

High View Primary School

Inspection report

Unique Reference Number	101010
Local Authority	Wandsworth
Inspection number	363647
Inspection dates	12–13 May 2011
Reporting inspector	Natalia Power

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	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	313
Appropriate authority	The governing body
Chair	David Walden
Headteacher	Joyce Ridge
Date of previous school inspection	29 April 2008
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Age group	3–11
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Introduction

This inspection was carried out by three additional inspectors. The inspectors observed teaching and learning in 28 lessons, taught by 14 different teachers. They talked to parents and carers, members of the governing body, staff and pupils. Inspectors observed the school's work, and looked in particular at its self-evaluation documents and plans for improvement, the data collected on pupils' progress, safeguarding information and the minutes of governing body meetings. They considered the responses in 54 questionnaires that had been returned by parents and carers. Inspectors also took account of the questionnaires returned by pupils and staff.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- The quality of the teaching and learning and how effectively leaders and managers ensure consistency across the school.
- How well the school meets the needs of all pupils, particularly those with special educational needs and/or disabilities.
- The effectiveness of the steps being taken to improve pupils' attainment in writing.

Information about the school

This school is larger than average. The proportion of pupils who are known to be eligible for free school meals is considerably higher than usual. Most pupils come from a wide range of minority ethnic heritages, with pupils from Black African and Black Caribbean backgrounds forming the largest groups. Currently, almost half of pupils speak English as an additional language, and most of these are at an early stage of learning the language. The proportion of pupils who have special educational needs and/or disabilities is higher than average. The Early Years Foundation Stage has provision for children in a Nursery, which then continues into Reception.

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 school. Pupils make good progress and achieve well. Teachers have high expectations of the pupils, and offer them challenging tasks. Pupils respond to the challenge by producing good work in which they take pride. Although the vast majority of teaching is good and meets the needs of the pupils well, there is some slight variation in consistency in its quality when lessons are very occasionally satisfactory.
- Pupils develop good personal qualities. Behaviour in and around the school is good because the pupils are kind and considerate to one another and they follow the school's rules well.
- The curriculum provides all pupils, whatever their capabilities or needs, with a good level of stimulating and interesting activities. Enrichment activities are carefully chosen to provide pupils with varied experiences, which raise their aspirations.
- The quality of care is good overall. In a typical comment on the questionnaires, a parent described the school as 'a caring and happy environment'. Pupils report that they enjoy school and feel safe. They are confident that any instances of unkindness will be quickly sorted out. A few pupils, mainly in Years 3 to 6, find lunchtimes less pleasant than lessons or playtimes. They find the dining hall less clean than they would like, and report that they do not always have enough activities in the lunch break. Inspectors agree with pupils that these are areas for improvement in the drive to make the care provided outstanding in the future.
- Leaders and managers, including the governing body, have high expectations and clear vision for the school; they continually seek ways of improving it. They have an accurate understanding of the school and their planning for the future is good because their overall self-evaluation is robust. They do, however, recognise that occasionally their visits to lessons need to be more sharply focused on how well pupils are learning. as they are keen to help teachers to maintain the current drive to raise the proportion of good and outstanding lessons.
- Despite this occasional lack of rigour in monitoring, there are many positive factors that demonstrate the school's good capacity to improve. Leaders have met the recommendations of the last inspection well. Actions to improve assessment procedures have been concerted and effective. As a consequence, pupils have an accurate understanding of their targets and they are now given far more systematic opportunities to develop and apply their literacy, numeracy and computing skills. In particular, pupils' attainment in writing has improved throughout the school. Significant improvements in the curriculum ensure that there are many opportunities for pupils to practise their writing skills. In addition, pupils' work is now marked

