

High View Primary School

Inspection report

Unique Reference Number	102971
Local Authority	Sutton
Inspection number	308179
Inspection dates	11–12 September 2007
Reporting inspector	Jane Chesterfield

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	470
Appropriate authority	The governing body
Chair	Mr Roger Savill
Headteacher	Mr John Brotherton
Date of previous school inspection	10 November 2003
School address	The Chase Wallington SM6 8JT
Telephone number	020 8688 3563
Fax number	020 8688 4334

Age group	3–11
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Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

High View Primary is a two form entry school situated within a settled residential community. The proportions of pupils eligible for free school meals, learning English as an additional language, or having learning difficulties or disabilities (LDD) are all below the national average. The number of pupils who come from minority ethnic backgrounds is average. The school has had an interim headteacher since Easter 2007 and is currently recruiting to fill the vacancy. At the time of the inspection none of the Nursery children and only half of the Reception children had begun school.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

High View Primary is a satisfactory school which is valued by its pupils and parents. 'I think High View is a lovely school,' commented one parent. 'Its results are improving and the children are very happy.' Standards at the school are now above average at both key stages, thanks to the hard work of the senior staff in introducing and establishing systems for monitoring provision and tracking pupils' progress since the last inspection. The achievement of pupils across the school is currently satisfactory, and senior staff know that there is more work to be done to ensure that all pupils make the progress of which they are capable.

There is some good teaching and learning at all stages of the school, particularly in Year 6, which are helping to drive up achievement and standards. However, there are inconsistencies in the quality of teaching which mean that it is satisfactory overall. Teachers do not always plan work to meet the needs of the whole range of abilities in their class, and as a result some pupils are not sufficiently challenged while others struggle. There is no consistent approach to the marking of pupils' work and the setting of targets for improvement, so that they are not always clear about what they need to do to make their work better.

Pupils enjoy the range of opportunities the school has to offer them, both in and out of lessons, and make the most of the good curriculum and extra-curricular activities. Their personal development and behaviour are good, and they are willing and ready to take on additional responsibilities. Those on the school council, for example, are proud of what they have accomplished and feel that they are doing a worthwhile job. Pupils feel safe at the school because pastoral care is good. 'I think all the teachers are fair', said one. Pupils of all ages get on well with one another and with adults.

Some good improvements have been made in the school's monitoring and evaluation of its work since the last inspection, and these are now beginning to show their impact in the recent rise in standards. However, the school is currently going through a period of uncertainty while it lacks a permanent headteacher, and senior staff know that they need to keep the momentum of these improvements going in order to continue to raise standards and achievement. The interim headteacher is steering the school well through this time and is very capably supported by the deputy and senior staff. Parents are understandably anxious about the school's future. Nonetheless, the school has satisfactory capacity for further improvement because of the rigorous systems it now has for evaluating its work.

Effectiveness of the Foundation Stage

Grade: 3

Provision and achievement in the Foundation Stage are satisfactory. Most children arrive in the Nursery with skills that are generally typical of three-year-olds although the personal and communication skills of many are more advanced than usual. By the time they leave Reception, their standards are close to the expected levels. Last year pupils entered Year 1 slightly above expected levels in personal and communication skills and slightly below in their physical and creative development. Planning of the curriculum is clear and the integration of work inside the classroom with the outside activity area is particularly successful. Teachers manage and encourage children well, and teaching assistants support them well. Levels of care are good. The new co-ordinator has made a good start, but staff do not yet have a clear enough view on how well different groups of children achieve over time in order to plan effectively. Insufficient

attention has been given to establishing attractive and eye-catching activity areas in the classrooms in order to capture the children's imagination and inspire their creative development.

What the school should do to improve further

- Increase the consistency in the quality of teaching in order to raise achievement and maintain improved standards.
- Ensure that work is planned to meet the needs of all pupils in every class.
- Improve systems for setting pupils' targets so that they have a clear understanding of what they need to do to improve.

A small proportion of the schools whose overall effectiveness is judged satisfactory but which have areas of underperformance will receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

Achievement and standards

Grade: 3

Unvalidated data indicates that the school has successfully reversed a downward trend in achievement at both Key Stages 1 and 2 this year. Pupils are now reaching above average standards in reading, writing and mathematics in Key Stage 1. All groups of pupils' achievement at this level is satisfactory as they have maintained their above average attainment from entry to Key Stage 1.

A similar picture of satisfactory progress is evident in Key Stage 2. Results at the end of the key stage have risen to above average in English, mathematics and science, and the school has exceeded its targets. Boys and girls performed similarly well at both key stages. The school's recent success in raising standards is due to good subject leadership and improvements in the curriculum taught, especially in science and English, and to the use of tracking data to focus extra support where needed.

Personal development and well-being

Grade: 2

Pupils' personal development and well-being, including their spiritual, moral, social and cultural development, are good. Pupils from a wide range of different backgrounds work and play together very well and older children care for younger ones, for example as playground buddies. Pupils take their role in the school and the wider community seriously. They take part in the Walk on Wednesdays initiative, for example, not just to keep fit but 'to save the planet', as one pupil said. They understand the importance of healthy eating and make sensible choices at lunchtime.

