

High View Primary School

Address: The Chase, Wallington, Surrey, SM6 8JT

Unique reference number (URN): 102971

Inspection report: 10 February 2026

Exceptional	
Strong standard	● ● ●
Expected standard	● ● ● ●
Needs attention	
Urgent improvement	

Safeguarding standards met

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, pupils are made safer and feel safe.

How we evaluate safeguarding

When we inspect schools for safeguarding, they can have the following outcomes:

- **Met:** The school has an open and positive culture of safeguarding. All legal requirements are met.
- **Not met:** The school has not created an open and positive culture of safeguarding. Not all legal requirements are met.

Strong standard ●

Early years

Strong standard ●

Leaders have a strong understanding of child development and ensure that staff know how learning builds towards Year 1. This work begins very positively in the Nursery. The curriculum is well planned, carefully sequenced and tailored to meet children's needs. The environment is purposeful and well organised, promoting children's independence and curiosity. Staff provide high-quality learning experiences, both indoors and outdoors, that support children's development in all areas of the curriculum.

Communication and language are a clear priority from the start. Staff develop children's speaking skills effectively in the Nursery, including through song and rhyme. In the Reception Year, children learn to blend sounds and read tricky words, and apply these skills in writing. Fine and gross motor skills are taught explicitly, while children's personal, social and emotional development is supported effectively through consistent routines and clear expectations. Children develop very secure knowledge of early mathematics, including key vocabulary. Teachers make highly effective choices about how to teach important knowledge, including, for example, using practical resources and clear modelling to support children's learning.

Provision is highly inclusive. Targeted support, personalised goals and skilled adult interactions ensure that all children can engage successfully in learning. Children make strong progress from their starting points, developing confidence and key skills that leave them very well prepared for Year 1.

Staff make careful checks on children's understanding. They work with colleagues in other schools to assure themselves that their checks are accurate. Leaders use this information about children's understanding to identify priorities, target support and ensure smooth transitions.

Inclusion

Strong standard ●

Leaders have created a strong culture of inclusion where all pupils are supported to succeed. Staff know the pupils and their individual needs extremely well. Provision for pupils with education, health and care plans is carefully personalised, particularly to support communication and language development. Staff provide the right support so that every pupil can fully participate in learning.

Teachers use their detailed understanding of pupils' needs to adapt teaching, resources and routines. For instance, practical adjustments, such as laptops with audio support, visual prompts and word banks in the 'virtual classroom', help pupils with special educational needs and/or disabilities access the same curriculum as their peers. Staff use strategies consistently to build pupils' independence. Across the school, pupils who need extra support receive targeted help to catch up while remaining fully included in learning.

Leaders have clear actions in place to overcome the barriers to learning faced by disadvantaged pupils. The use of additional funding is carefully considered and evaluated. Leaders regularly review and refine the strategies and experiences offered to all pupils.

Leaders carefully monitor progress to ensure pupils achieve well from their starting points. Staff work closely with external specialists, including speech and language therapists, to reduce barriers to learning and to help pupils succeed.

Personal development and wellbeing

Strong standard 

Leaders provide a broad and well-structured personal development programme that helps pupils to grow academically, socially and emotionally. Pupils develop a strong and detailed understanding of a wide range of topics through carefully planned lessons, themed weeks and enrichment activities. They speak confidently about positive and negative relationships, human rights, fundamental British values and moral issues, such as understanding right and wrong and treating others fairly. Pupils learn how to stay safe in school, in the local community and online. Events such as 'diversity week', 'neurodiversity celebrations', 'mental health week' and school council elections help pupils to develop a clear understanding of inclusion, equality, democracy and the importance of respect.

The breadth of enrichment opportunities on offer is a particular strength. Pupils enjoy activities including residential visits, violin, choir, coding, speech, drama and dance. Participation is high, including for disadvantaged pupils and those with special educational needs and/or disabilities. Pupils link these experiences to personal growth and future goals, explaining how the school helps them build positive character traits, or 'powers', such as responsibility, perseverance and a sense of belonging.

Pupils demonstrate strong emotional awareness and regulation, using strategies to manage their feelings, and access help when needed. Social times and lunchtimes are calm, safe and well supervised. Pupils say any concerns or bullying are dealt with quickly. Leadership roles, such as school councillors and ECO squad members, allow pupils to influence school life and develop responsibility. Hands-on learning, enrichment and educational visits help pupils connect classroom learning to real life.

