



Hill View Primary School

Inspection Report

Unique Reference Number 113751
LEA Bournemouth
Inspection number 279237
Inspection dates 28 September 2005 to 29 September 2005
Reporting inspector Peter Way HMI

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

Type of school	Primary	School address	Hill View Road
School category	Community		Ensbury Park
Age range of pupils	4 to 11		Bournemouth, Dorset BH10 5BD
Gender of pupils	Mixed	Telephone number	01202 512813
Number on roll	615	Fax number	01202 512813
Appropriate authority	The governing body	Chair of governors	Mrs Keren Rees
Date of previous inspection	7 February 2000	Headteacher	Miss Lynette Golborne

Age group 4 to 11	Inspection dates 28 September 2005 - 29 September 2005	Inspection number 279237
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Introduction

The inspection was carried out by a team of four inspectors, two of Her Majesty's Inspectors of schools (HMI) and two additional inspectors.

Description of the school

Hill View Primary is a very large school with three parallel classes in each year group. The majority of pupils come from localities that are relatively disadvantaged. Very few pupils are from minority ethnic groups. The proportion of pupils with learning difficulties and disabilities is similar to national averages. Extensive building works are in progress to join the two buildings. Both the headteacher and deputy took up their posts in 2004.

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 is a good school with some outstanding features, and this confirms the view shared by the school leadership, the staff and governing body. The parents are overwhelmingly supportive and have made many positive comments to the inspection team. Pupils enjoy going to school and say so.

The key strengths of the school are in the effectiveness of leadership at all levels, the good progress throughout Key Stage 2 and the commitment of the teachers to their pupils' well-being. Those who need additional help with their learning are particularly well supported by teachers and teaching assistants.

All pupils are encouraged to lead active and healthy lifestyles and to look after each other. There are good opportunities for pupils to become involved in extra-curricular activities and many do so. The curriculum is well planned to meet the pupils' learning needs. Those of higher ability could be challenged to a greater extent. The school has identified this and is already devising ways to make some work more demanding. The quality of education in the Foundation Stage is good and pupils make good progress during their first year as a result.

The school improvement plan is well structured and identifies the right priorities. There has been very good progress on all the issues raised in the last report and the school's capacity for further improvement is very good. The school provides very good value for money.

What the school should do to improve further

- ensure that all pupils, and especially the more able, achieve the standards of which they are capable.

Achievement and standards

Grade: 2

Standards are good and achievement is at least satisfactory although there are differences in the pupils' rates of progress through Key Stage 1 and Key Stage 2. For pupils aged 11, results in the national tests have been significantly above the national average in recent years. The school has been setting and meeting challenging targets. The 2005 results are lower than originally predicted and the school has satisfactorily investigated the reasons for this. Throughout Key Stage 2 the vast majority of pupils make good progress, and some make very good progress.

In the tests for seven-year-olds most pupils reach the standards expected for their age. Progress is generally satisfactory in Key Stage 1. Attainment on entry to the Foundation Stage is similar to that of other pupils in the local authority area and they make good progress in their first year. The school has recently implemented a programme to ensure better continuity between the Reception Year and Year 1 to raise pupils' attainment in Key Stage 1.

Although teachers' expectations of all pupils' capabilities have significantly improved recently, they are still not high enough for the more able pupils. The school has recently had a focus on standards in English which is reflected in pupils' achievements. It is now rightly focusing on mathematics.

Personal development and well-being

Grade: 2

Pupils show enormous enjoyment in their education and most say lessons are fun. They behave well and their attendance is good. This helps them to progress well in their learning. Pupils feel safe and well cared for, and their parents agree.

The school is highly successful in encouraging healthy lifestyles. For example, they arrange break-time fruit snacks for all pupils and participate in the Healthy Schools Scheme. The pupils are very receptive to this encouragement and most choose a healthy diet in their lunch boxes. Pupils are making reasonable progress in becoming responsible citizens and making a contribution to the school, in particular through the school council. They use their locality and raise funds for charities. They now need to think of ways in which they could make a greater contribution to the wider community.

The pupils' spiritual, moral, and social development is good. Less attention is given to cultural development with relatively limited opportunities to appreciate a wider range of other people's cultures and beliefs. Pupils develop their basic skills in English and mathematics well and they are very successful at working together in teams.

Quality of provision

Teaching and learning

Grade: 2

Nearly half the lessons observed during the inspection were of very high quality. Good teaching is an important feature of the school. Lessons are well planned, especially in English and mathematics. Emphasis is placed on a wide range of different teaching methods to ensure that all pupils are fully engaged in their learning. The purposes of their tasks are well explained and pupils understand what they are going to learn. Teaching assistants are used very effectively in all classes and pupils receive plenty of support during lessons.

