

Hillview Primary School

Inspection report

| | |
|--------------------------------|--------------------|
| Unique Reference Number | 111169 |
| Local Authority | Halton |
| Inspection number | 337632 |
| Inspection dates | 12–13 October 2009 |
| Reporting inspector | Diane Auton |

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

| | |
|--|--|
| Type of school | Primary |
| School category | Community |
| Age range of pupils | 4–11 |
| Gender of pupils | Mixed |
| Number of pupils on the school roll | 180 |
| Appropriate authority | The governing body |
| Chair | Mr Brian Dean |
| Headteacher | Mrs Susan Abrahams |
| Date of previous school inspection | 6 March 2007 |
| School address | Beechwood Avenue Beechwood East Runcorn WA7 3HB |
| Telephone number | 01928 714666 |
| Fax number | 01928 712304 |
| Email address | head.hillview@halton.gov.uk |

| | |
|--------------------------|--------------------|
| Age group | 4–11 |
| Inspection dates | 12–13 October 2009 |
| Inspection number | 337632 |

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 08456 404045, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the documentation in any way.

Royal Exchange Buildings
St Ann's Square
Manchester M2 7LA

T: 08456 404045

Textphone: 0161 618 8524

E: enquiries@ofsted.gov.uk

W: www.ofsted.gov.uk

© Crown copyright 2009

Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 10 lessons and held meetings with governors, staff, groups of pupils and a group of parents. They observed the school's work and looked at a range of documentation, including data about pupils' progress and attainment, and the school's planning documents, policies, procedures and records. They reviewed information provided by parents in the 33 parental questionnaires that were returned.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- the standards reached by pupils and the progress they make
- the effectiveness of teaching and the curriculum in building on pupils' skills from year to year
- the impact of leadership and management on achieving the best possible outcomes for pupils
- how well provision in the Early Years Foundation Stage enables children to progress in their learning and development.

Information about the school

This small school takes its pupils from a wide area of mainly residential districts. The proportion of pupils who have special educational needs and/or disabilities is similar to that found in most schools. The proportion entitled to free school meals is below average. The number of pupils who enter or leave the school at times other than the usual transition points is average overall, but above average in some year groups. Most pupils are from White British backgrounds, with a very small proportion from other heritages. No pupil is at an early stage of learning English. Early Years Foundation Stage education is provided in the Reception class. The school is an Enquiry School for Creative Partnerships; it holds the Artsmark Silver Award, the Healthy Schools Award, the Activemark and the Football Association Charter Mark.

A pre-school play group and wraparound care are offered on the school site by independent providers; these provisions were inspected separately and their reports are available on the Ofsted website.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

2

The school's capacity for sustained improvement

2

Main findings

This is a good and extremely caring school. Provision for pastoral care and to promote pupils' welfare is outstanding. The school is extremely inclusive and gives the highest priority to promoting equality of opportunity. Well-led, effective practitioners work together to ensure that teaching methods and the curriculum are responsive to pupils' needs and interests. Their reflective, innovative practice is having a positive impact on engaging pupils in learning and improving their rate of progress. As a result, pupils show a real enjoyment of learning and standards are rising continuously.

After a dip year in 2007, standards rose at the end of Key Stage 2 in 2008, although overall attainment was still broadly average. Attainment of more able pupils rose impressively in 2009, with a significantly above average proportion reaching the higher level in all subjects. A drive to improve pupils' writing skills has successfully lifted standards in writing across the school and this is helping to underpin improving achievement across the subjects.

The school's creative curriculum promotes the development of a wide range of skills. It builds effectively, year on year, on the successful learning that takes place in the Early Years Foundation Stage. Teachers identify topics that appeal to the pupils. Planning is thorough and the provision is evaluated regularly and rigorously. Expectations are high and pupils respond to this positively, growing in confidence as learners. Careful consideration is given to the development of the whole child and this is reflected in the school's very well designed programme of extra-curricular activities and in its very good work to develop pupils' cultural awareness. Staff use the newly refurbished outdoor area successfully to take learning out of doors for all age groups.

The effective headteacher has created a strong team ethos, with a sharp focus on school improvement. Areas of relative weakness identified at the last inspection have been addressed successfully. Self-evaluation is accurate, based on monitoring which is generally rigorous and systematic. The school tracks pupils' progress and reviews it each term. This has enabled under-achieving pupils to be identified and given extra help, but the school does not formally record these processes nor does it ensure that the additional support it gives to these pupils is fully evaluated. School development planning is strategic, with governors and staff actively involved through the year in reviewing progress towards ambitious improvement targets. All of this, together with the skills and talents of the staff, means that the school has good capacity to continue to improve.

