

High View Primary School

Inspection report

Unique Reference Number	102971
Local Authority	Sutton
Inspection number	355290
Inspection dates	6–7 July 2011
Reporting inspector	Sue Rogers

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	471
Appropriate authority	The governing body
Chair	Roger Savill
Headteacher	Elizabeth Brailsford
Date of previous school inspection	11 September 2007
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Introduction

This inspection was carried out by four additional inspectors who made lesson observations in 24 lessons, seeing 17 teachers altogether. In addition, inspectors visited each class several times to scrutinise planning, talk to pupils and look at their work. Meetings were held with groups of pupils, members of the governing body and school leaders. Inspectors also looked at school documentation such as safeguarding records, monitoring files and the school development plan. They met some parents and carers at the school gate and analysed questionnaires from pupils and staff, as well as 201 questionnaires from parents and carers.

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

- Is pupils' progress in English and mathematics being accelerated through consistently good teaching which includes appropriate match of work to pupils, effective use of target setting and improved day-to-day assessment?
- How successfully is the school ensuring that all groups of pupils, including boys, girls, the more able and those with special educational needs and/or disabilities achieve equally well?
- How effective are middle leaders in driving school improvement, especially in English and mathematics?

Information about the school

High View Primary is a two-form-entry school with a Nursery. The proportions of pupils eligible for free school meals or having special educational needs and/or disabilities are below the national average. The percentage of pupils other than of White British heritage is gradually increasing and is, currently, roughly one third of the pupils. This is above the national average. Most of these pupils are of Tamil-speaking Sri Lankan heritage. The proportion of pupils learning English as an additional language has also increased and is now in line with the national average. The school provides round-the-year wrap-around care, comprising a before- and after- school and holiday club known as Kool Kids. This is separately managed. The school holds the Investors in People chartermark, the Basic Skills award, the IT Mark and the Activemark and has achieved Healthy School status.

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

High View is a good school. It succeeds in providing a good education for its pupils because the headteacher is a great believer in effective teamwork and strong relationships. She has very effectively put these beliefs into practice and her concerted vision has led to steady improvement in all areas of the school. Pupils make good progress in their lessons, behave well, play harmoniously together and enjoy school. This is confirmed by parent and carer comments, such as, 'High View is a very good school and I wouldn't want my son going anywhere else.'

Pupils achieve well because the main school focus has been on improving how teaching meets each pupil's needs. These needs are meticulously analysed through progress tracking and day-to-day assessment in the classroom. Challenging targets are set and monitored carefully. A good range of interventions to help pupils catch up are utilised effectively, as necessary. As a result, standards in English and mathematics are improving. This year, showing an improvement over the last two years, pupils, on average, attained above the levels expected for their age in English and mathematics. Pupils with special educational needs and/or disabilities and those who need help with the English language make good progress. Where individuals are behind with their work, more challenging targets are set to ensure that they catch up and they therefore often close the gap to reach the expected test results.

Teaching is now good overall. This is because leaders at all levels are involved in monitoring to make sure that teachers are consistent in what they do. Middle leaders have been well trained to be systematic in their approach and are very clear about areas where more work is needed. There have been noteworthy improvements in the use of day-to-day assessment. This has helped teachers in making sure that lessons have the right level of challenge. All teachers use the same approach to marking and pupils therefore know what to expect and are encouraged to participate in evaluating their work. This helps them understand what they need to do next. Good teaching is underpinned by a good curriculum that is still being remodelled to meet the needs of all pupils. Pupils like the theme-based approach, which often offers opportunities for them to practise basic skills in other subjects. However, teachers do not always make the best use of resources or planned activities to fully engage the interest of learners. At times, the pace flags in lessons.

Pupils' personal development is good and learners feel safe in school. This is because they are well cared for and receive good guidance and support. Good social skills and an ability to collaborate effectively help to ensure that pupils are well prepared for the next stages in their education. The school is also good at assisting pupils in looking ahead to making decisions about their future life. For example, an exciting careers fair was in progress at

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the time of the inspection, with stalls manned by parents and carers and other members of the local community.

Accurate self-evaluation informed by thorough monitoring and improvements in teaching and pupils' progress show that school leaders are being successful. They have the confidence of parents and carers and pupils. The school's capacity for continued improvement is, therefore, good.

What does the school need to do to improve further?

Raise attainment in English and mathematics, by improving teaching so that it is consistently good, with some that is exceptional, through:

- making sure that pupils are fully engaged in lessons because they are exciting and interesting
- ensuring that teachers maintain a good pace throughout the whole lesson.