The teachers are beginning to set better learning targets to help pupils know how to improve. Work is marked conscientiously and the comments are helpful. There are some excellent examples of this in the school and this needs to be more consistent throughout all classes. The school has an effective system for tracking pupils' achievements. Some teachers could make more use of this information to help plan work that is better matched to pupils' needs. This applies especially to more able pupils. Throughout the school very good relationships are created and pupils are strongly encouraged to 'take risks' in their work. This leads to high enjoyment and improved self-confidence.

Curriculum and other activities

Grade: 2

The school's curriculum and wide range of additional activities ensure that the majority of pupils have learning opportunities that are matched to their needs and capabilities. The curriculum is planned well in outline and teachers make very good use of the time allocated for joint planning in year groups. This ensures consistent progression in what pupils are learning.

There is strong emphasis in many subjects on providing education for safety and health. There is also very good enrichment of pupils' learning opportunities through educational visits and extra-curricular activities. The wide range of clubs and activities outside the school day is popular with pupils and raises their achievement. Initiatives such as the School Sport Co-ordinator Programme are being used successfully to attract previously reluctant pupils to engage in physical activity.

Teachers strive continually to develop and improve the curriculum. For example, provision for information and communication technology has improved since the last inspection and it is now taught well and used successfully in teaching across the curriculum.

Care, guidance and support

Grade: 1

The arrangements for care, guidance and support of pupils, including procedures for child protection, are a significant strength of the school. All staff maintain the highest levels of care and concern for the well-being of all pupils.

There is excellent support for pupils with learning difficulties and disabilities from teachers and teaching assistants. The latter are particularly skilled and knowledgeable and the quality of their support is a major reason for these pupils' good progress. The school works very effectively with parents and outside agencies. This, together with factors such as the early identification of pupils' needs in Reception classes, is another reason why the pupils successfully meet the targets that help to guide their progress.

Pupils are helped well to plan for the next stages in their education. For example, liaison at the Foundation Stage with parents and pre-school settings is very effective in preparing pupils for their start to school.

Leadership and management

Grade: 1

Leadership and management are particular strengths of the school. At the most senior level the head and deputy know the staff and pupils very well and provide clear direction for school improvement. An outstanding feature of leadership is the way in which delegated responsibility to phase leaders and subject co-ordinators has a significant impact on school improvement. There is a very strong sense of shared responsibility right across the whole staff. The team works very effectively together

to secure high quality in educational provision. Achievement, pupil care, the inclusion of all pupils and the evident enjoyment of pupils in their lessons are all enhanced through excellent leadership and management.

The procedures for monitoring the quality of teaching and learning are very good. Clear evidence was seen during the inspection that they lead to improvement. There is a rigorous selection process for new staff which ensures that the school has good teachers.

Self-evaluation has improved significantly and the process is now well developed. Although data is not yet as fully analysed as it should be, senior management has rigorous target setting procedures for the end of Key Stage 2. The governing body is closely involved in school improvement and monitors progress. The views of parents and pupils are actively sought and taken into account. There is very good capacity in the school to continue the significant improvements which have taken place since the last inspection and especially during the last year.

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Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall	16-19
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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	NA
How well does the school work in partnership with others to promote learners' well-being?	1	NA
The quality and standards in foundation stage	2	NA
The effectiveness of the school's self-evaluation	2	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

Achievement and standards

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

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	2	NA
The attendance of learners	2	NA
How well learners enjoy their education	1	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	1	NA
The extent to which learners make a positive contribution to the community	3	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	2	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	2	NA
How well are learners cared for, guided and supported?	1	NA

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

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	1	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	2	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1	NA
How effectively and efficiently resources are deployed to achieve value for money	1	NA
The extent to which governors and other supervisory boards discharge their responsibilities	2	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

The extent to which schools enable learners to be healthy	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
The extent to which providers ensure that learners stay safe	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
The extent to which learners make a positive contribution	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
The extent to which schools enable learners to achieve economic well-being	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

Text from letter to pupils explaining the findings of the inspection

You are very lucky to be going to such a good school where all the teachers, teaching assistants and other adults who work there look after you so well.

When we recently came to talk to you and to watch some of your lessons we were very impressed by how much you enjoy going to school. You told us the lessons were fun and that you enjoyed learning. This is shown by your achievements and by how much progress you are making.

We thought you behaved very well in your lessons and around the school. You showed concern for each other. We know that not everyone gets on together all the time and you are in a much smaller playing space while the building work goes on. Nevertheless you do your best to look out for anyone who might not be having a good day or who is struggling with their work and you try to help. Well done.

Your school is very well organised. The things that Miss Golborne and Miss Prideaux do to make things run smoothly really do make a difference to your achievements. Remember to thank your teachers because we saw how hard they work for you and we saw many really good lessons.

There was one thing that we found could be improved in your school. We know that some of you could be doing harder work. We have told the teachers this and they are going to think about how they plan your lessons. You have a part to play in this as well. You must tell your teachers when you think the work is too easy, don't just pretend it's OK; ask for something harder and you'll find learning can be even more fun than it is already.

Keep up the good work, Thank you for making us feel so welcome.