What does the school need to do to improve further?

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

- Improve the monitoring of the school's work to support pupils who may be
- underachieving by:
 - recording the decisions that are made in progress meetings and use this information to provide additional support for identified pupils
 - developing procedures to ensure that those decisions are reviewed formally
- and their impact evaluated.

Outcomes for individuals and groups of pupils**2**

Pupils apply themselves well in lessons, showing interest and enthusiasm. They use information and communication technology equipment with assurance. They work well with a partner or in groups and this helps them to develop and offer their ideas confidently. Both their responses in lessons and the work in their books are of a good standard overall and, where teaching is outstanding, pupils often produce a very high standard of work. Standards at the end of Key Stage 2 have risen steadily over the past three years, reflecting the increasingly positive impact of the school's provision on pupils' attainment. Pupils enter Key Stage 1 with skills at the expected levels for their age. Overall, standards were broadly average at the end of Key Stage 2 in 2008. This was also the case in 2009, reflecting the high proportion of pupils with additional needs and the higher than usual number in the year group of late entrants to the school. The proportion of pupils who achieved the higher level in all subjects was above average, however, and was substantially higher than in the previous year. Pupils made good progress during the last school year, particularly towards improving their skills in writing. The school's tracking information shows that the momentum of improvement in all subjects is being sustained into the new school year. Pupils with special educational needs and/or disabilities achieve well as a result of the good provision made for them in this very inclusive school. Since the last inspection, the school has been successful in its efforts to narrow a gap between the attainment of boys and the relatively higher attainment of girls.

Pupils show good awareness of issues around healthy living and personal safety. They enjoy taking responsibility as school councillors or organising equipment at playtimes. They form good relationships with each other and with the adults in school and they say they are confident that help is on hand if they encounter any problems. They consider and discuss important issues in lessons and the curriculum is enabling them to have a very good awareness of cultural diversity and of cultures beyond the area they live in. Issues around a dip in attendance figures in 2008 have been addressed and attendance is now satisfactory.

These are the grades for pupils' outcomes

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

| | |
|---|----------|
| Pupils' achievement and the extent to which they enjoy their learning | 2 |
| Taking into account: Pupils' attainment ¹ | 3 |
| The quality of pupils' learning and their progress | 2 |
| The quality of learning for pupils with special educational needs and/or disabilities and their progress | 2 |
| The extent to which pupils feel safe | 2 |
| Pupils' behaviour | 2 |
| The extent to which pupils adopt healthy lifestyles | 2 |
| The extent to which pupils contribute to the school and wider community | 2 |
| The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being | 2 |
| Taking into account: Pupils' attendance ¹ | 3 |
| The extent of pupils' spiritual, moral, social and cultural development | 2 |

How effective is the provision?

Ongoing improvements in provision are helping pupils to enjoy school and achieve increasingly well. Rigorous monitoring ensures the continuing effectiveness of provision. Teaching is of good overall quality, with some outstanding practice. Lessons are planned well to take the range of learners' needs into account. The pace of learning is brisk, the level of challenge is good and teachers use questioning well to extend pupils' thinking. Teachers ensure that pupils are given a very clear understanding of what they are expected to do and to achieve. They use target setting and marking very well to point pupils to the next steps in learning and to advise them about how to improve their work. Regular assessment ensures teachers have a good overview of how well pupils are doing. Well-trained teaching assistants make a good contribution to pupils' learning, especially those who have additional needs.

The creative curriculum brings subjects together into topics that are chosen extremely well to reflect pupils' interests and this ensures they are fully engaged. There are good opportunities for pupils to practise and develop their basic skills through work across the areas of learning. The curriculum is very well enriched by opportunities for pupils to develop skills in sports, the performing arts and a modern foreign language and by visitors and visits, including residential trips for pupils in both key stages. Carefully planned provision for pupils with special educational needs and/or disabilities ensures they enjoy full access to learning and social inclusion. Pastoral care is excellent and the school works sensitively to support pupils whose circumstances have made them vulnerable and their families. This is helping to break down barriers to learning and progress that some pupils encounter. Effective steps are taken to promote good

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

attendance and the school works supportively with families at risk of poor attendance.

These are the grades for the quality of provision

| | |
|--|----------|
| The quality of teaching | 2 |
| Taking into account: The use of assessment to support learning | 2 |
| The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships | 2 |
| The effectiveness of care, guidance and support | 1 |

How effective are leadership and management?

