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Elizabeth Brailsford
Headteacher
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The Chase
Wallington
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Dear Mrs Brailsford

Requires improvement: monitoring inspection visit to High View Primary School

Following my visit to your school on 15 October 2014, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to report the inspection findings. Thank you for the help you gave me and for the time you made available to discuss the actions you are taking to improve the school since the most recent section 5 inspection.

The visit was the first monitoring inspection since the school was judged to require improvement following the section 5 inspection in June 2014. It was carried out under section 8 of the Education Act 2005.

Senior leaders and governors are taking effective action to tackle the areas requiring improvement identified at the recent section 5 inspection. The school should take further action to:

- use the outcomes of the external review of governance to ensure that the governing body develops its role in holding the school to account for improving the achievement of all pupils at the school
- ensure that the marking policy being implemented across the school is consistently applied and includes a sustainable cycle of guidance for pupils across a range of subjects.

Evidence

During the inspection, meetings were held with you, the deputy headteacher, assessment and inclusion leaders, the Chair of the Governing Body and a representative of the local authority to discuss the action taken since the last

inspection. In addition, informal discussions were held with pupils. The school improvement plan, self evaluation documents and pupils' progress data were evaluated.

Context

In September three teachers joined the school, all newly qualified. The literacy leader is currently on maternity leave and one trainee has started work at the school as part of the local teaching school programme. The Chair of Governors has recently taken up this role having been Vice Chair previously.

Main findings

The outcomes of the last inspection led to a thorough review of the system for tracking pupils' academic progress and the provision of interventions for underachieving groups. This review has led to a greater focus on the analysis of progress data by senior leaders. The initial analysis showed that there were some significant gaps in achievement in reading, writing and mathematics between certain groups of pupils. For example, the gaps in the progress made by pupils entitled to the pupil premium and those with special educational needs and other pupils were too wide. Similarly, issues were found in outcomes for more able pupils. Using this improved data, leaders at the school have introduced systems to ensure that class teachers focus on pupils' progress more effectively. Since September, teachers have used the data on their classes to identify specific gaps in achievement by groups and individuals and, working with senior and middle leaders, develop provision to support them. This is reviewed regularly each half term through a programme of progress meetings which analyse the achievement of all pupils and reinforces the accountability of teachers. The main focus in the meetings is closing any gaps in achievement between groups of pupils and particularly for those eligible for the pupil premium. In addition, pupils' progress data from the meetings are now included, and used, in teachers' performance management. The cycle of governors' meetings have been re-programmed so that pupils' progress tracking can be reviewed by the standards committee and then by the full governing body each term. The aim is to ensure that all governors have up-to-date information about achievement at the school.

A new system for marking pupils' work has been developed which enables more focused responses by pupils to the guidance from teachers in a wider range of subjects. For example, pupils now use a 'writer mat' to show writing targets and the progress towards them in a range of subjects. Evidence from pupils' books show some very detailed marking and clear guidance for pupils, but the school has not developed a consistent and sustainable approach across the school.

The school's improvement plan is linked effectively to the key issues from the last inspection. There are clear success criteria, based on the impact of support work

to raise achievement, appropriate costings and named staff who are responsible for the completion of tasks.

The headteacher and senior leaders have continued the range of teaching observations which have been validated by the local authority link inspector and a national leader in education supporting the school. Observations lead to specific targets for teachers as part of the performance management programme.

The external review of governance and the school's use of the pupil premium are scheduled for November and preliminary work has been undertaken with consultants leading this work. The Chair of the Governing Body is aware that the outcomes of the review will need to be used to develop the roles and skills of the governing body. He plans to align the outcomes of the review with the reconstitution of the governing body planned for the spring term.

Ofsted may carry out further visits and, where necessary, provide further support and challenge to the school until its next section 5 inspection.

External support

The school draws effectively on support and challenge from the local authority. This has included tailored work as part of an additional support and intervention programme. The local authority has also brokered support from a national leader of education. In addition, the link inspector undertakes regular reviews of teaching and the progress made by pupils. This is valued by senior leaders at the school as an external evaluation of the impact of the improvements undertaken.

I am copying this letter to the Chair of the Governing Body and the Director of Children's Services for Sutton.

Yours sincerely

Robert Pyner
Her Majesty's Inspector