

High View Primary School

Plough Terrace, Battersea, London SW11 2AA

Inspection dates

28–29 November 2017

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

Summary of key findings for parents and pupils

This is a school that requires improvement

- Leaders at all levels are working to bring about improvements after a long period of instability, but the impact of their work is only just beginning to be evident as the pace of change has been slow.
- Pupils do not make consistently strong progress across year groups and subjects. Outcomes for pupils in key stage 2 require improvement.
- While the quality of teaching over time is improving, it remains too variable. As a result, pupils do not make consistently good progress across the school.
- Teachers and leaders do not use assessment well and, therefore, the needs of the most able pupils and pupils who have special educational needs (SEN) and/or disabilities are not always met.
- The curriculum is interesting and is beginning to secure good progress for pupils. However, pupils' progress is variable across the wider curriculum and teachers do not routinely plan activities which challenge the most able pupils.
- Boys' attainment in reading, writing and mathematics at key stage 1 is weaker than that of girls.
- Some of the interventions that are in place for pupils who have SEN and/or disabilities are not ensuring that these pupils make good progress. Additional adults do not consistently provide pupils with effective support and challenge.
- The quality of pupils' writing is inconsistent.

The school has the following strengths

- The headteacher, ably supported by her deputy headteacher, the leadership team and governors are committed to improving outcomes for pupils.
- Early years provision is a strength of the school. Effective leadership and teaching ensures that children are safe, well cared for and make good progress.
- Teachers, many of whom are new to the school, are committed to improving pupils' progress. Good use of professional development opportunities is having a positive impact on the quality of teaching.
- Pupils are friendly, confident, polite and well behaved. They say they feel safe in school. Pupils are well motivated to learn.

Full report

What does the school need to do to improve further?

- Improve the effectiveness of leadership and management by ensuring that:
 - leaders and teachers use assessment information effectively to plan activities which meet the needs of pupils
 - the skills of middle leaders are sufficiently strong to bring about improvements in their areas of responsibility
 - the curriculum meets the needs of different groups of pupils, particularly the most able pupils and pupils who have SEN and/or disabilities.
- Improve the quality of teaching and raise pupils' achievement in reading, writing and mathematics by ensuring that:
 - teachers have consistently high expectations of what pupils can achieve in all subjects across the curriculum
 - additional adults are deployed effectively in lessons to support pupils to make good progress
 - additional interventions are evaluated and well planned to make a difference to pupils' learning and progress.
- Ensure that pupils make consistently good progress in English, mathematics and other curriculum subjects, particularly boys and those who have SEN and/or disabilities.

Inspection judgements

Effectiveness of leadership and management

Requires improvement

- The headteacher, senior leadership team and governors are committed to ensuring sustained school improvement. The headteacher, ably supported by her deputy headteacher, is determined to ensure that the life chances of pupils are improved through the education they receive. Leaders are committed to the well-being of their pupils and have created an inclusive community that fosters trust and respect.
- A significant number of staff changes in recent years has provided a constant challenge for leaders in establishing a culture where pupils make good progress across all year groups. As a result, the school has a new and stable staff team that is committed to improving pupils' learning. However, pupils' outcomes, particularly across key stage 2, require improvement.
- The headteacher has brought in new behaviour management practices, which include a nurture group and partnership work with a local pupil-referral unit. These practices are effective and support pupils' emotional well-being and welfare.
- Although middle leaders are beginning to make improvements to their subjects, or areas of responsibility, these are in the early stages. Not all middle leaders have the skills required to improve standards more widely across the school.
- Leaders have made improvements to the quality of teaching of phonics and in the early years. However, they have not yet secured consistently good teaching across the school. Teaching in key stage 1 is securing better outcomes, but boys do not achieve as well as girls. Leaders must sharpen their use of assessment information so that teachers can plan pupils' next steps of learning accurately.
- The curriculum is broad and balanced. Staff meet regularly to plan and ensure that the topics are relevant. However, the curriculum does not sufficiently challenge the most able pupils or support pupils who have SEN and/or disabilities. This is evident in topic books, where opportunities to extend pupils' learning are missed.
- Leaders have introduced assessment systems to track pupils' progress and establish their starting points. However, the information used is not precise or accurate. Leaders make good use of additional funding to support pupils' academic progress. The money is used to fund enrichment activities, such as trips, and strategies for improving attendance. As a result, attendance for the disadvantaged has improved and is now in line with national averages. Most parents who gave their views during the inspection are content with the school. They say that they are happy with their children's progress. Parents appreciate the hard work and commitment of the headteacher, and they say that she addresses their concerns quickly. Pupils say that they enjoy coming to school, are proud of their learning and that they feel safe. Pupils have an opportunity to put their views to the headteacher in a pupil survey which is analysed and acted upon.
- Leaders ensure that additional funding for sports is used to provide more opportunities for pupils to become involved in sporting activities. However, some of the sports teaching observed did not challenge pupils sufficiently well and, as a result, pupils became disengaged; leaders must address this weakness.

