

High View Primary School

Inspection report

Unique Reference Number	101010
Local Authority	Wandsworth
Inspection number	307563
Inspection dates	29–30 April 2008
Reporting inspector	Madeleine Gerard

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 on roll	
School	361
Appropriate authority	The governing body
Chair	Cllr D Walden
Headteacher	Miss J Ridge
Date of previous school inspection	15 November 2004
School address	Plough Terrace Battersea London SW11 2AA
Telephone number	020 7228 1710
Fax number	020 7228 9771

Age group	3–11
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Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

This is a larger than average primary school. The proportion of pupils who join and leave the school other than at the normal starting and leaving points is above average. The number of pupils from minority ethnic groups is much higher than the national average with the Black African and Black Caribbean being the largest two groups. The proportion of pupils learning English as an additional language is well above that found in most in schools.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 2

High View Primary is a good school where pupils are happy and behave well. They develop good personal and social skills because the school provides a nurturing and inclusive environment where pupils feel safe. The overwhelming majority of parents believe their children enjoy school. Pupils make a good contribution to school life and to the local community. Opportunities to take on responsibility in school as well as participating in local festivals help pupils to grow in confidence.

Pupils join the school with a range of skills and capabilities but generally attainment on entry is well below the expected levels for their age. Children get off to a good start in the Foundation Stage. Visiting the school before they start together with well established routines help the children to settle quickly when they join the Nursery. One parent said, 'I am so happy with my child's progress in learning letters and starting to read and write.'

Pupils achieve well throughout the school to reach standards that are at the level expected for their age by the end of Year 6. In 2007, around a third, which is broadly average, attained the higher level 5 in English and mathematics and they did particularly well in science where over half the pupils, which is well above average, reached the higher level. Pupils who join the school at times other than the usual starting points are carefully assessed to ensure they receive the support they need. This helps them to settle quickly and make good progress. Pupils learning English as an additional language make good progress as a result of the targeted support they receive. Black African and Black Caribbean pupils achieve well and many reach above average standards by the end of Year 6 compared with their peers nationally.

Teaching and learning are good. Information on how well pupils are making progress is used effectively by teachers to ensure their planning meets the pupils' specific learning needs and to identify pupils who are falling behind. More able pupils are given appropriately challenging work to do. Pupils who find literacy and numeracy more difficult are given extra help in small targeted groups which helps them to do as well as they can. Although marking gives feedback on strengths, it does not always make clear to pupils what they need to do to move up to the next level in their work. Some accurate and helpful target setting is helping pupils to make the progress that they do but this is not consistent across classes.

The curriculum is good and pupils enjoy the variety of interesting work they are given. The wide range of sports led by specialist coaches contributes well to their very positive attitudes to keeping fit and healthy. Table tennis is especially popular. Older pupils speak positively about the creative curriculum afternoons in which they do a variety of activities including cooking and art. Links are developing between subjects but are not yet ensuring pupils develop or apply their literacy, numeracy and computing skills across a range of other subjects in order to raise standards.

Leadership and management are good. The headteacher is a strong leader giving clear direction for the school's work. All leaders and managers are successfully involved in monitoring to find out what the school is doing well and where improvements are needed. Consequently, the capacity to make the necessary improvements to move the school forward is good.

The school works hard to engage the support of parents through regular newsletters and termly opportunities to meet class teachers. One parent commented, 'We particularly value the good communication with parents to keep us informed and involved in the work of the school.'

Effectiveness of the Foundation Stage

Grade: 2

Good provision in the Foundation Stage ensures that children achieve well. However, many are still below the expected level of skills in language and literacy and mathematical development by the start of Year 1. Teaching is good because the activities in the classrooms and in the outdoor areas are well planned and stimulating. For example, children in the Nursery enjoyed tasting the fruit they had read about in a story. Opportunities for children to initiate play activities are well balanced with focused teaching tasks. Although adults know children well and detailed records are kept, assessment systems are not yet fully in place to ensure that children's progress is tracked systematically to improve progress further.

What the school should do to improve further

- Use marking and target setting consistently to make clear to pupils what the next steps are in their learning.
- Ensure pupils have systematic opportunities to develop and apply their literacy and numeracy and computing skills across a range of subjects to raise standards further.

Achievement and standards

Grade: 2

Achievement is good. Since the last inspection pupils have reached broadly average standards by the end of Year 6, from well below average starting points. Pupils make good progress in the Foundation Stage and Key Stage 1. This is as a result of the steady acquisition and consolidation of basic and essential skills for learning that many lack when they join the school. Consequently, pupils gain a solid foundation for sustained good progress in Key Stage 2 and reach appropriately challenging targets. The school's assessment data and pupils' current work shows that an increasing proportion of pupils are on track to reach levels above those expected for their age by the end of Year 6. Pupils who find literacy and numeracy difficult are given individualised and targeted group support from skilled teachers and support staff which helps them to achieve as well as they can.

