

High View Primary School

The Chase, Wallington, Surrey SM6 8JT

Inspection dates

8–9 June 2016

Overall effectiveness

Good

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

Summary of key findings for parents and pupils

This is a good school

- The headteacher provides effective leadership and, along with other leaders and governors, has improved the school markedly since the previous inspection. As a result, the quality of teaching, learning and assessment is good and pupils make good progress from their different starting points.
- Pupils' attainment at the end of key stages 1 and 2 is above average in reading, writing and mathematics and they are well prepared for the next stage of their education.
- Governance has improved since the previous inspection. Governors are skilled and knowledgeable. They provide effective support and challenge to senior leaders to drive improvements.
- There is effective support for pupils who need extra help with their learning. As a result, all pupils, including those who have special educational needs or disability and disadvantaged pupils, make good progress.
- Pupils' behaviour is typically good and they have positive attitudes to their learning. They are kind, courteous and respectful. They feel safe and well looked after. Their personal development and welfare is good. They enjoy coming to school.
- Staff are motivated and work hard to ensure the best possible outcomes for pupils. Support for leadership is strong and morale in the school is high.
- The curriculum is exciting and immerses pupils in their learning, providing them with memorable experiences. It effectively promotes pupils' spiritual, moral, social and cultural development.
- The teaching in the early years is good and children make good progress from their different starting points. They are prepared well for Year 1.
- The school has a strong partnership with parents. They are very supportive of the school, including its leadership.

It is not yet an outstanding school because

- There are small gaps in the attainment of disadvantaged pupils in reading, writing and mathematics when compared with that of other pupils both nationally and in the school.
- Pupils do not always have sufficient time to respond to teachers' comments and improve their work. This slows their progress.
- Teachers' questioning is sometimes too challenging for some lower attaining pupils, especially those who have special educational needs or disability. This slows their progress.
- Staff in the early years do not routinely check children's learning to address any gaps in their understanding.

Full report

What does the school need to do to improve further?

- Improve the quality of teaching, learning and assessment by ensuring that:
 - teachers' questioning is consistently pitched at the appropriate level for the lower attaining pupils, especially those who have special educational needs or disability, so that they can access their learning fully
 - pupils are given sufficient time to respond to teachers' comments about their work and make improvements
 - staff in the early years routinely check children's learning in order to plan for activities to address any gaps in their understanding.
- Improve the effectiveness of leadership and management by ensuring that:
 - the small remaining gaps in attainment between disadvantaged pupils and other pupils both nationally and in the school in reading, writing and mathematics are eliminated.

Inspection judgements

Effectiveness of leadership and management is good

- The headteacher is highly ambitious and her high expectations for pupils are fully shared by other leaders, governors and staff. The headteacher, supported ably by governors, has taken decisive action to improve the quality of teaching, learning and assessment, which is now good. Leaders have been successful in tackling the areas requiring improvement in the previous inspection. They ensure that pupils make good progress in reading, writing and mathematics.
- Staff enjoy working in the school and are proud to be a part of the school's community. Morale is high. Staff feel that they have a clear understanding of the priorities and direction of the school. They are highly supportive of leadership and management.
- Middle leaders work closely with senior leaders to check and hold teachers to account for the quality of teaching and the progress pupils make.
- Teachers' performance management is robust. Teachers are set targets that link closely to the main school priorities, including raising the achievement of individuals and specific groups of pupils. Leaders and governors ensure that teachers' salary awards are closely linked to the quality of teaching and the progress pupils make.
- Leaders accurately identify the school's strengths and areas for development. The priorities set to bring about improvements are closely monitored by leaders, including governors. Leaders seek external support and validation to ensure that the school continues to improve.
- Leaders have implemented new assessment procedures to track the progress of pupils in different subjects. The tracking of progress of individual and groups of pupils is highly effective. Leaders, including middle leaders, and teachers meet regularly to analyse the progress of individuals and groups of pupils. This includes pupils who have special educational needs or disability and those who are disadvantaged. Those pupils who are falling behind or who are not making the expected progress are given timely and effective support by teachers and teaching assistants. This ensures that all groups of pupils make good progress.
- The headteacher works effectively with the early years leader and staff to improve the quality of provision for children. This has helped new staff to settle in their roles quickly.
- The local authority has worked effectively with leaders, including through brokering good support from other schools, to improve the early years provision and the quality of teaching of phonics.
- The curriculum is rich and varied and has a thematic approach. It captures pupils' interest and engages them in their learning. It helps pupils to apply their basic skills of reading, writing and mathematics. For example, science allows them to improve their writing skills through writing about scientific investigations and to apply their mathematical skills to present graphs and charts. Pupils participate in 'Art Themed Week' and consider art through the decades with some specialist teachers and pupils from a local secondary school to support their production of art work. The promotion of British values is strong, with the school celebrating a 'British values day'. During the inspection, pupils were very excited about celebrating the Queen's birthday and learning about the monarchy. Children in the Nursery learned about the royal family's family tree.
- Leaders use the pupil premium funding effectively to ensure that disadvantaged pupils make good progress. This group of pupils receives effective additional support from teachers and teaching assistants, either in small groups or on a one-to-one basis, in reading, writing and mathematics. After-school clubs for targeted disadvantaged pupils help to increase their engagement in learning. Additional support is made available through meeting the cost of activities linked to the wider curriculum. In this way, the school ensures that it tackles any discrimination and promotes fairness and equal opportunities for all pupils. However, leaders are mindful that the small remaining attainment gaps between disadvantaged pupils and other pupils both nationally and in the school need to be fully eliminated in reading, writing and mathematics.
- Pupils are prepared well for life in modern Britain. They learn about different religions through religious education (RE), including 'RE Day', when they learn about different religious beliefs in depth. The school has an 'International Week' to celebrate diversity and the wide range of countries that pupils and parents come from, and their different cultural traditions and beliefs. In a Year 4 class, pupils learned about the features of a synagogue and showed respect and openness to Judaism. Leaders have plans to widen pupils' understanding of different religions through organising visits to different places of worship.
- Pupils are encouraged to think about and empathise with others. They run 'Fruity Friday' shop to raise money for an orphanage charity in Columbia. Pupils' spiritual, moral, social and cultural development is effectively promoted.

