

# High View Primary School

Plough Terrace, Battersea, London SW11 2AA

## Inspection dates

17–18 November 2015

## Overall effectiveness

**Requires improvement**

Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Requires improvement
Personal development, behaviour and welfare	Good
Outcomes for pupils	Require improvement
Early years provision	Good
Overall effectiveness at previous inspection	Good

## Summary of key findings for parents and pupils

### This is a school that requires improvement

- Since the last inspection, turbulence in leadership has resulted in a decline in outcomes for pupils in some year groups. Under the previous leadership, the school's 2014 Year 6 results were declared invalid following allegations of maladministration. In 2015, academic standards were below national expectations at the end of Key Stage 2.
- Teaching over time has not been focused on ensuring all pupils achieve well. Assessment information has not been used effectively to inform teaching so that activities meet the needs of all pupils.
- The progress pupils make as they move up through the year groups is uneven because the quality of teaching is not consistently good across the school.
- Attendance is lower than the national average. New strategies have not had a significant impact in improving attendance to national averages, especially for disadvantaged pupils and some of those with special educational needs. As a result, the learning and academic progress for these pupils is hindered.

### The school has the following strengths

- The recently appointed headteacher has an accurate understanding of the school's strengths and areas requiring improvement.
- The recently reconstituted governing body is committed to using its skills to help the school to improve. Governors are knowledgeable and support the new headteacher.
- Systems to check the quality of teaching by school leaders are increasingly effective.
- Pupils' personal development and welfare, along with their behaviour and safety in classrooms and around the school are good.
- Provision in the early years is good. Children make good progress in their learning and personal development.

## Full report

### What does the school need to do to improve further?

- Improve the quality and consistency of teaching throughout Key Stages 1 and 2 and raise standards in English and mathematics by ensuring that:
  - the school's assessment systems are applied consistently and effectively so that all pupils make rapid and sustained progress
  - teachers use assessment information to plan learning that more consistently meets pupils' needs
  - pupils have more opportunities to practise their skills in reading, writing and mathematical development in other curriculum areas
  - all teachers have high expectations of what pupils can achieve
  - pupils attend more regularly.

## Inspection judgements

### Effectiveness of leadership and management is good

- The new headteacher provides clear guidance to staff about the school's ambition and expectations for teaching and pupils' learning. As a result, confidence in the school is being restored following the turbulence in leadership and the annulment of the school's 2014 Year 6 results.
- Despite a period of rapid change and uncertainty, leaders at all levels ensure that the school's vision to learn 'together as one' is shared by all staff. Staff are positive about recent changes and feel motivated to make required improvements.
- Leaders and governors have established an ethos where pupils are expected to achieve their best in all aspects of their learning, behaviour and personal development. This is already resulting in improved outcomes, particularly for children in the early years.
- Systems to address weaknesses in teaching are working well. Staff training and development include effective mentoring and coaching. The quality of teaching and achievement is now improving in most parts of the school. Some teaching still requires improvement to be good.
- The governing body has accurately identified where pupils' attainment requires improvement and regularly checks the school's performance. Leaders are supported and challenged effectively by the local authority who now visit regularly and keep in close contact with the school.
- Other leaders, including subject coordinators, are taking increasing responsibility for checking academic standards in the subjects they lead. They have a good understanding about the strengths and weaknesses in their areas of responsibility and provide support for staff to improve teaching in line with the school's new policies.
- The school's curriculum provides rich and meaningful learning experiences for pupils. Pupils learn in a wide range of subjects. Trips and special curriculum events bring the curriculum to life, ensuring that pupils enjoy school. For example, pupils are taught about British values through visits to the Courts of Justice, work on current affairs, Remembrance Sunday and the rights of the child. Pupils are enthusiastic and receptive to learning as a result of the engaging curriculum.
- Teaching and curriculum planning support the active promotion of respect for cultural and religious diversity. The school tackles discrimination effectively and teaches pupils tolerance. The school benefits from good support from the local authority ethnic minority achievement consultant. Staff prepare pupils well for life in modern Britain and their social, moral, spiritual and cultural development is strong.
- Leaders ensure that the pupil premium funding supports the learning and achievement of eligible pupils well. The primary school physical education sport premium funds a part-time specialist physical education teacher. This is developing the expertise of staff and gives pupils more access to a range of sports, which has increased their skills.
- **The governance of the school**
  - Governors have a secure and accurate understanding of the school and its performance. They provide a good balance of challenge and support, ensuring leaders focus on necessary improvements.
  - Governors ensure that good teaching is linked to pay progression, and that underperformance is identified and acted upon to improve outcomes for pupils.
  - Governors use their range of skills well to review and monitor school systems.
- The arrangements for safeguarding are effective. Systems reflect the latest guidance on safe recruitment of staff. The school works effectively with other agencies. Systems are well organised and secure.