Governors and staff at all levels wholeheartedly share the headteacher's clear vision and resolve to take the school forward and to achieve the best possible outcomes for its pupils. Systems to involve middle leaders in assuring the quality of provision have been strengthened; their involvement now contributes well to school improvement. Teachers are confident curriculum innovators, sharing ideas and planning collaboratively. The school's leaders set challenging improvement targets, based on detailed knowledge achieved through systematic review. Regular progress reviews help to identify pupils who are underachieving. This helps to ensure that those pupils are given the support they need, although formal procedures to evaluate the impact of this are not fully developed. This means that the school's picture of how well its interventions are working is not defined sharply enough. Rigorous monitoring systems help to assure the good quality of teaching and the curriculum. The supportive, well-informed governing body is an effective critical friend to the school.

The school regularly canvasses parental views on important issues and the virtual learning platform supports communications well. Most parents expressed positive views of the school, reflecting the good relationships that prevail between parents and staff. The school complies well with statutory requirements for safeguarding, health and safety and child protection through well-managed procedures and through on-going review of their effectiveness. Its extremely inclusive ethos supports equal opportunities and access to educational entitlement very well. The school contributes well to community cohesion through its partnerships in the community, with neighbouring schools, with a range of agencies that support pupils' health, welfare, social and learning needs and with its partner school in Uganda.

These are the grades for leadership and management

| | |
|---|----------|
| The effectiveness of leadership and management in embedding ambition and driving improvement | 2 |
| Taking into account: The leadership and management of teaching and learning | 2 |

| Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate Please turn to the glossary for a description of the grades and inspection terms | |
|---|----------|
| The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met | 2 |
| The effectiveness of the school's engagement with parents and carers | 2 |
| The effectiveness of partnerships in promoting learning and well-being | 2 |
| The effectiveness with which the school promotes equality of opportunity and tackles discrimination | 1 |
| The effectiveness of safeguarding procedures | 2 |
| The effectiveness with which the school promotes community cohesion | 2 |
| The effectiveness with which the school deploys resources to achieve value for money | 2 |

Early Years Foundation Stage

Children enter the Reception class with skills that are at expected levels for their age. They make good progress, particularly in literacy, so that by the end of the year most children's achievement is in line with national expectations in all the areas of learning and some more able children achieve above those expectations. The quality of teaching is good and children are provided with a rich, stimulating environment, both indoors and in the attractive outdoor area. There is a good balance of activities chosen by the children and those led by adults, and children are thereby enabled to develop independence.

Effective assessment is supported by a wide range of evidence gathered through observations of the children in their activities and staff use this well to plan the next steps in their learning and to meet their individual needs. Children interact well with each other and enjoy warm, trusting relationships with the caring staff; as a result, they are confident, happy and secure and ready to learn. They settle quickly because induction procedures are sensitive and the staff forge positive relationships with parents, although they are not yet as fully engaged as they might be as partners in their children's learning and assessment. The class is well led and managed; provision is monitored regularly and this supports ongoing improvements. Procedures to ensure children's welfare are good and meet requirements.

These are the grades for the Early Years Foundation Stage

| | |
|--|----------|
| Overall effectiveness of the Early Years Foundation Stage | 2 |
| Taking into account: | |
| Outcomes for children in the Early Years Foundation Stage | 2 |
| The quality of provision in the Early Years Foundation Stage | 2 |
| The effectiveness of leadership and management of the Early Years Foundation Stage | 2 |

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Views of parents and carers

About one sixth of parents and carers responded to the questionnaire. A large majority of those who responded said they agree or strongly agree that they are happy with their children's experience at the school. This is in line with the inspection team's judgement on the school's good overall effectiveness. A small number of parents were critical of the school's management of unacceptable behaviour: the inspection team did not agree with them, finding that pupils' behaviour is good and that it is managed well by the staff.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Hillview Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 33 completed questionnaires by the end of the on-site inspection. In total, there are 180 pupils registered at the school.