Governance of the school

- Governors are well informed about the school and are committed to ensuring that the school serves its community well. However, they have not secured a pace of improvement that has been fast enough. They are proud of the school and its strong ethos of inclusion.
- Governors meet with leaders regularly and know the pupils and staff. They have supported the headteacher through an unsettling period of staff turbulence and share her determination to create stability for the pupils.
- Governors are aware that the progress and attainment of pupils across the school require improvement and are determined to secure better learning outcomes as quickly as possible.
- Governors know how additional pupil premium and sports premium funding is spent and that it is improving outcomes for pupils. They are holding leaders to account and this is having a positive impact on pupils' attendance and behaviour, and in promoting healthy lifestyles.

Safeguarding

- The arrangements for safeguarding are effective.
- Procedures for recruiting and appointing staff are appropriate and leaders ensure that the necessary checks on staff suitability are carried out. Safeguarding training is provided for all staff and they know what to do if they have concerns about a pupil.
- Leaders follow up all referrals to external agencies promptly. They work effectively with the Local Safeguarding Children Board to ensure that pupils are kept safe from harm. Pupils learn how to minimise risks and keep themselves safe. They are able to explain the dangers involved when using the internet and know how to report unsuitable content.

Quality of teaching, learning and assessment

Requires improvement

- The quality of teaching requires improvement because it is inconsistent across different classes and year groups.
- Teachers do not consistently plan effectively to meet the varying needs and abilities of pupils. As a result, outcomes for some pupils are not good enough.
- Teachers provide interventions for pupils who have SEN and/or disabilities but these are not always matched to their ability. The school has recently introduced a method of improving the basic skills of pupils who have SEN and/or disabilities and this is beginning to have an impact however, not all additional support staff are adequately trained in asking pupils the right questions and this is hindering progress.
- Teachers do not always demand enough of the pupils. Pupils often complete the work set with ease and are not sufficiently challenged. Challenge for the most able is particularly weak in mathematics. Often, these pupils have to wait for tasks that challenge them to think hard and apply their skills. This limits pupils' progress and many lack motivation.

- Teachers' subject knowledge is variable. When teachers' subject knowledge is strong, tasks are pitched more appropriately, questioning is skilful, and misconceptions are quickly identified and addressed.
- Pupils are encouraged to use correct subject terminology, and this is giving pupils a language with which to explain their learning. However, opportunities for pupils to explain their ideas and give reasons for their answers are often missed. Where pupils use mathematical apparatus and discuss their approach to solving a problem, they are engaged.
- Most teachers identify pupils who do not understand their work and correct misconceptions quickly. However, this good practice is not consistent across the school. Many of the additional adults are not deployed skilfully and do not support pupils effectively. Intervention groups are not always productive and activities are not consistently well matched to the pupils' abilities. Where learning is modelled well, expectations are high, feedback is precise and well matched to the learning, and pupils are engaged in their learning and achieve success. Most pupils respond well to the teachers' feedback, correct their misconceptions and so deepen their understanding in line with the school's policy. The majority of mathematics books are well presented and pupils set out their calculations in a way that helps them to minimise mathematical errors.
- The presentation of English books is more variable. In the grammar lessons observed, pupils were not yet applying their knowledge in their writing and this needs to be further developed.
- The quality of the work in the topic books is not as good as that seen in mathematics or English books and there are few opportunities given for the most able pupils to deepen their knowledge. As a result, pupils are not being given opportunities to practise and improve their core skills across all subjects.
- Phonics is taught well. Pupils develop the skills necessary to help them decode unfamiliar words when reading.
- Pupils are eager to read to an adult and enjoy choosing new books. However, reading texts do not always match the pupils' ability or maturity.
- Homework is set regularly and is providing opportunities for pupils to practise key skills in English and mathematics. At other times, pupils are asked to engage with their families to complete small projects. Most parents are happy with the amount of homework set and find the information they receive from teachers helpful.
- The atmosphere in classrooms is purposeful. Relationships between pupils, teachers and teaching assistants are positive and respectful. Pupils are able to ask for help when needed and generally respond well to instructions and advice.