Pupils enjoy coming to school and their attendance is good. Parents are very pleased with their positive attitudes and the good behaviour at the school. Their children are keen to learn, though sometimes they can be too quiet in class and do not ask questions when they should. Pupils' good basic skills and their ability to co-operate with others mean that they are well prepared for their future.

Quality of provision

Teaching and learning

Grade: 3

Teaching and learning are satisfactory overall. However, the quality of teaching, including planning and the marking of pupils' work is inconsistent. Across the school, teachers manage pupils well, and relationships in class are very good. This helps to create a relaxed learning atmosphere which pupils enjoy, and their attitudes to learning are very positive. Where teaching is at its best, teachers have high expectations and use questioning well to probe and extend pupils' understanding. Teaching assistants support pupils' learning well, often playing a prominent part in assessing and recording pupils' progress.

Sometimes though lessons lack pace and work is not well matched to pupils' needs. Marking is not consistently helpful in telling pupils how they can improve. As a result pupils do not always achieve as well as they should. The school carries out a good range of assessments of pupils' progress, and uses this information effectively to identify groups of pupils who need extra support.

Curriculum and other activities

Grade: 2

The school's curriculum is good. The right emphasis is placed on the development of pupils' basic literacy and numeracy skills, with a good balance of other subjects. The teaching of mathematics in groups based on pupils' ability is having a positive impact on raising standards. Pupils with LDD and those learning English as an additional language have good access to the curriculum. The school has identified the development of links between different subjects and the use of computer skills across the curriculum as the next steps for future improvement.

Curriculum enrichment is good. Special themed weeks, such as international week, book week and Black history week create memorable experiences for pupils. They benefit from specialist provision in French and music, which helps them gain a deeper insight into these areas. A good number of visits and visitors, such as the Hampton Court trip and the Caribbean theatre group, helps bring learning to life. Pupils appreciate the wide range of clubs which help them develop new skills and interests, and many pupils take part.

Care, guidance and support

Grade: 3

Pastoral care for pupils is good, but weaknesses in target setting mean that this area of the school's work is satisfactory overall. The school makes safeguarding pupils' welfare a priority. Systems for staff checks, child protection and health and safety are all robust. Instances of bullying or racism are rare, and are resolved swiftly. Pupils' attendance is carefully monitored, particularly the link between absence and achievement.

When pupils with LDD and those learning English as an additional language are given specialist one to one support they achieve well, but some teachers do not plan to meet the needs of all children effectively so their progress overall is satisfactory. The school works closely with external agencies where needed. Staff use their records of pupils' progress well to focus extra support for pupils with LDD and for lower attaining pupils. They are not yet using their data

consistently to set individual targets which encourage all pupils to do better and challenge them to achieve their potential.

Leadership and management

Grade: 3

Leadership and management are satisfactory. The interim headteacher is looking after the school well and has won the confidence of the school community. The senior staff and core subject co-ordinators are well focused on maintaining the momentum for improvement set in motion since the last inspection, and provide the school with stability and consistency through a time of change.

The school is using its development plan effectively to guide its work and bring about improvement, but nevertheless it is difficult for the school to set itself long-term strategic targets in the absence of a permanent headteacher. School self-evaluation is good, so that senior staff have a clear understanding of the school's strengths and weaknesses. The school has a strong emphasis on professional development and staff new to their roles are well supported.

The governors fulfil their duties satisfactorily. Many are new and inexperienced, but they have received good training and support from the local authority. They are developing their confidence in challenging the school and holding it to account.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: www.ofsted.gov.uk.

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?	3
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	3
The capacity to make any necessary improvements	3

Achievement and standards

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

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	2
The extent to which learners adopt safe practices	2
How well learners enjoy their education	2
The attendance of learners	2
The behaviour of learners	2
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	3
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?	3

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?	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3
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	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
The extent to which governors and other supervisory boards discharge their responsibilities	3
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

24 September 2007

Dear Children

Inspection of High View Primary School, Wallington, SM6 8JT

Thank you for being so friendly and helpful when we visited your school. We really enjoyed meeting you and talking to you. We found that your school is giving you a satisfactory education at the moment, but that the staff are working hard to improve it by trying to make sure that in future you all do as well as you possibly can.

We know that you enjoy going to school and we were very impressed with your behaviour in class and in the playground. We thought that everyone gets on very well together. The staff take good care of you, and those of you who need extra help are well supported.

Your school is led and managed satisfactorily, and the staff know what needs to be done to improve it. We have agreed that they are going to make sure you are well taught in all your lessons. You should all be getting work that challenges you without making you struggle to understand it. Teachers will make it clear to you what you need to do to improve your work, through the targets they set you and the marking in your books. You can help by letting your teachers know if the work they give you is too easy or too hard.

Well done to you all and best wishes for the future.

Jane Chesterfield

Lead inspector