- The primary physical education and sports premium funding is used effectively. Sports coaches help teachers to improve their skills in teaching physical education lessons, including in gymnastics. School information shows that pupils' interest and participation in gymnastics have increased, including boys' engagement in dance. There is an increasing number of inter-school sports, such as football, athletics and tag rugby. There is a range of lunchtime and after-school clubs for pupils to participate in.
 - Almost all parents who inspectors spoke to and most who responded to the online Parent View survey were very positive about the school. 'An excellent school', 'my daughter loves attending this school', 'my son is very well cared for' and 'dynamic and enthusiastic staff' were just some of the many positive phrases used by parents to describe the school.
- **The governance of the school**
- Governance has greatly improved since the previous inspection. Governors are highly ambitious and want the very best for pupils. They are keen to enhance their skills to ensure that they support and challenge senior leaders effectively, especially on the quality of teaching and pupils' achievement. In addition to attending training to improve their effectiveness, governors have received an external review and good-quality support to enhance their skills further.
 - Governors know the school well, including its strengths and areas for development, through the visits they make to check how well pupils are learning. They have regular meetings with senior leaders and receive high-quality information from the headteacher to keep them informed and updated about developments and school improvement.
 - Governors know about the quality of teaching, and support the headteacher effectively on taking decisive action to improve the quality of teaching. They know how teachers' performance management and decisions about teachers' salary awards are linked to the quality of teaching and the progress their pupils make.
 - Governors ensure that the pupil premium funding and the physical education and sports funding are used effectively, and they question the impact this spending has on pupils' outcomes.
 - Governors ensure that all current safeguarding requirements are met and pupils are kept safe.
- The arrangements for safeguarding are effective. Staff, including new staff, receive up-to-date training on safeguarding issues and know how to keep pupils safe. Leaders ensure that there are very effective links with parents and other agencies to ensure the safety and welfare needs of the pupils are met.

Quality of teaching, learning and assessment is good

- Leaders have been highly successful in improving the quality of teaching, learning and assessment since the previous inspection. Leaders, including middle leaders, check the quality of teaching frequently and provide effective feedback and support to teachers to bring about improvements. In this way, leaders ensure that the quality of teaching continues to improve. As a result, pupils' progress is good in reading, writing and mathematics.
- A strong feature of teaching is the calm, supportive and purposeful atmosphere for learning, with staff establishing strong working relationships with pupils. There are also rich opportunities for pupils to use and develop their speaking and listening skills in lessons, particularly through small-group discussions. This particularly benefits pupils who speak English as an additional language who, as a result, make good progress with their learning overall.
- Teachers are highly committed and have high expectations for pupils' outcomes. Teachers ensure that learning is interesting, lively and engaging. They make good use of assessment information to group pupils and to challenge them appropriately. Pupils really enjoy their 'mild', 'hot' and 'spicy' tasks, and decide for themselves which tasks they want to do. In this way, they are able to challenge themselves and take responsibility for their own learning. One pupil in Year 5 was eager to share with an inspector that she used to start with a 'mild' task, but now she goes 'straight for the harder "spicy" task'. Pupils are able to assess their own learning against the lesson's objectives so that they know what they have achieved by the end of the lesson. This is checked by staff.
- Teachers have secure subject knowledge and pupils benefit from specialist teaching to consolidate their learning, including in Spanish, science, computing, music and higher level mathematics in key stage 2. This gives pupils greater confidence and motivation in their learning.
- Teaching assistants are skilled and effective in supporting pupils' learning, including pupils who have special educational needs or disability and those who are disadvantaged, through small-group or one-to-one support. They are involved in pre-teaching with these groups of pupils to prepare them for their