Personal development and well-being

Grade: 2

Pupils' spiritual, moral, social and cultural development is good. This is reflected in their positive attitudes to learning as well as the harmonious and inclusive relationships between adults and pupils at the school. Pupils show outstanding commitment to their roles of responsibility, for example, as school councillors, house captains and stair monitors. In the wider community, pupils make a very good contribution through a range of activities including fund raising and charity events. Most pupils walk to school which, together with their participation in sports and other physical activities, shows their very strong commitment to being fit and healthy. Attendance has steadily improved and is now average as a result of the school's determined efforts to promote regular attendance and good punctuality. Pupils' good progress to reach broadly average standards and good social skills ensure that they are adequately prepared for the next stage of their education.

Quality of provision

Teaching and learning

Grade: 2

Pupils make good progress because of consistently good teaching and pupils' high levels of motivation. Lessons are appropriately challenging. Teachers make clear what pupils are meant to learn from the outset. This enables pupils to reflect on their own progress. However, there are shortcomings in marking because guidance on how pupils can make their work even better is not consistently given. Because the working atmosphere in classrooms is so encouraging, pupils are not afraid to ask for help when they are stuck. This contributes significantly to their achievement. Well trained teaching assistants support pupils very effectively in small focus groups. Within this positive picture, the introductions to some lessons are over long and as a result opportunities for pupils to work independently are more limited.

Curriculum and other activities

Grade: 2

The well managed curriculum provides a broad and balanced range of work which motivates pupils to achieve well. Highlights include philosophy for pupils in Years 1 and 2, swimming and German in Key Stage 2 as well as piano keyboard skills. Pupils' self esteem grows through their participation in a wide variety of sports and in drama and music performances. Middle managers and staff are working hard to develop links between subjects although opportunities for pupils to practise their literacy, numeracy and computing skills across a range of other subjects are not yet consistently planned. Themed weeks such as science week and the 'take one picture' project, enhance the activities planned in different areas of learning. There is a wide range of popular extracurricular activities including African drumming and boomwhacher percussion.

Care, guidance and support

Grade: 2

Pastoral care is good. Systems for safeguarding pupils' health, safety and well being are in place and meet current requirements. The school works well with a variety of outside agencies to promote pupils' well-being. Pupils feel valued and know there is always someone with whom to talk over any worries they may have. They feel safe because they are confident that adults will sort out any problems should they occur. Academic guidance is generally good. Most pupils can explain their targets. Nevertheless, they are not always clear about what they need to do in order to progress to the next level in their work.

Leadership and management

Grade: 2

Senior leaders work well together as a team and share the headteacher's vision to raise standards and further improve the school's provision. Experienced as well as new members of staff have opportunities to develop their leadership skills through the well-considered delegation of tasks. Effectively distributed leadership is enabling middle managers to develop their roles well. Staff are very appreciative of the genuine care shown to them by leaders and managers which is reflected in the way staff and pupils respect each others' skills and talents. The school evaluates its work well and ensures that priorities are accurately identified because all aspects of the

schools' work are carefully monitored. However, some priorities for development are not always implemented swiftly enough to bring about rapid improvement. Governors are highly committed to helping the school develop and improve. They know the school well, are strongly supportive of all the school's work and act effectively as critical friends.

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Annex A

Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	2
The effectiveness of the Foundation Stage	2
The capacity to make any necessary improvements	2

Achievement and standards

How well do learners achieve?	2
The standards ¹ reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and disabilities make progress	2

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2
The extent of learners' spiritual, moral, social and cultural development	2
The extent to which learners adopt healthy lifestyles	1
The extent to which learners adopt safe practices	2
How well learners enjoy their education	2
The attendance of learners	3
The behaviour of learners	2
The extent to which learners make a positive contribution to the community	1
How well learners develop workplace and other skills that will contribute to their future economic well-being	3

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	2
How well are learners cared for, guided and supported?	2

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

Annex A

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively leaders and managers use challenging targets to raise standards	3
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Text from letter to pupils explaining the findings of the inspection

12 May 2008

Dear Pupils

Inspection of High View Primary School, London, SW11 2AA

Thank you for the very friendly welcome you gave us and for helping us when we visited your school recently. We really enjoyed our visit and would like to tell you what we found.

High View Primary School is a good school and these are its strengths:

- you feel happy, safe and enjoy coming to school
- you behave well in lessons and around the school; when there are occasional fallings out or upsets, you are confident that an adult will deal with the matter quickly
- you benefit from good teaching and experience an exciting curriculum
- you like the clubs that are organised for you, especially table tennis and cooking
- your academic and personal achievements are good
- you do a good job in raising money for charity which shows you care about those who are less fortunate than you
- your headteacher, other leaders and managers and the staff make sure you learn well.

We have asked the school to make sure you know what you have to do to move up to the next level in your work and to give you more ideas about how to improve your work when teachers mark your books. We have also asked the school to give you even more opportunities to practise your literacy, numeracy and computing skills in all your subjects so that you can all achieve as well as possible.

You can help by coming to school regularly and continuing to work hard.

With best wishes for the future

Madeleine Gerard

Lead Inspector