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thoroughly in all subjects, and this helps pupils to understand how to improve. Attendance has risen from being average to become above average. There have been good improvements to the way that tasks are now well matched to pupils' wide-ranging needs. Attainment in English and mathematics has risen over the past three years and is now securely at the level expected. Despite this occasional lack of rigour in monitoring, there are many positive factors that demonstrate the school's good capacity to improve. Leaders have met the recommendations of the last inspection well. Actions to improve assessment procedures have been concerted and effective. As a consequence, pupils have an accurate understanding of their targets and they are now given far more systematic opportunities to develop and apply their literacy, numeracy and computing skills. In particular, pupils' attainment in writing has improved throughout the school. Significant improvements in the curriculum ensure that there are many opportunities for pupils to practise their writing skills. In addition, pupils' work is now marked thoroughly in all subjects, and this helps pupils to understand how to improve. Attendance has risen from being average to become above average. There have been good improvements to the way that tasks are now well matched to pupils' wide-ranging needs. Attainment in English and mathematics has risen over the past three years and is now securely at the level expected.

What does the school need to do to improve further?

- Ensure that all teaching is good or better by focusing more sharply in classroom visits on how well pupils are learning, especially ensuring that pupils have plenty of opportunities to contribute in lessons.
- Improve the lunchtime experiences of pupils, particularly those from Years 3 to 6, by offering a cleaner and more pleasant environment, and by providing more lunchtime activities to enable them to use this time more profitably.

Outcomes for individuals and groups of pupils

2

Pupils show their enjoyment of learning through their good behaviour and concentration in lessons and in their higher than average rates of attendance. One parent commented, 'My child loves going to school.' Pupils' achievement is good overall. Children enter the Nursery with skills and abilities which vary, but which are generally below those expected for their age. They make good progress in the Early Years Foundation Stage. Pupils continue to make good progress from Years 1 to 6, and leave school with attainment that is in line with the average for pupils in the country as a whole.

Inspection evidence, including scrutiny of pupils' work and lessons, shows that pupils from all backgrounds, including those who speak English as an additional language, make good progress overall, because teaching is stimulating and the curriculum is well matched to their needs. Those with a range of special educational needs and/or disabilities make good progress because they receive high-quality targeted support in class or in small withdrawal groups.

In almost all lessons the level of challenge is good, and the pupils rise to it. For example, in one fast-paced religious education lesson for Year 6 pupils, the task was to begin an exploration of the world's major religions. Even though the lesson immediately followed the last of their national tests, the pupils were invigorated by the topic and seized the opportunity to discuss their ideas with others and present them to the class. The

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questioning was open ended and pupils responded thoughtfully. For example, the question, 'Why do people choose to follow religions?' brought out well-considered responses, such as, 'Because religion guides them through life.' This lesson was one of many seen, which offered good opportunities for pupils to share their ideas with others through discussion, and to develop a love of language and debate.

Pupils are friendly, confident and polite to visitors. They understand the importance of eating a healthy diet and taking exercise, and report that they understand the dangers of smoking and taking drugs. They feel safe in school and know the adults will support them if they have any concerns. Pupils are considerate to one another when sharing the somewhat cramped playgrounds. This reflects their good spiritual, moral, social and cultural development. Pupils enjoy the opportunities to take responsibility within the school, for example through the active school council, and make a good contribution to the school and the wider community. Pupils are securely prepared for the next stage of their schooling and future economic well-being.

These are the grades for pupils' outcomes

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	3
Taking into account: Pupils' attendance ¹	2
The extent of pupils' spiritual, moral, social and cultural development	2

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

How effective is the provision?

Teachers know their pupils thoroughly and manage their behaviour well, ensuring that they sit properly and pay close attention. They use questioning skilfully to stimulate pupils to think for themselves and encourage them to discuss tasks with one another, so that in almost all cases they are fully engaged. Teachers usually ensure that the pace of learning

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is brisk. There are, however, occasional instances where teachers dominate the lesson too much and give the pupils too little chance to contribute. Most teachers confidently use stimulating and varied approaches to enthuse pupils with a love of their subject. In one Year 4 English lesson, for example, pupils greatly enjoyed joining together to write a diary entry based on a book they were reading in class. Once they showed they had understood what was required of them, they separated into groups to tackle a diary entry on their own. The lesson provided stimulating challenge, targeted precisely at their capabilities, to ensure that all pupils made good progress at the pace best suited to their needs.