learning in the following week. Teachers monitor the progress of these pupils closely to ensure that they make good progress.

- The most able pupils are sufficiently challenged with their learning in different subjects, including in English and mathematics. In mathematics in Year 6, pupils are expected to explain their methods and thinking in solving simultaneous equations. This demonstrates their mastery of mathematical concepts. The teaching of mathematics is strong and pupils enjoy learning new concepts and solving problems.
- The teaching of phonics (the sounds that letters represent) is effective. Staff have good subject knowledge to ensure that pupils are able to use their knowledge of phonics to read unfamiliar or difficult words. The strong emphasis on phonics, including in the early years, is helping pupils to enjoy their reading and become confident readers. In a Year 1 phonics lesson, pupils displayed a good knowledge of blending and segmenting to understand new words. The teacher modelled text and displayed words with alternative sounds to reinforce understanding. Tasks were challenging and pupils were enthusiastic to 'have a go'. Pupils read daily and staff listen to them read and discuss their reading with them. Pupils have a love of reading. In a Year 3 guided reading session, pupils enjoyed discussing the characters in a book and sharing their views. One pupil said, 'I think she is demonstrating a calm curiosity to the situation'.
- Writing is taught effectively. Teachers encourage pupils to write across different subject areas. Pupils are confident writers and write at length for a range of purposes. In a Year 2 class, pupils wrote poems 'in the style of Buckingham Palace' as part of the school's build-up to celebrating the Queen's birthday. They self-selected from 'mild', 'hot' or 'spicy' tasks and used dictionaries and a thesaurus to help them with their vocabulary for their poems.
- Although teachers ask probing and challenging questions to reflect their high expectations of pupils, occasionally questioning is too hard and challenging for some of the lower attaining pupils, especially those who have special educational needs or disability. As a result, their progress slows.
- Feedback given in pupils' books is in line with the school's marking policy. However, sometimes pupils do not have sufficient time to improve their work and to ensure that they learn from their mistakes, including in their grammar, punctuation and spelling.
- Most parents responding to the online Parent View survey agree that their children are taught well and receive appropriate homework.

Personal development, behaviour and welfare

is good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good. Pupils are very friendly, courteous and kind. They are respectful to all staff, visitors and each other.
- Pupils have good attitudes to their learning and challenge themselves to do more demanding tasks. This fits well with the theme that the school has been promoting 'Be the best you can be'. However, a minority of pupils do not always take enough care with the presentation of their work in their books.
- Pupils' emotional well-being is a high priority for the school. One parent commented that 'the school has changed my children's lives; they are much happier and confident now'.
- Pupils have a strong sense of reflection. In lessons, they reflect on their learning by self-assessing the tasks they do, and in the school, they show respect and reflect on the feelings of others.
- Pupils enjoy the responsibilities they are given and take them seriously, for example as members of the school council, head boy and head girl, and members of the 'sustainability team'. They also enjoy being 'champions of learning', where trained pupils in Years 5 and 6 mentor pupils in Year 3. In one of these sessions observed by inspectors, the 'mentors' showed much maturity through asking 'mentees' in Year 3 questions about their English and mathematics work: 'So, what did you learn?' and 'How would you do this differently next time?'
- Pupils say that they feel safe, and are taught how to keep themselves safe. They say that bullying is not an issue for the school and that racism is rare, and are confident that such situations would be dealt with swiftly by staff if and when they occurred. They say that a few of the older children have occasionally engaged in homophobic name-calling, but staff deal with this quickly. The school's monitoring information shows that incidents of bullying are rare.
- Pupils know how to keep themselves safe when using the internet and mobile phones. They are taught about fire and road safety.
- Children enjoy their school lunches. Their choice of healthy foods and their participation in sporting activities contribute well to their health and well-being.

- All parents responding to the online Parent View survey agree that their children feel safe at school.