| Statements | Strongly Agree | | Agree | | Disagree | | Strongly disagree | |
|---|----------------|----|-------|----|----------|----|-------------------|---|
| | Total | % | Total | % | Total | % | Total | % |
| My child enjoys school | 18 | 56 | 13 | 41 | 1 | 3 | 0 | 0 |
| The school keeps my child safe | 17 | 52 | 15 | 45 | 1 | 3 | 0 | 0 |
| The school informs me about my child's progress | 10 | 30 | 18 | 55 | 4 | 12 | 1 | 3 |
| My child is making enough progress at this school | 9 | 27 | 21 | 64 | 3 | 9 | 0 | 0 |
| The teaching is good at this school | 10 | 31 | 19 | 59 | 3 | 9 | 0 | 0 |
| The school helps me to support my child's learning | 12 | 35 | 17 | 50 | 5 | 15 | 0 | 0 |
| The school helps my child to have a healthy lifestyle | 15 | 48 | 16 | 52 | 0 | 0 | 0 | 0 |
| The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment) | 9 | 30 | 19 | 63 | 1 | 3 | 1 | 3 |
| The school meets my child's particular needs | 10 | 31 | 18 | 56 | 4 | 13 | 0 | 0 |
| The school deals effectively with unacceptable behaviour | 13 | 45 | 8 | 28 | 6 | 21 | 2 | 7 |
| The school takes account of my suggestions and concerns | 7 | 24 | 15 | 52 | 7 | 24 | 0 | 0 |
| The school is led and managed effectively | 10 | 33 | 17 | 57 | 3 | 10 | 0 | 0 |
| Overall, I am happy with my child's experience at this school | 12 | 38 | 16 | 50 | 4 | 13 | 0 | 0 |

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

| Grade | Judgement | Description |
|---------|--------------|--|
| Grade 1 | Outstanding | These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs. |
| Grade 2 | Good | These are very positive features of a school. A school that is good is serving its pupils well. |
| Grade 3 | Satisfactory | These features are of reasonable quality. A satisfactory school is providing adequately for its pupils. |
| Grade 4 | Inadequate | These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves. |

Overall effectiveness of schools inspected between September 2007 and July 2008

| Type of school | Overall effectiveness judgement (percentage of schools) | | | |
|----------------------|---|------|--------------|------------|
| | Outstanding | Good | Satisfactory | Inadequate |
| Nursery schools | 39 | 58 | 3 | 0 |
| Primary schools | 13 | 50 | 33 | 4 |
| Secondary schools | 17 | 40 | 34 | 9 |
| Sixth forms | 18 | 43 | 37 | 2 |
| Special schools | 26 | 54 | 18 | 2 |
| Pupil referral units | 7 | 55 | 30 | 7 |
| All schools | 15 | 49 | 32 | 5 |

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

| | |
|----------------------------|--|
| Achievement: | the progress and success of a pupil in their learning, development or training. |
| Attainment: | the standard of the pupils' work shown by test and examination results and in lessons. |
| Capacity to improve: | the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement. |
| Leadership and management: | the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school. |
| Learning: | how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners. |
| Overall effectiveness: | <p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> ■ The school's capacity for sustained improvement. ■ Outcomes for individuals and groups of pupils. ■ The quality of teaching. ■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships. ■ The effectiveness of care, guidance and support. |
| Progress: | the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started. |

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



14 October 2009

Dear Children

Inspection of Hillview Primary School, Runcorn, WA7 3HB

Thank you for making the inspection team so welcome when we visited your school.

As you know, we came to see how well the school is doing and how you are all getting on with your learning. These are some of the things we found about Hillview.

- Hillview is a happy school and you are well-behaved and polite young people. You work hard in your lessons, you enjoy your work and you get on well with each other and with the adults in school.
- The school gives you a good standard of education.
- The Early Years Foundation Stage gets your education off to a good start.
-You are making good progress in your learning and reaching national standards at the end of Key Stage 2. Standards are rising and more of you are reaching level 5 at the end of Year 6. Last year, the number of pupils who reached level 5 in all subjects was above the national average.
- Your writing skills are also improving. We think this is because the creative curriculum is giving you good opportunities to practise and improve your writing. Well done.
- I am pleased to hear that you are so happy with the improvements that have been made to the school's outdoor areas. I really enjoyed watching Year 5's drama lesson out of doors and seeing how they used the outdoor stage. You have told me, as well, how the new equipment and the other improvements make playtimes even more fun.

There is still some work to be done to make Hillview the best school it can possibly be. I have asked the headteacher and the staff to make some improvements to the way they review your progress each term. This is so that, when children are given additional support with their learning, the headteacher and the staff will have a clearer picture of how much that is helping them.

You can help by continuing to do your best and by continuing to be happy learners.

With my very best wishes for the future.

Yours sincerely

Diane Auton
Lead Inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 08456 404045, or email enquiries@ofsted.gov.uk.