### Quality of teaching, learning and assessment requires improvement

- Leaders' commitment to staff training, development and monitoring staff performance has had a positive impact on the quality of teaching and teachers' subject knowledge. As a result, inadequate teaching identified at the start of the term has been eradicated.
- Despite this, the quality of teaching is not always good enough and requires improvement to be consistently good or better across the school. This evaluation is in line with senior leaders' views.
- Teachers help pupils to catch up on their learning. However, there are still gaps in pupils' knowledge and understanding. This means that they are not all making rapid progress from their starting points, in English and mathematics, to be at least in line with national expectations.

- This term, senior leaders have arrested last year's decline in teaching and pupils' outcomes. As a result of rigorous monitoring and support, the quality of teaching, learning and assessment is improving at pace. However, some teaching does not always provide sufficient opportunity for pupils to apply their skills in reading, writing and mathematics in meaningful situations, including in other subjects.
- Where teaching is good, work books show good progress since the start of term. In these classes, good use of assessment information and teachers' marking supports pupils to make better than expected progress. However, assessment information is not used effectively by all teachers. As a result, activities do not always meet the learning needs of all pupils and this slows down their progress.
- The quality of teaching in the early years is good. This is due to clear planning that is well linked to each child's learning needs. As a result, outcomes for children are high.

## **Personal development, behaviour and welfare is good**

### **Personal development and welfare**

- The school's work to promote pupils' personal development and welfare is good.
- Good sporting activities, a broad curriculum and the school's commitment to pupils' emotional well-being are contributing to pupils' good relationships with adults and each other. Pupils confidently engaged with inspectors. Year 6 monitors help younger pupils in the dining hall, modelling care and good manners. Positive behaviours are modelled by all staff during the lunch break and contribute to the calm, orderly and safe environment.
- Pupils learn how to keep themselves safe and know what to do if they have any concerns, for example bullying. They talked confidently about their learning during the anti-bullying week, proudly sharing their work on display with inspectors. Regular workshops for parents ensure that pupils are well supported in their learning. Parents attending the e-safety workshop spoke positively about the support offered by the school. Parents value these sessions and are right to be confident about, and satisfied with, the quality of support their children receive in keeping safe.

### **Behaviour**

- The behaviour of pupils is good. Pupils are polite, well mannered and welcoming.
- Information held by the school shows clear systems are in place to monitor any incidents of poor behaviour. Records show how pupils are helped to understand the impact of their actions. Parents are informed and actions put in place to address any incidents or possible trends that may arise. These clear systems support the good behaviour in classes and around the school.
- Attendance improved in 2014, but remains just below the national average. The school benefits from good support from the local authority's education welfare service. Procedures are in place to monitor and support families to continue improving whole-school attendance and clear guidance is followed to ensure that no pupil is at risk of being 'missing in education'. However, these new strategies have not had a significant impact on improving attendance to national averages.

## **Outcomes for pupils require improvement**

- School leaders are aware that turbulence in staffing has resulted in inconsistencies in the quality of teaching in the past year, accounting for the low outcomes for pupils at the end of Key Stage 2 in 2015.
- Work in pupils' books shows that most pupils are now making at least the progress expected of them across Key Stages 1 and 2. However, in the past not all pupils, including those eligible for the pupil premium funding, disabled pupils or those who have special educational needs, have made the progress expected of them. As a result, the proportion of pupils reaching the standard expected nationally by the end of Key Stages 1 and 2 was lower than average and requires improvement to ensure that all pupils are prepared for the next stage of their education.
- Current pupils' work in books shows that as a result of targeted teaching, disadvantaged pupils are now achieving in line with other pupils in the school and this is confirmed by the school's assessment information.
- The picture is more variable for the most-able pupils who are not always sufficiently challenged in the work they are set. As a result, they do not achieve as well as they should. This is because some teachers do not have high enough expectations of what pupils can achieve.

- Teaching in phonics (letters and the sounds that they make) has secured strong outcomes for the Year 1 phonics screening check. Results have remained above the national standards for this year and the last two years. The teaching of phonics is well planned and monitored to help pupils build their knowledge quickly. This has been supported through termly development days from a phonics adviser who observes practice, evaluates impact and provides coaching support to improve teaching and learning.
- However, the teaching of reading is not consistently good throughout the school. Pupils' reading records are incomplete in some year groups and the proportions of pupils attaining above national expectations dropped in 2015. Literacy leaders have identified the need to develop a coherent approach to teaching reading, and book corners are being introduced into classes. It is too soon to evaluate the impact of these actions.
- The proportion of pupils attaining the higher level 3 at the end of Key Stage 1 has declined and is below average in reading, writing and mathematics. Outcomes for pupils have fallen in the past year and teaching over time has not been good enough to ensure pupils catch up quickly in all areas of their learning, particularly in English and mathematics.