Marking is consistent and thorough, offering helpful guidance to pupils on the next steps they need to take to improve. Marking has a good focus on improving pupils' basic literacy in all subjects, and this has had a positive impact on pupils' writing skills. Teaching assistants give good support, enabling all pupils, whatever their aptitudes or needs, to make good progress.

The curriculum has a good focus on developing pupils' basic skills in literacy and numeracy. It provides good opportunities for pupils to use information and communication technology across the curriculum. Pupils are given good practice in writing at length on a range of topics, and show pride in their work by their neat presentation. Pupils report that they enjoy the many clubs, trips and visits to places of interest, and these are well chosen to provide them with a wide range of experiences to raise their aspirations. Clubs currently take place after school, and pupils report that they would like more clubs and activities during the lunch breaks.

Pupils are cared for well and given good support. The needs of vulnerable children are recognised and they are given very good support. Pupils with special educational needs and/or disabilities are looked after well and provided with effective support. Good links with a range of support services ensure that those in need of extra support are given every opportunity to overcome their difficulties and approach their work in a calm frame of mind. For example, the 'Place2Be' offers very effective emotional support to pupils. Transition arrangements are good at each stage of the pupils' schooling.

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	2

How effective are leadership and management?

Leaders and managers have created a cohesive team and communicate their ambition well. They demonstrate good drive to improve the school, for example by developing accurate tracking systems and using them effectively to ensure that work is matched well to pupils' capabilities. The governing body supports the school well and is ready to hold it to account. For example, it challenged the school to improve pupils' attendance, and this

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spurred school leaders to take stronger measures which have resulted in improved attendance and hardly any persistent absenteeism.

Overall, leaders check the quality of teaching and learning well. Occasionally however, observations are not sharply enough focused on how and what pupils are learning, to ensure that all teaching is of the standard of the best. The school promotes equality of opportunity well, tackling discrimination by removing barriers to learning, as seen in the effective use of teaching assistants and a range of trained professional partners to support different groups. Consequently, all pupils of all abilities and backgrounds have the chance to succeed. Leaders and managers ensure that safeguarding procedures are robust and that pupils have a good understanding of how to keep themselves safe. Staff are well trained in child protection procedures. All adults are thoroughly checked and vetted before working in the school and the child protection arrangements are frequently updated.

Leaders and managers promote community cohesion well and have created a school which takes pride in its inclusiveness. One parent commented, 'The school is genuinely inclusive, rather than merely paying lip service.' Pupils from all backgrounds get on well with one another and have a good understanding of the different faiths, cultures and ways of life in this country and overseas.

There are good links with a range of educational, sporting, cultural and therapeutic organisations, and these enable pupils to benefit in their learning and in their physical and emotional well-being. Leaders and managers work in effective partnership with parents and carers, keeping them well informed about their children's progress and communicating well through regular newsletters.

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
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	2
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

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Early Years Foundation Stage

Good home visits enable children entering the Nursery to settle quickly into school life. The Nursery and Reception classes provide them with a firm start to their education. The school builds and maintains good relationships with parents and carers, and one commented, 'The teachers have involved me in every step of my child's learning.' Adults promote the children's welfare well. They provide calm and kind support and, as a result, the children, some of whom have complex needs, develop good social and emotional skills. Children are helped to play together well, and are ready to share and take turns. There is a good balance of activities which children choose for themselves and those which adults suggest they should try. Indoor and outdoor activities are stimulating and capture children's interest in order to promote their learning. For example, the current topic of Jack and the Beanstalk not only stimulates the children's imagination, but provides them with opportunities to learn number skills by sorting beans into groups and to develop simple scientific skills by creating tall 'beanstalks' using blocks.

