

Hill View Primary School

Inspection report

Unique Reference Number	113751
Local Authority	Bournemouth
Inspection number	325876
Inspection dates	14–15 October 2008
Reporting inspector	John Laver

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number on roll	
School (total)	628
Government funded early education provision for children aged 3 to the end of the EYFS	90
Childcare provision for children aged 0 to 3 years	0
Appropriate authority	The governing body
Chair	Malcolm Palin
Headteacher	Lynette Golborne
Date of previous school inspection	28 September 2005
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	Hill View Road Ensburry Park Bournemouth BH10 5BD
Telephone number	01202 512813
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Age group	4–11
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Introduction

The inspection was carried out by four Additional Inspectors.

Description of the school

This school is much larger than average. The proportion of pupils with a range of learning difficulties and/or disabilities is just below average. The school makes provision for children in the Early Years Foundation Stage (EYFS) in its reception classes.

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 Primary provides a good standard of education. The great majority of parents are very complimentary about the school's successes. Typical of many parental comments is the statement that, 'When we are waiting for the school gates to open, I love watching all the children running into school, eager and happy to start the school day, which says so much in itself.' This sense of pupil enjoyment, which is an outstanding feature of the school, is in large part due to its curriculum. Pupils, parents, teachers and governors highlight the curriculum as a great strength, based as it is on linked topics, with a strong emphasis on creativity and encouraging active decision making and independent thought. Parents in particular report how the curriculum has both strengthened their children's confidence and social skills, and also successfully involved many parents directly in pupils' learning, for example when they are invited into school to listen to presentations on projects which their children have researched. The curriculum, which is under continual review and development, is also a significant reason for improvements in standards and achievement.

Pupils begin Year 1 with a secure foundation in skills and knowledge, with particular strengths in language and literacy skills, which are well above age related expectations. Thereafter, pupils make good progress as they move up through the school, reaching above average standards at the end of Year 2 and Year 6, preparing pupils well for the next stage of their education. These standards were evident in the 2007 tests and are shown in current pupil performance. The unvalidated 2008 test results show standards which were not as high, but this group of pupils had joined the school with lower standards than other groups in recent years. These pupils made good progress, which has been sustained by other pupils since. Pupils with a range of learning difficulties share in the good overall achievement. A small minority of more able pupils achieve at a lesser rate than other groups, mainly because some teachers do not consistently set them work of an appropriate level of challenge to help them reach their full potential.

Outstanding pupil enjoyment is reflected not just in enthusiasm for the curriculum but also in the above average attendance, a high take-up of a wide range of after-school clubs and other activities, and a good attitude towards learning. Good standards and the nurturing of confident, articulate pupils mean that they are well prepared for the next phase of education. Despite the concern of a few parents about behaviour, behaviour in lessons and around the school is good. Pupils express confidence in feeling safe, and this reflects the strong personal care and support they receive. This leads in turn to very good relationships and the sense of what parents call a 'strong sense of school community'. Procedures for academic guidance and support have less impact. Although the school now has good systems in place for assessing pupils and tracking their progress, the analysis is not always rigorous, and some teachers do not use the resulting information consistently to create and use pupil targets well. The marking of pupils' work by some teachers often gives little real indication to pupils of exactly how well they have done and how they can improve their work significantly. However, teaching is good overall. Teachers convey their own enthusiasm to learners, plan lesson objectives well, link topics in an interesting way, and generally use support staff well to help vulnerable pupils make good progress.

The school's senior leadership team, ably led by a very committed headteacher, has high expectations, plans effectively for improvement, and monitors rigorously. The role of subject coordinators in monitoring has developed more slowly, but is now becoming more focused and effective. A track record of improving what was already a good school at the previous inspection,

rising standards, an innovative approach to learning, and a clear commitment to succeed, together demonstrate that the school has a good capacity to improve still further.