Raise attainment in English and mathematics, by improving teaching so that it is consistently good, with some that is exceptional, through:

Outcomes for individuals and groups of pupils

2

Pupils achieve well. They were keen to tell inspectors that they liked school and were especially enthusiastic about the range of resources on offer. They cited especially 'amazing laptops' and 'animals to look after, like our guinea pigs'. They feel that the new interactive learning environment (ILA as they call it) has been very beneficial in helping them access computers and keep up with their work whenever they need to. In lessons, they were seen persevering and working well independently. They were exceptionally polite and tried very hard to behave well, though they did fidget a little when lessons became less interesting. Pupils receive a great deal of focused individual attention from teachers or teaching assistants, depending on their identified needs. Teachers were rightly targeting writing skills and, where learning was at its best, were utilising drama and role play to help pupils think about what they might write. As the pupils said, 'Involvement helps us to understand our learning better.' The pupils' books show good progress in the development of writing skills overall, although the majority display some weaknesses in spelling and the use of vocabulary, which are being addressed by the school. Observations of mathematics lessons demonstrated that the pupils made the best progress when their learning was practical and relevant, as when they priced up toys to learn number skills in a Year 2 lesson.

Children enter the school in the Nursery and Reception classes with skills and knowledge that are below that typically expected. This is because their language skills are weak; an increasing number do not speak English on entry. Attainment over the last few years has been lower than it is currently, in part because of a higher proportion of pupils with special educational needs and/or disabilities in some year groups. Most of the recent improvement in standards in English and mathematics, however, has been due to the school's successful work in accelerating pupils' progress. All groups make good progress including both boys and girls. The proportion of pupils reaching the higher Level 5 has also increased, especially in mathematics. Pupils who have difficulties in learning language were seen participating in a variety of carefully planned groups, which effectively supported them in catching up. For example, one parent wrote, 'My daughter has

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struggled academically, but what has been put in place has definitely had a successful impact on her learning and all-round development. My daughter has had a wonderful learning experience.'

The pupils are delightful to talk to. They are confident and articulate and know the difference between right and wrong. They have good knowledge about healthy lifestyles and of how to keep themselves safe. They also understand cultural diversity, showing a sensitive interest in each other and in the world, and are keen participants in music, sport and the creative arts. Pupils thoroughly enjoy taking on roles of responsibility around the school and helping in the local community. The school is still developing opportunities for them to help to care for the environment.

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	2
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?

Pupils do well because their needs are increasingly well met and relationships are strong. Staff act as good role models and ensure that the atmosphere is conducive to learning. As pupils said, 'Everyone gets on most of the time. Little arguments get sorted out pretty quickly.' Incidents of any kind are resolved effectively and the school has recognised the need for a feedback form so that parents and carers are clear about what was done. Support systems for vulnerable pupils and those with special educational needs and/or disabilities are good, including links with outside agencies, and there are regular meetings with parents and carers to discuss progress. A Tamil translator is arranged to help

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translate for Sri Lankan pupils and other parents and carers where this is necessary. The school's varied activities, such as an International Day, are influential in involving parents and carers in the life of the school.

Attendance is above average because of effective encouragement from school and because pupils enjoy their lessons. They can find little to criticise in the teaching and like their teachers. Inspectors found that the teaching was characterised by high expectations, good questioning, clear explanations and good subject knowledge. Assessment has improved, meaning that teachers are able to pitch work at the right level most of the time. Pupils all know what their longer-term targets are and teachers are diligent in referring to them regularly. Pupils are also, systematically and usefully, involved in evaluating their work against day-to-day targets. At times, however, as pupils pointed out, the wording in both types of targets is not clear enough for pupils to know exactly what they have to do to improve. The school is currently addressing this inconsistency.

Teachers plan well with attention to detail, making sure that lessons are as inclusive as possible and that the required curriculum is covered. Information and communication technology is particularly well planned and pupils consequently reached above-average standards this year. Pupils appreciate the planned links between subjects and explained, for example, that some of them were currently putting on productions relating to the Ancient Greeks and Egyptians. This gave them opportunities to develop language and historical skills at the same time. Themed weeks, such as Business Enterprise Week, help to increase pupils' understanding of money and the world of work. The curriculum is under review, as the school wants to make sure that skills are developed progressively in all subjects. While the curriculum already has the potential to be exciting, it is not always presented so that it is lively and relevant to pupils' lives and interests. At times, teachers use worksheets that are a little dull. Parents and carers are pleased with the good range of enrichment activities, such as cookery and Spanish clubs.

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?

The school is improving because of clear long-term planning, based on accurate identification of the school's strengths and weaknesses. The development of middle leaders has been key in ensuring that the school moves forward. This distributes the workload effectively and helps everyone to share the same values and understanding of what needs to be done. Cohesive teamwork results in the whole staff moving forward steadily together and leads to similar good provision across the whole school. Monitoring is robust. Good use is made of analysis to evaluate the impact of what has been done to

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improve teaching. Leaders also make excellent use of assessment information to hold teachers to account for the progress of every pupil. Progress made by pupils with special educational needs and/or disabilities has improved considerably over the last year, since this area came under new management.