Personal development, behaviour and welfare

Good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- Pupils feel safe in school and this is supported by the views of the vast majority of staff and parents. Pupils have a good understanding of safety issues and are taught how to

keep themselves safe, including when they use the internet, through the curriculum, additional events and assemblies.

- Pupils are polite, friendly, helpful and welcoming. They have a genuine interest in visitors and are proud of their school. They respect others and enjoy learning about the variety of faiths and cultures that are represented in their school and community.
- Pupils understand the different forms of bullying and say that, while it does sometimes occur in school, teachers deal with it effectively. Pupils are confident that there is an adult in school they can talk to if they are worried or have concerns.
- Pupils are willing to express their points of view in a calm, honest and respectful manner, and they value their democratic values and the work of the school council.
- During the inspection, the headteacher led an assembly that informed pupils about the results of their survey and actions that need to be resolved, and pupils engaged well because they felt their contributions to the survey were valued.
- Attendance for all pupils is above the national average and the attendance of pupils who have SEN and/or disabilities has improved and is also in line with the national average. The school is monitoring attendance rigorously and rewarding good attendance.

Behaviour

- The behaviour of pupils is good.
- Pupils have positive attitudes to learning and generally behave well in class. Although pupils say that there is some low-level disruption at times, they say teachers deal with it quickly and it stops.
- Pupils are cooperative, calm and respectful in classrooms and around the school. They act sensibly when playing outdoors and leaders ensure that there are enough adults on the playground to ensure that pupils are kept safe.
- Pupils look after their classrooms, workbooks, reading books and resources. They are proud of their work and try hard to ensure that it is presented well.
- During the school's recent period of instability, pupils' behaviour became more challenging. The school's partnership with the local pupil-referral unit, where a few pupils attend for two sessions each week, has had a positive impact on their social skills and these pupils say that they feel it has helped them make better relationships in school.
- The school's nurture group is giving pupils valuable insight into their behaviour and the behaviour of others; they have been given strategies to avoid conflict. Pupils calm down quickly when upset and can access their lessons again promptly because of timely and skilled support given by staff.
- The attendance of pupils overall has improved and is above the national average. The attendance of disadvantaged pupils and pupils who have SEN and/or disabilities has also improved and is in line with the national average. The proportion of pupils who are persistently absent is decreasing but this is an ongoing priority for the school. Pupils understand the importance of good attendance and its impact on their progress.

Outcomes for pupils

Requires improvement

- Over time, pupils' outcomes at the end of key stage 2 have been below the national averages for pupils achieving expected standards in reading, writing and mathematics. In 2016 and 2017, the proportion of pupils that achieved the 'greater depth' standard in reading, writing and mathematics was below the national average.
- At the end of key stage 2, pupils' progress has declined in reading and writing and progress in maths is below average. Achievement at key stage 2 requires improvement.
- In 2017, pupils in key stage 2 did not achieve as well as others nationally in the grammar, punctuation and spelling test or in science.
- Published information shows that the progress of disadvantaged pupils, pupils who have SEN and/or disabilities and lower-attaining pupils is significantly below that of other pupils.
- Current pupils' progress in books demonstrates that disadvantaged pupils and those of lower ability are making progress in mathematics and writing.
- The progress of the most able pupils requires improvement.
- Work in topic books does not reflect the same level of improvement that is seen in writing and mathematics because teachers do not challenge pupils, particularly the most able pupils, sufficiently across all subjects. The school's assessment information and work reviews demonstrate that, despite perceived improvements, there is still more to do to move pupils' progress towards the expected standards.
- Outcomes at the end of key stage 1 in 2017 were better than key stage 2. The proportion of pupils that reached the expected standards in reading, writing and mathematics was in line with the national average.
- The proportions of pupils achieving greater depth are higher than the national averages in reading and in mathematics. However, boys' attainment is well below that of girls in reading, writing and mathematics. Leaders must secure better progress for underachieving boys.
- The quality of writing is improving, including that of the disadvantaged pupils. There are many opportunities for pupils to write at length through topic work. Leaders have also put strategies in place that are beginning to contribute positively to pupils' progress in writing but these need more time to embed. As a result, the quality of writing is variable across the school.
- The standard of phonics at the end of Year 1 has been consistently good over the last three years because it is taught well. As a result, many of the pupils show appropriate fluency for their age and ability.
- Pupils enjoy reading and talk positively about the school library and about reading to staff and parents.

