

High View Primary School

The Chase, Wallington, Surrey, SM6 8JT

Inspection dates 19–20 June 2014

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Requires improvement	3
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Good	2
Leadership and management		Requires improvement	3

Summary of key findings for parents and pupils

This is a school that requires improvement. It is not good because:

- Pupils do not make strong enough progress. They do not all do as well as they could.
- The small proportion of pupils eligible for additional funding do less well than others in the Year 6 tests.
- Teaching is not always strong enough to help pupils learn well and make fast progress.
- Not enough is expected of pupils, particularly the most able. They are not always given hard enough tasks.
- The quality of marking is not consistent across all subjects. Pupils are not always given enough guidance on how to improve their work.
- Leaders, managers and governors have not ensured that teaching and achievement have improved enough recently to be good.
- School leaders are not rigorous enough in demanding the best of the teachers and advising them how best to improve. Leaders do not always focus enough on pupils' learning and how teaching can help them to learn better.
- Governors do not sufficiently hold the school to account. They are not clear enough about how much progress pupils are making. They have not made sure that pupils eligible for additional funding do as well as others.

The school has the following strengths:

- Pupils behave well and are keen to learn. They get on well with one another. The school is liked by pupils, parents, carers and staff.
- The school effectively promotes pupils' spiritual, moral, social and cultural development.
- Pupils have good opportunities to take responsibility and help others.
- Pupils are kept safe at school. They know how to keep themselves safe.
- There are strong links between school and home. Parents' and carers' views are heard and respected.
- Children in the Nursery and Reception classes make a good start to their learning.
- Pupils have good opportunities to make music together.

Information about this inspection

- Inspectors visited 26 lessons across a range of subjects. Most were observed jointly with the headteacher or deputy headteacher.
- Inspectors listened to pupils read and looked at samples of their work.
- Meetings were held with senior leaders, teachers with responsibilities for specific subjects, two representatives of the local authority, and groups of pupils. A telephone call was held with the Chair of the Governing Body. A meeting was also held with the vice chair and four other governors. Inspectors also received an email message from a governor who was unable to attend the meeting.
- Inspectors took account of the views of staff in 23 questionnaires.
- There were 94 responses to Parent View, the online survey of the views of parents and carers. Inspectors considered these, and also spoke to a number of parents and carers during the inspection. They received a telephone message from one parent or carer.
- Inspectors observed the school's work and looked at a range of documents. These included the school's own views of how well it is doing, its plans for the future, information on pupils' attainment and progress, and minutes of meetings of the governing body. Inspectors also examined safeguarding information, and records relating to behaviour and safety.

Inspection team

Natalia Power, Lead inspector

Additional Inspector

Fatiha Maitland

Additional Inspector

Avtar Sherri

Additional Inspector

Full report

Information about this school

- High View Primary School is much larger than the average-sized primary school.
- The proportion of pupils known to be eligible for the pupil premium, which in this school provides additional funding for pupils mainly known to be eligible for free school meals, is lower than the national average.
- The proportion of pupils from minority ethnic heritages is higher than average. No one group predominates. The proportion of pupils who speak English as an additional language is higher than average.
- An average proportion of pupils receive extra help in class through school action. The proportion who need more help than this, through school action plus, or who have a statement of special educational needs is also average.
- The breakfast club and after-school childcare are managed by an outside provider, and these are subject to separate inspection.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.

What does the school need to do to improve further?

- Improve teaching, so that it is good or outstanding, and secures pupils' strong progress in reading, writing and mathematics, by teachers:
 - challenging pupils to do the best they can
 - giving pupils, particularly the more able, tasks that are hard enough
 - making sure that marking across all subjects is consistent and helps pupils to understand how to improve their work.
- Improve leadership and management by making sure that leaders at all levels:
 - clearly convey to teachers their strengths and areas for development
 - focus sharply on how well pupils are learning and how they can be helped to learn better
 - provide effective support for pupils eligible for additional funding and check their progress closely.
- Make sure that governors rigorously hold the school to account for the learning and progress of all pupils, and particularly those eligible for additional funding.

An external review of governance and the school's use of the pupil premium should be undertaken in order to assess how these aspects of leadership and management may be improved.