Effectiveness of the Early Years Foundation Stage

Grade: 2

Children join Reception with varied levels of ability and prior experience. They make good progress in all the areas of learning. Their progress in developing the skills of communication, language and literacy is outstanding, reaching standards that are well above expectations for this year group. Many children learn to express themselves clearly and confidently. Children enjoy the wide range of interesting activities, such as the treasure hunt activity which was tied to numerical skills and which promote good learning and development as well as being fun. Teachers ensure a good balance between activities planned by themselves and the children. Children have good relationships with adults and with each other. They are well supervised, feel safe and are well cared for. There is good leadership, so that staff work well as a team. Progress is assessed well and staff have good awareness of the areas for further development, such as better use of the outdoor play area and a smoother transition for children when they join Year 1.

What the school should do to improve further

- Improve the achievement, particularly of some more able pupils, by ensuring a more consistent and rigorous level of challenge in the work set.
- Raise pupils' awareness of how to improve their work and the overall quality of learning by ensuring that all teachers provide feedback and use pupil targets more constructively.

Achievement and standards

Grade: 2

Standards are above average and pupils achieve well. Pupils with a range of learning difficulties, both emotional and those involving literacy and numeracy issues, and also pupils with disabilities, benefit from good support. Consequently, most of them make good progress alongside other pupils. Although overall progress is good, it is slower in mathematics. The school has recognised this and has put strategies in place to speed progress in mathematics, including changes in pupil groupings and more professional development for staff. These strategies are beginning to pay dividends in terms of pupil achievement. Most able pupils also achieve well, except for a small minority who make less than expected progress, mainly because some teachers do not consistently ensure an appropriate level of challenge in the work. Standards are rising in all subjects because of the school's innovative approach to linking subjects. This has helped in particular in successfully developing writing skills, for example in writing up science experiments.

Personal development and well-being

Grade: 2

Pupils' spiritual, moral, social and cultural development is good. Strong moral and social development is a particular strength, evident in the very good relationships and constructive collaboration between pupils working on group projects. Less developed is pupils' awareness of issues relating to life in a multicultural society, although the school does work hard to promote this through visits and assemblies. Good behaviour, attendance and pupils' enthusiasm for project work create an ethos of hard work that is also fun. Pupils have a good understanding of why a healthy lifestyle is important. They also have a strong sense of responsibility towards

the school community, helping younger pupils and valuing the school council. They enjoy activities outside school, such as events to raise money for several charities. Strong personal development underpins pupils' achievement well.

Quality of provision

Teaching and learning

Grade: 2

Pupils make good progress because they have a positive attitude towards learning and the majority of the teaching is well planned, has clear objectives and, above all, conveys enthusiasm to the pupils. Teachers are becoming more confident in areas such as numeracy, which has been a relative weakness but which the school is now addressing. Teachers usually also make good use of support staff to help vulnerable pupils and those with learning difficulties and/or disabilities to make good progress and increase their confidence as learners. Where teaching, though satisfactory, is less effective, it is mainly because of inconsistencies, particularly in the quality of marking and the matching of appropriate work to all pupils' needs. Often the marking is not very constructive, and is not used sufficiently to move pupils on. Whilst teachers often give good verbal feedback, they do not all use targets consistently to help pupils improve, and many pupils themselves are unsure about their targets. These inconsistencies do not prevent progress, because most pupils learn well through the opportunities for active, collaborative work. However, a small minority of pupils, especially the more able, do not get the level of challenge, which would help them, progress even more.

Curriculum and other activities

Grade: 1

Pupils speak highly of the range of clubs and activities, which have a very high take-up rate. The school is rightly proud of the work done in developing a creative approach to linking subjects such as science and literacy, because this has had a positive impact on attitudes and progress. It also encourages the development of enterprise skills, by ensuring that pupils use their initiative in designing and evaluating projects, and by working as teams. This approach has generated strong enthusiasm, and is evident in the way in which pupils are absorbed in processes such as discovery, constructive debate and evaluation. During the inspection, it was seen, for example, in the Year 3 work on 'Operation Common'. This excited the pupils by linking local environmental concerns with the development of writing skills. This enthusiasm for discovery and active learning comes across repeatedly in discussions with pupils, parents and staff. There are other pockets of excellence in the school such as music and physical education, taught by specialists. The school also makes good use of its link with a local secondary school to develop its expertise in teaching French. Special events such as World Book Day, European Language Day and Healthy Schools Week also have a high profile.