Behaviour

- The behaviour of pupils is good. Pupils are typically very well behaved in lessons and around the school generally. They are keen to learn and want to do their best. However, occasionally a few pupils lose concentration and begin to chatter during lessons. Pupils say that this sometimes 'affects our learning'.
- The school's monitoring information shows that there are very few incidents of poor behaviour. Pupils are familiar with the school's policy on behaviour, including classroom rules. Staff have high expectations of pupils' behaviour.
- Pupils enjoy coming to school and their attendance is above average, with below-average persistent absence. Pupils are punctual to school.
- Most parents responding to the online Parent View survey agree that pupils are well behaved. Staff confirmed this view.

Outcomes for pupils are good

- The school's assessment information, the learning seen in lessons and scrutiny of pupils' work show that current pupils make good progress in reading, writing and mathematics. This is a result of effective leadership in improving the quality of teaching, learning and assessment since the previous inspection.
- Pupils' attainment has improved over time in reading, writing and mathematics. Consequently, in 2015, pupils' attainment in all subjects combined was significantly above average.
- Pupils overall now make at least good progress from their starting points, which prepares them effectively for the next stage of their education. At the end of Year 6 in 2015, the proportion of pupils who made the expected and more than expected progress was above that seen nationally in reading, writing and mathematics.
- Pupils make good progress in science because of the specialist teaching in this subject. Year 4 pupils enjoyed learning about evaporation and condensation through conducting experiments in small groups and recording their observations.
- Pupils develop particularly good all-round knowledge and skills in Spanish, technology and computing, history, geography, music and art.
- The most able pupils make good progress and achieve well in reading, writing and mathematics. At the end of Year 2 in 2015, the proportion of pupils achieving the higher levels was in line with this group nationally and particularly strong in reading.
- At the end of Year 6 in 2015, the attainment of the most able pupils at the higher levels was above average in reading, writing and mathematics. The proportion of pupils achieving Level 6 in mathematics was significantly above average. All of these pupils made the expected progress, particularly in mathematics. The most able pupils are well catered for, and are given challenging work to help them make the progress of which they are capable.
- In 2015, the proportion of Year 1 pupils achieving the expected standard in the phonics screening check improved from the previous inspection from below average to above average. Phonics is effectively taught and is giving pupils the confidence to read and develop a love of reading. The school's information and inspection evidence suggest that results in the phonics screening check for the current Year 1 pupils are on track to improve further this year.
- Pupils enjoy writing and their written work is appropriately displayed in classrooms and corridors. They are taught the rules of spelling, grammar and punctuation and they benefit from opportunities to write in a variety of styles in different subjects, including writing at length. This helps them to improve their skills in writing and become confident writers.
- Pupils make good progress in mathematics. This is a result of teachers' secure subject knowledge, including specialist teaching to secure mastery of mathematical concepts. Pupils have a range of relevant and challenging problem-solving activities and opportunities to explain their calculations.
- Pupils who have special educational needs or disability make good progress in reading, writing and mathematics. Their progress is closely monitored and they receive timely and effective support from teachers and teaching assistants.
- Pupils who speak English as an additional language make good and sometimes better progress in reading, writing and mathematics. They benefit greatly from the rich speaking and listening opportunities in lessons and effective support from teachers and teaching assistants.
- Leaders ensure that there are no significant differences in the outcomes for boys, girls and pupils from different ethnic groups.

- In the tests at the end of Year 6 in 2015, there were attainment gaps for disadvantaged pupils in reading, writing and mathematics when compared with other pupils both nationally and in the school. However, current information provided by the school indicates that these gaps are closing for current pupils. Leaders know that some of these pupils have additional learning needs, especially special educational needs, and they provide effective support so that these pupils can make good progress. Disadvantaged pupils, without special educational needs, make better progress than their peers.