### **Early years provision**

**is good**

- Children make good progress in the early years as teaching over time has been typically good. The proportion of children reaching a good level of development has improved since the previous inspection and exceeds that expected for their age. As a result, children are well prepared for Year 1.
- Good opportunities are provided for staff to undertake regular training and development. This includes sharing effective practice with an early years teacher from another school. This results in accurate observations and records of what children can do and confirms the moderation judgement undertaken by the local authority.
- Good support from an external consultant continues to ensure stability prior to the start of the new head of the early years. As a result, well-established systems are in place for sharing and communicating with parents, including families who speak English as an additional language.
- In Nursery and Reception, staff plan a wide range of learning experiences appropriate to each child's stage of development. Children eagerly engage in the learning opportunities on offer. Parents are justified in being happy with the school's early years provision. However, the outdoor learning environment in Reception does not have the same variety of resources and equipment as the Nursery outdoor provision.
- The effective use of additional funding results in disadvantaged children reaching a good level of development, well above other children nationally. As a result of focused speech and language interventions, gaps between disadvantaged and non-disadvantaged children in the school have closed. Disadvantaged children achieve well, particularly in reading where they outperform their peers.
- Spiritual, moral, social and cultural development is planned through a broad early years curriculum that celebrates friendship, individual identity, diversity and collaboration. Children's behaviour is good as they are encouraged to form positive relationships with each other, teaching staff and parents. A range of behaviour strategies are used well to engage all children, who thrive in this safe and secure environment.

## School details

<b>Unique reference number</b>	101010
<b>Local authority</b>	Wandsworth
<b>Inspection number</b>	10001206

This inspection was carried out under section 8 of the Education Act 2005. The inspection was also deemed a section 5 inspection under the same Act.

<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	352
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Susan Corsan
<b>Headteacher</b>	Georgina Roberts
<b>Telephone number</b>	020 7228 1710
<b>Website</b>	<a href="http://www.highview.wandsworth.sch.uk">http://www.highview.wandsworth.sch.uk</a>
<b>Email address</b>	<a href="mailto:admin@highview.wandsworth.sch.uk">admin@highview.wandsworth.sch.uk</a>
<b>Date of previous inspection</b>	12–13 May 2011

## Information about this school

- The headteacher has been in post since September 2015. Prior to this, the substantive deputy headteacher took the role of acting headteacher. An interim executive headteacher from another local school provided support to the school for two-and-a-half days a week.
- High View Primary School is larger than the average-sized primary school.
- Most pupils are from Black or Black British African backgrounds with the next largest groups being Black British Caribbean and White British. The proportion of pupils from minority ethnic groups is higher than average.
- The proportion of pupils who speak English as an additional language is high, representing almost half of the school community. Of these, many are at an early stage of learning the language.
- The proportion of disabled pupils and those who have special educational needs is above the national average.
- The proportion of disadvantaged pupils supported through pupil premium funding is high. The pupil premium is additional government funding that schools receive to support those known to be eligible for free school meals and those looked after by the local authority.
- The proportion of pupils joining the school at other than normal times is higher than the national average.
- The school's 2015 data do not meet the government's current floor standards, which set out the minimum expectation for pupils' attainment and progress in reading, writing and mathematics by the end of Year 6.

## Information about this inspection

- Inspectors observed teaching and learning in 21 lessons or parts of lessons. Of these observations, 13 were made jointly with senior leaders.
- Inspectors held discussions with groups of pupils, staff, members of the governing body and a representative of the local authority. Inspectors listened to pupils read and looked at work in pupils' books and the school's information showing pupils' progress.
- Inspectors examined a range of documentation provided by the school including the school's own self-evaluation and checks on its performance and the quality of teaching. Records relating to behaviour, attendance and safeguarding were also considered.
- Inspectors took account of 20 responses to the online inspection questionnaire, Parent View, and the school's own recently completed staff, parent and pupil surveys. Inspectors also met a number of parents informally to hear their views of the school. These meetings took place before the start of the school day and at a parental workshop for online safety run by the school.

## Inspection team

Jean Thwaites, lead inspector	Her Majesty's Inspector
Gaynor Roberts	Her Majesty's Inspector
Lou Anderson	Ofsted Inspector
Colin Mackinlay	Ofsted Inspector
Maureen Okoye	Ofsted Inspector

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