceptional**

Practice is exceptional: of the highest standard nationally. Other schools can learn from it.

**Strong standard**

The school reaches a strong standard. Leaders are working above the standard expected of them.

**Expected standard**

The school is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

**Needs attention**

The expected standards are not met but leaders are likely able to make the necessary improvements.

**Urgent improvement**

The school needs to make urgent improvements to provide the expected standard of education and/or care.

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