Care, guidance and support

Grade: 2

The school has very good procedures in place to ensure that pupils are safe and well cared for, and parents attest to their success. There are robust procedures to ensure child protection, to carry out risk assessments and to follow up absences. The school also makes pupils well aware of issues such as Internet safety. There are strong links with a range of outside agencies to ensure that vulnerable pupils get good support. Teaching assistants give good support to those

pupils identified as being at risk of falling behind in basic skills. Academic support and guidance procedures are less developed. The procedures for tracking and assessing pupils are all in place, but teachers make inconsistent use of this information when setting meaningful targets for individual pupils.

Leadership and management

Grade: 2

Governors are very active in the school, involving themselves in a range of activities such as assemblies and special curriculum days. They also support and challenge the school leadership with increasing rigour. The senior leadership evaluates school performance accurately, monitors teaching rigorously and sets appropriate targets for further improvement. Subject coordinators share the senior leadership's enthusiasm for the continued development of major initiatives such as the school's creative curriculum. However, the coordinators currently do less rigorous monitoring of their subject areas, and the school recognises this as an area for continued development. The school has useful links with other schools. It benefits from liaison with pre-school providers and with a local secondary school that provides valuable assistance in supporting French teaching. Hill View also makes a good contribution to community cohesion. It is particularly effective in making links with parents and giving pupils the opportunity to take part in local events, as well as serving the school community by helping their peers in activities such as school council meetings.

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Annex A

Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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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
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well being?	2
The capacity to make any necessary improvements	2

Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	2
How well do children in the EYFS achieve?	2
How good are the overall personal development and well-being of the children in the EYFS?	2
How effectively are children in the EYFS helped to learn and develop?	2
How effectively is the welfare of children in the EYFS promoted?	2
How effectively is provision in the EYFS led and managed?	2

Achievement and standards

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

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

Personal development and well-being

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

The quality of provision

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

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination eliminated	2
How well does the school contribute to community cohesion?	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Annex B**Text from letter to pupils explaining the findings of the inspection**

15 October 2008

Dear Pupils

Inspection of Hill View Primary School, Bournemouth BH10 5BD

Thank you for welcoming us when we visited your school recently. We were impressed by your readiness to talk so freely to us about your school, and we enjoyed not only talking to you but also seeing you at work and at play.

You get a good education at Hill View Primary. We understand why you are enthusiastic about coming to school, because we agree with you and your parents when you tell us that learning is often fun. We know that you like working on projects like 'Operation Common' and that when you do so, you work well together. You make good progress throughout the school, although a few of you who find learning easy could do even better if the work was sometimes made more challenging. There are many other good things about your school. Standards are higher than in many other schools. Most of the time your teachers teach you well. All staff take good care of you, so that you feel safe in school. You attend school regularly, and most of the time you behave very well. Your headteacher leads the school very well, so that with your help and the help of other staff, the school has improved, particularly in the rate of progress you are making. You know a lot about healthy living, and the school is preparing you well for when you move on to your next schools.

Although you learn well, and you and your parents like the school, we have asked the school to improve a few things. We have asked your teachers, when they mark your work, to give you more information on exactly how well you are doing and how you can improve your work. In addition, we have asked them to make better use of your targets. We have also asked them to make sure that those of you who find learning easy always get work that is interesting and helps you do even better. You can help by making sure that you follow your teachers' comments and advice, and so do even better in your work.

Once again, thank you for your welcome and for making our visit so enjoyable.

John Laver

Lead inspector