Early years provision

Good

- Children join the early years with skills and abilities that are below those typically expected for their age, particularly in relation to their listening, understanding and

communication development.

- Children who speak English as an additional language are well supported and make good progress in their communication and language development.
- By the end of their time in Nursery, most children make good progress and develop a wide range of skills.
- As a result of good teaching, children make strong progress from their starting points. Most children achieve a good level of development by the end of the Reception Year and are well prepared for their learning in Year 1.
- Leaders ensure that activities are well planned and based upon a clear understanding of children's needs and abilities. Teachers provide a wide range of activities that children enjoy. They ensure a good balance between adult-led activities and times where children make their own decisions and explore independently and in groups.
- Children are happy and enjoy their learning. Additional funding provided by the government is used effectively to engage support from external agencies, such as a speech and language therapist. The majority of staff take every opportunity to boost children's language skills.
- Writing is taught well and children use their knowledge of phonics to spell words and write sentences. Phonics teaching is a strength and ensures that children leave the early years with good foundations in reading and writing. During the inspection, children wrote the story of 'Snow White' and used phonics accurately. Children make good progress from their starting points, particularly in writing. Learning journals provide a useful record of children's progress in all areas of learning.
- Parents are happy with their children's progress in the early years. Communication between home and school is effective.
- Children's health, welfare and safety are a high priority and there are successful practices in place that minimise risk. Children move safely and are considerate of each other, and respond well to the routines that keep them safe. Children learn about vegetables and fruit and know that these foods are good for them.
- Relationships between staff and children are warm and supportive. This ensures that children feel secure and have positive attitudes to learning. There are times, however, when adults could expect more from children and provide additional challenge.
- Leadership of the early years is effective in promoting the safeguarding of children. All statutory requirements are met. Leaders have established a committed team that works effectively to ensure that children make good progress in their personal development.

School details

Unique reference number	101010
Local authority	Wandsworth
Inspection number	10041961

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 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	316
Appropriate authority	The governing body
Chair	Thea Sherer
Headteacher	Georgina Roberts
Telephone number	02072281710
Website	www.highview.wandsworth.sch.uk/
Email address	head@highview.wandsworth.sch.uk
Date of previous inspection	17–18 November 2015

Information about this school

- The school meets requirements on the publication of specified information on its website.
- High View Primary School is larger than the average-sized primary school with Nursery provision.
- The school meets the government's current floor standards, which are the minimum expectations for pupils by the end of Year 6.
- The proportion of pupils from minority ethnic groups is higher than average. Most pupils are of Black or Black British African backgrounds, with the next largest groups being Black British Caribbean and White British.
- The proportion of pupils who have SEN and/or disabilities is above the national average.
- The proportion of disadvantaged pupils supported through pupil premium funding is well above the national average.

- The proportion of pupils joining the school at times other than at the start of the year is higher than average.
- The proportion of pupils who speak English as an additional language is well above the national average.
- The proportion of pupils with a statement of special educational needs or an education, health and care plan is average.

Information about this inspection

- Inspectors observed learning across a range of subjects in different year groups. Some observations were undertaken jointly with senior leaders.
- Inspectors listened to pupils read.
- Inspectors met with pupils, both formally and informally, to listen to their views.
- Meetings were held with the headteacher, other senior leaders, middle leaders, newly qualified teachers, groups of pupils and representatives from the governing body and the local authority.
- Inspectors considered a range of school information, including the school's self-evaluation, improvement plan, minutes from meetings of the governing body, and records relating to teaching and learning, pupils' attendance, behaviour and safeguarding.
- Inspectors observed pupils during social times, in lessons and at the start of the school day. Inspectors scrutinised pupils' work in lessons and looked at a sample of their books.
- Inspectors spoke to parents at the beginning of the school day and considered the views of 37 parents in Ofsted's online survey, Parent View, as well as comments received via the free-text facility. Inspectors considered the views of staff and the school's own questionnaire completed by pupils across the school.
- Inspectors reviewed the checks made on staff suitability to work with pupils and reviewed school records about the care and protection of pupils.

Inspection team

Anna Boshier, lead inspector	Ofsted Inspector
John Parr	Ofsted Inspector
Paula Farrow	Ofsted Inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Raising concerns and making a complaint about Ofsted', which is available from Ofsted's website: www.gov.uk/government/publications/complaints-about-ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

In the report, 'disadvantaged pupils' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route. www.gov.uk/pupil-premium-information-for-schools-and-alternative-provision-settings.

You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.gov.uk/government/organisations/ofsted.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at www.gov.uk/ofsted.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2018