Inspection judgements

The achievement of pupils

requires improvement

- Pupils' achievement requires improvement because they do not make rapid enough progress from Year 1 to Year 6. Not enough is expected, particularly of the most-able pupils. The small numbers of pupils who are eligible for support from additional funding generally do less well than others in the school.
- Published figures show that pupils' results, both in Year 2 and in Year 6, are usually broadly average. Pupils' progress from Year 2 to Year 6 is generally in line with expectations but in 2013 was slower. School figures for 2014 show that attainment is likely to improve this year. Progress is also projected to improve but is still not strong enough to help pupils do as well as they could.
- Pupils eligible for additional funding generally do less well than others in the Year 6 national tests. In 2013 pupils eligible for additional funding were around two and a half terms behind others in reading and writing, and more than a year behind in mathematics. Leaders and managers have recently begun to analyse the achievement of pupils eligible for additional funding, and this has begun to improve their achievement. In 2014, school figures show that the gaps in reading and writing are narrowing to around a term behind others. The gap in mathematics, however, remains similar to the 2013 gap. Overall, these pupils are now making the progress expected of them although it is not yet good.
- Disabled pupils and those who have special educational needs are supported in class and in small withdrawal groups, and make progress in line with others.
- Children get off to a good start in the Nursery and Reception classes. They arrive with a wide range of language, number and social skills. The adults are caring. Activities promote good learning. For example, even the youngest children in the Nursery class were able to find words beginning with the 'j' sound, such as 'jam' and 'junk', and one correctly volunteered that his name began with 'J'.
- The school promotes an interest in reading from an early age. The younger children enjoy story time. Pupils who read aloud to inspectors said that the close links between school and home encouraged them to read. Pupils who arrive at the school with English as an additional language quickly catch up. They are given helpful support. They do at least as well as others in the national tests, and often better. Pupils from different ethnic backgrounds all do equally well. This illustrates the school's commitment to equality of opportunity.

The quality of teaching

requires improvement

- Teaching is not good because it does not consistently help pupils to make strong enough progress in reading, writing and mathematics.
- Too little is expected of pupils, particularly the most able. As a result, they do not do as well as they could. Tasks set are not always difficult enough.
- Teaching is not always effective in improving the learning of pupils eligible for additional funding.
- The school's marking policy is not always followed in all subjects. Marking does not always give pupils enough advice on how they can improve. This slows their progress.
- The extra support, both in class and in small groups for disabled pupils and those who have special educational needs, helps them to make progress in line with others.
- Pupils from different minority heritages and those who speak English as an additional language receive effective extra support from the Nursery Year onwards and make good progress.
- Children in the Nursery and Reception classes have good chances to learn a range of skills, both indoors and in the outdoor play areas. For example, children in the Nursery used a slide show of towers they had built in previous lessons to estimate which tower was the highest. This activity promoted their observation and speaking skills, as well as developing their mathematical understanding.
- Pupils learn rapidly and make strong progress when expectations are high. For example, pupils

in a Year 1 English lesson enjoyed the chance to write dramatically, using 'the rule of three' to describe volcanoes in three powerful adverbs. This task produced some sophisticated responses, written independently. A typical example of the skilful writing by one of these young pupils was, 'The volcano erupted noisily, quickly and carefully.'

The behaviour and safety of pupils are good

- The behaviour of pupils is good. They are keen to learn. Pupils are patient and respectful. Behaviour is not outstanding, however, because pupils are not always stimulated enough to display exceptional eagerness to learn.
- Pupils are polite and respectful towards others. The youngest children in the Nursery and Reception classes are ready to take turns in using the play activities.
- This consideration towards others is seen throughout the school. Pupils hold doors open for others, and are quiet and attentive in lessons and during assemblies. This reflects the kindness and care they receive from all the adults.
- Pupils play peaceably together in the playground. At the end of play, they line up quietly and move to their lessons in an orderly way.
- Pupils told inspectors that the good behaviour seen during the inspection was typical.
- Pupils are encouraged to take responsibility for others. Pupils in Year 5 actively promoted the sale of fruit intended to help raise money for a school linked with theirs in Colombia.
- Such respect for others reflects the school's strong values, which ensure that pupils' spiritual, moral, social and cultural qualities are developed effectively.
- The school fosters good relations among its pupils, and there is no discrimination towards minorities.
- Discussions with pupils and records of behaviour incidents confirm that instances of unkindness are few and far between.
- The school's work to keep pupils safe and secure is good. Pupils told inspectors they feel safe. Almost all parents and carers who responded to Parent View or who spoke to inspectors agreed that the school is safe.
- Pupils told inspectors that there is no bullying. They said that whenever they share a concern or worry with an adult, the adults quickly sort things out.
- Pupils are taught to keep themselves safe, and understand the risks involved in using computers, and from strangers and road traffic.
- Pupils show their enjoyment of school through their attendance, which is above average and on an upward trend.