Early years provision

is good

- School information shows that most of the children who join the Nursery, and over two thirds of the children who join Reception have skills that are typically below those expected for their age. By the end of Reception in 2015, their attainment was above average in almost all areas of learning. Children's good level of development has increased since the previous inspection from below the national average in 2013 to above average in 2015. Most of the children made more than expected progress in all areas of learning.
- A higher proportion of children are achieving a good level of development this year. Leaders work effectively with external moderators to ensure that their assessment systems are accurate. Children are being prepared effectively for moving up to Year 1.
- The teachers in the early years and the early years leader are new to their posts. Senior leaders provide effective training and support and, with help from the local authority, have brokered support from local schools to ensure that the quality of teaching, learning and assessment in this area is good and improving. This has led to improvements in the outdoor provision and greater engagement of children in their learning, particularly boys.
- Teaching is typically good and children make good progress from their different starting points. There is effective support for children who are identified as not making expected progress. This ensures that all groups of children, including those who have special educational needs or disability, those who have English as an additional language and disadvantaged children, make good progress from their different starting points. The most able children are well supported and make rapid progress in all areas of learning, with some exceeding the early learning goals in number, reading and writing. There are no significant differences between the achievement of boys and girls.
- Partnership with parents and with pre-school settings is good when children join the school and this helps them to get used to routines quickly and settle in well. Parental involvement in their children's learning is encouraged through helping with activities in the classroom. Communication with parents is good overall and they receive regular information on how their children are doing. However, they have limited opportunities to contribute to the learning journals and to look at the next steps in their child's learning and how they can support them further. This is because the next steps in children's learning and teaching activities to support these are not routinely recorded.
- Children from all backgrounds interact well with each other. They behave well and have good attitudes to their learning. They show independence through deciding on which activities they want to be involved in, both indoors and outdoors. Activities are both child directed and adult directed. Children are used to routines, take turns with resources and move safely around the classroom and outdoor area.
- Adults usually make good use of questioning to test and deepen children's understanding but occasionally, this is not monitored closely. For example, in a Reception class, a child showed confidence in counting on in ones and made good progress with numbers; however, her learning did not move on to counting in twos because of the lack of adult interaction.
- In the Nursery and Reception, there is a wide range of activities for children to access all areas of learning, including reading, writing and mathematics. Teachers model language for children and extend their vocabulary through the rich speaking and listening activities.
- Adults encourage children to write. In a Reception class, children had individual target cards to help them with their next steps in learning. Children were able to apply their skills in phonics in writing because they were confident in blending and segmenting sounds. Most children were able to talk about their next steps to improve their writing and self-corrected their mistakes.
- There was a lot of awe and wonder in a Reception class when children were learning about caterpillars and their life cycle with real butterflies, when one child with excitement said, 'Look Ms, the cocoon is hatching!'.
- The leadership of the early years is good. The early years leader knows the main strengths and areas for development and has clear plans for further improvement.
- Safeguarding procedures are effective and adults ensure that children's welfare requirements are

effectively met.

School details

Unique reference number	102971
Local authority	Sutton
Inspection number	10011932

This inspection 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	450
Appropriate authority	The governing body
Chair	David Coomansingh
Headteacher	Elizabeth Brailsford
Telephone number	020 8688 3563
Website	www.highviewprimary.org.uk
Email address	highviewprimary@suttonlea.org
Date of previous inspection	19–20 June 2014

Information about this school

- This school is larger than the average-sized primary school.
- Children attend a part-time morning Nursery class. There are two full-time Reception classes.
- The proportion of pupils who have special educational needs or disability is average compared with similar schools nationally.
- The proportion of pupils supported with additional government funding, known as the pupil premium, is average. This funding is provided for those known to be eligible for free school meals and children who are looked after by the local authority.
- The proportion of pupils from minority ethnic groups is well above average.
- The proportion of pupils who speak English as an additional language is well above average.
- The school meets requirements on the publication of specified information on its website.
- There have been significant staff changes in the early years since the previous inspection, with all teachers new to the school.
- The school meets the government's current floor standards, which are the minimum expectations for pupils' attainment and progress in reading, writing and mathematics by the end of Year 6.

Information about this inspection

- The inspectors observed pupils' learning in 30 lessons, of which 10 were joint observations with the headteacher or senior leaders. Inspectors observed pupils' behaviour and attitudes in classrooms, and at breaks and lunchtimes.
- A meeting was held with different groups of pupils to discuss their learning and views about the school. Inspectors listened to pupils read in Years 1, 2 and 6 and discussed their reading with them.
- The inspectors held discussions with senior leaders, middle leaders and five governors, including the chair of the governing body. A telephone discussion was held with a local authority representative.
- The inspectors observed the school's work and considered a range of documents, including the school's improvement plan, checks on the quality of teaching and learning, information about pupils' progress, attendance and behaviour records, and safeguarding policies.
- The inspectors examined pupils' work in different subjects across the school to see what progress they make, and the quality of teachers' marking and feedback to pupils in line with the school's marking policy.
- The inspectors took account of 85 responses received from parents to the online Parent View survey. In addition, inspectors spoke to parents in the playground at the start of the school day, including a separate group of six parents from the parents' forum.
- The inspectors also considered 43 questionnaires completed by staff.

Inspection team

Avtar Sherri, lead inspector	Ofsted Inspector
Jenell Chetty	Ofsted Inspector
Karen Jaeggi	Ofsted Inspector

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