The Early Years Foundation Stage is well led and managed by senior managers and by an interim coordinator, in the temporary absence of the regular coordinator. Leaders plan well to provide focused activities for children with a range of capabilities and to ensure that children are kept safe. They provide as wide a range of opportunities as possible, but recognise that the outdoor areas, particularly in the Reception classes, are currently too small with limited resources to provide the very best range of learning opportunities for the children. Plans are in hand to improve resources.

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

Views of parents and carers

The proportion of parents and carers who returned questionnaires was lower than average. All those who returned questionnaires, or who spoke to inspectors, agreed that the school keeps their children safe, and almost all considered that they enjoy school and are making enough progress. The findings of the inspection endorse parents' and carers' positive views. A few parents and carers did not consider that the school deals effectively with bad behaviour. Inspectors, however, observed pupils' behaviour in lessons and at play, and found that pupils' behaviour overall is good and well managed by adults. A few parents and carers expressed a range of concerns about the school, but there was no specific trend or pattern to these issues. However, each issue was investigated, including discussion with leaders and managers. Overall, most parents and carers are happy with their children's experience at the school.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at High View 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 54 completed questionnaires by the end of the on-site inspection. In total, there are 313 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	23	43	29	54	2	4	0	0
The school keeps my child safe	30	56	24	44	0	0	0	0
My school informs me about my child's progress	27	50	23	43	2	4	2	4
My child is making enough progress at this school	19	35	34	63	1	2	0	0
The teaching is good at this school	21	39	29	54	4	7	0	0
The school helps me to support my child's learning	25	46	23	43	5	9	0	0
The school helps my child to have a healthy lifestyle	23	43	27	50	3	6	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)	19	35	22	41	5	9	0	0
The school meets my child's particular needs	19	35	32	59	3	6	0	0
The school deals effectively with unacceptable behaviour	16	30	28	52	7	13	2	4
The school takes account of my suggestions and concerns	17	31	26	48	5	9	0	0
The school is led and managed effectively	18	33	29	54	2	4	1	2
Overall, I am happy with my child's experience at this school	25	46	24	44	4	7	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 all 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

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	46	48	6	0
Primary schools	6	47	40	7
Secondary schools	12	39	38	11
Sixth forms	13	42	41	3
Special schools	28	49	19	4
Pupil referral units	14	45	31	10
All schools	10	46	37	7

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 are for the period 1 September 2010 to 31 December 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

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 pupils' 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.



16 May 2011

Dear Pupils

Inspection of High View Primary School, London, SW11 2AA

Do you remember when three visitors came to your school recently to watch you learn and play? Thank you for making us so welcome, and telling us your views. Here are some of the things we found out about your school.

- You go to a good school.
- Your school keeps you safe and healthy. You behave well in lessons and around the school. You are polite and respectful to visitors. You enjoy taking on responsibilities at school.
- Your teachers teach you well, and you leave school with results in mathematics and English that are not very different from those of pupils in the country as a whole. Those in charge make sure that you receive work which helps you make good progress. with results in mathematics and English that are not very different from those of pupils in the country as a whole. Those in charge make sure that you receive work which helps you make good progress.
- Your writing has really improved, because you have many opportunities to practise and because your teachers mark so helpfully.
- The adults in your school are working hard to make the school even better for you.
- The adults look after you well, and you are happy at school. A few of you told us that lunchtimes are not always as enjoyable as they might be. We have asked those in charge to make sure that dining arrangements are always pleasant and that you have plenty of interesting lunchtime activities.
- We have asked those in charge to take even greater care when they visit your classes to check that you are all learning as well as possible and doing your very best work.

You can play your part in helping your school become better. Make sure you continue to work hard. If you do not understand anything, always ask an adult to help you.

We wish you the very best for the future.

Yours sincerely

Natalia Power

Lead inspector

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