The leadership and management require improvement

- Leadership and management require improvement because senior and middle leaders have not secured enough good and outstanding teaching to raise pupils' achievement. Governors have not held them sufficiently to account for this.
- Until recently, leaders have not identified those eligible for additional funding as a high enough priority. As a result the achievement of these pupils has not been well enough supported to enable them to achieve as well as others.
- In their programme of classroom visits, leaders do not always focus sharply enough on how well pupils are learning, rather than on teachers' styles of teaching. They therefore sometimes miss areas of underperformance by pupils.
- Leaders and managers do not always ensure that the advice they give teachers on how to

improve are followed up vigorously enough to ensure that teaching improves overall.

- Middle leaders are being developed in their roles and carry out their responsibilities adequately. However, they do not support teachers enough in their subject areas so that pupils learn better.
- The school has a realistic understanding of how well it has been doing since the previous inspection. Plans for the future cover the right priorities.
- Since the previous inspection, leaders have improved ways of checking pupils' progress. They now make sure that teachers and teaching assistants share in understanding where individual pupils may be falling behind. This is beginning to make a positive impact on progress throughout the school.
- The local authority has stepped up its support for the school in the light of pupils' weaker performance in the 2013 tests. The number of days of support allocated to this school is adequate but has not been enough to help it to raise pupils' overall achievement.
- The subjects pupils learn have an appropriate focus on the basic skills of reading, writing and mathematics, and this prepares pupils adequately for the next stage of schooling. Pupils report that they enjoy the range of clubs, trips and visits outside the classroom.
- Pupils have good chances to learn music. In lessons they learn the rudiments of music, such as identifying instruments played behind a screen. They sing tunefully together in assembly. They have good opportunities to make music with other children across the borough.
- Parents and carers speak highly of the way the school listens to them and takes their views into account, for instance through Parent Forum. A typical comment from one parent or carer was, 'There is a real mutual respect at the school between children, teachers and parents. It is a real community school.'
- Plans for using the additional sports funding are still evolving because the school has not as yet received its full funding. Nevertheless, plans are already in hand to use the funding to provide coaching so that more pupils have access to new activities, such as dance.

■ **The governance of the school:**

- Governors play an active part in the life of the school. They visit the school and volunteer to help with activities and accompany school trips.
- Governors have an adequate understanding of how well the pupils do in tests in relation to those in other schools. However, they accept that they have not held the school sufficiently to account for progress that is not good overall.
- Until recently the headteacher's reports have not identified pupils eligible for additional funding as a separate group and reported on their achievement in enough detail. Governors have not taken the initiative to ask for this information.
- Governors know the proportion of teachers that are on higher pay scales, but have not sufficiently used this information to ensure that the quality of teaching is good and enables pupils to make rapid progress. They have already begun to draw up plans for teacher appraisal, but it is too soon for this to have had an impact on pupils' achievement.
- Governors understand the benefit of the additional sports funding in helping pupils to join in more sporting activities, and are increasingly planning for its effective use.
- Governors have taken every opportunity for training, for example on early years, safeguarding and safer recruitment. They successfully carry out their statutory obligation to keep pupils safe.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	102971
Local authority	Sutton
Inspection number	443918

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	473
Appropriate authority	The governing body
Chair	Roger Savill
Headteacher	Elizabeth Brailsford
Date of previous school inspection	19 May 2011
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