The governing body is effective in its ability to challenge and support the school. It is well informed and, together with school leaders, ensures that the safeguarding of pupils is good. All procedures are very thorough and pupils consequently feel safe at school. Leaders work purposefully to ensure that all within the school community have equal opportunities to succeed and that there is no discrimination. They also strive constantly to meet individual needs. Community cohesion is strong within the school itself. It is not yet fully developed in terms of national and international links for the pupils, although a useful connection is being established with children in Columbia. Partnerships to support learning in the local community are also good, contributing most notably to the further development of more-able pupils in areas such as sport, music and science.

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

Early Years Foundation Stage

The Nursery and Reception classes have a very supportive learning atmosphere that ensures children get off to good start in their education and begins to build good relationships with parents and carers. Children's progress, in all areas of their education, is accelerating year on year as a result of good leadership. Consequently, attainment is rising. Despite the fact that children enter school with weaknesses in their language skills, the current Reception class children will enter Year 1 working at above-average levels in most areas of the curriculum. Careful action planning and attention to accurate assessment have led to improvements in provision. Adults have high expectations and children behave very well, learning to work independently. Their care is good and

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safeguarding is effective. Lessons in these classes are lively and interesting, laying a good foundation for children's enjoyment of school. Children were seen, for example, learning to write letters, through offering their services as pirates. Speech is developed by the encouragement of paired talk and children with special educational needs and/or disabilities are provided with appropriate one-to-one support. The outdoor area is set up for stimulating open-air activities. Leaders have recognised the need to refurbish it and make sure that children fully understand the learning opportunities open to them in this area. This is already included in school development planning.

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 very large majority of parents and carers who responded to the questionnaire shared the inspectors' positive views of the school. A few parents or carers were concerned about behaviour, but inspectors were satisfied that behaviour is good and any rare instances of poor behaviour are dealt with swiftly and appropriately. A very small minority of respondents said that their children did not make enough progress. During this inspection, the inspectors found that most pupils now make good progress. The school is working hard to make sure that both pupils and parents and carers are more fully informed about progress that has been made and they are being successful in this endeavour. There were many affirmative comments, showing that parents and carers were extremely satisfied with their children's education. A few commented about the recent cancelling of school trips, due to some families' inability to pay. School leaders have already dealt effectively with this issue and are currently conducting a survey of parents to determine the best way forward and ensure that all pupils are able to participate in as many curriculum-linked visits as possible.

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 201 completed questionnaires by the end of the on-site inspection. In total there are 471 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	116	58	77	38	8	4	0	0
The school keeps my child safe	140	70	59	26	1	0	0	0
My school informs me about my child's progress	102	51	83	41	9	4	0	0
My child is making enough progress at this school	85	42	97	48	15	7	1	0
The teaching is good at this school	85	42	103	51	10	5	0	0
The school helps me to support my child's learning	89	44	97	48	12	6	0	0
The school helps my child to have a healthy lifestyle	85	42	106	53	5	2	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)	74	37	101	50	6	3	1	0
The school meets my child's particular needs	79	39	103	51	14	7	2	1
The school deals effectively with unacceptable behaviour	72	36	99	49	17	8	5	2
The school takes account of my suggestions and concerns	72	36	109	54	12	6	1	0
The school is led and managed effectively	102	51	86	43	10	5	0	0
Overall, I am happy with my child's experience at this school	107	53	88	44	6	3	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.



8 July 2011

Dear Pupils

Inspection of High View Primary School, Wallington SM6 8JT

I am writing to thank you for making us so welcome when we visited your school to carry out our inspection. Thank you also to those of you who filled in questionnaires, and special thanks to those of you who gave up time to talk to us. We thought that you were delightful to talk to. We were impressed with your good manners and with your enthusiasm about school.

We agree with you that yours is a good school and you all make good progress in your lessons. Your headteacher leads the school well and teaching is steadily getting better. As a result, standards are improving so that this year most of you achieved above-average results in English and mathematics at the end of Year 6. We thought that your personal development was good too. You are well cared for and were happy to tell us that you always feel safe and have someone to talk to if there is a problem. You all behave well, look after each other and try very hard in your lessons.

We were really pleased to hear that you think teachers are good at teaching and especially good at trying to make sure that you understand everything that you are doing. We agree and we think that your teachers and support staff do a good job. However, we are asking them to try to improve the standard of your work even further, through improving teaching so that it is all good or really good, by:

- making sure that you pay attention throughout lessons because they are exciting and interesting
- making sure that you do as much work as you can in each lesson.

All of you can do your bit to improve your learning and help High View get even better by making sure that you listen all the time and do as much work as you possibly can!

Yours sincerely

Sue Rogers

Lead inspector

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