Pupils feel valued and proud of their school. Leaders and staff know the pupils incredibly well. There are clear and robust systems in place to ensure that pupils receive the pastoral care and support they need. Pupils describe the school as a kind and joyful place in which to learn. They show confidence, independence and a high respect for education.

Expected standard

Achievement

Expected standard 

Pupils achieve well overall. In national tests and assessments, pupils typically achieve as well as all their peers nationally. Pupils achieve particularly well in mathematics and phonics. Some pupils who join the school needing more support, particularly in writing, do not make as much progress as they could through the curriculum. The school has clear and appropriate plans in place to address this. Pupils with special educational needs and/or disabilities, disadvantaged pupils and those who face other barriers to learning make steady progress in their learning.

Pupils develop sound understanding of important knowledge in reading, writing and mathematics. In most other subjects, pupils' knowledge is generally secure, although they are sometimes less confident in recalling key ideas. Overall, however, pupils build the solid foundations of knowledge across subjects that are needed for future learning. By the end of Reception, children have the knowledge and skills they need to learn successfully in Year 1.

Attendance and behaviour

Expected standard 

Attendance at the school is consistently in line with national averages. The proportion of pupils who are persistently absent is consistently lower than in most schools. Leaders act quickly when pupils' attendance starts to drop, analysing patterns, providing tailored support and working closely with families and external agencies when needed. As a result, the number of pupils, including disadvantaged pupils, who are persistently absent is low. Attendance for pupils who are disadvantaged has improved over time. It is now broadly in line with national averages, showing the positive impact of leaders' targeted support.

Behaviour across the school is calm, positive and managed well. Clear routines, consistent expectations and a restorative approach all support learning from the early years through to Year 6. Pupils demonstrate strong attitudes to learning. Low-level disruption is rare. Staff apply behaviour systems consistently, making sensible adjustments for pupils with special educational needs and/or disabilities. Bullying is rare and is addressed quickly. Discriminatory incidents are extremely uncommon. Pupils know that adults respond effectively when needed. Pupils move around the school respectfully, including during playtimes and lunchtimes. Positive relationships between adults and pupils are evident throughout the school. Their interactions are consistently respectful, polite and supportive.

Curriculum and teaching

Expected standard 

Leaders have constructed a broad, balanced and carefully sequenced curriculum. Pupils' knowledge and skills build progressively from the early years to Year 6. Leaders make sure that subjects in which curriculums are being refined, such as science, history and geography, are designed and taught in a logical order. Teaching in these subjects is purposeful and helps pupils learn.

Teachers' adaptations ensure that pupils with additional needs or barriers to learning can access the full curriculum. Targeted support helps pupils catch up quickly when necessary. Teachers model learning clearly and use precise vocabulary. This helps pupils to understand new learning. In lessons, staff routinely check what pupils understand and can do. However, in some subjects other than English and mathematics, the processes to check pupils' understanding over time are not used consistently well. As a result, teachers do not have all of the information they need to be able to address gaps in pupils' understanding. In a small number of subjects, pupils do not consistently benefit from meaningful opportunities to revisit, secure and deepen their understanding of previous learning. When this is the case, pupils' recall of key concepts is less secure.

Phonics is taught effectively. Staff have strong subject knowledge and deliver the school's bespoke phonics programme well. Pupils apply their phonics knowledge confidently when

blending sounds and reading tricky words. These skills support growing fluency, accuracy and comprehension across reading and writing.

Leadership and governance

Expected standard 

The school is led with clarity, kindness and care, with a focus on improving learning and supporting all pupils. Leaders, including subject leaders and governors, provide effective oversight of every aspect of the school. They foster a culture of reflection and continuous improvement. Governors bring relevant expertise and provide constructive challenge. They fulfil their statutory duties well.

Leaders keep a clear focus on pupils' learning, wellbeing and inclusion. Staff know pupils and their families well and use this understanding to provide the right support, including help with attendance, mental health and any additional needs. Leaders have prioritised improving the curriculum. They make sure that learning is purposeful, builds in a sensible order and is accessible to every pupil. Leaders provide appropriate support and training for staff to help them understand how learning in each subject begins in the early years and develops through to Year 6. Subject leadership generally evaluates closely how well strategies are working and how well pupils learn.

Leaders have an accurate understanding overall of the school's strengths and priorities for further development. Professional learning is closely linked to school priorities. Teachers and support staff, including early career teachers, receive training that builds their expertise consistently across the school. This has helped to improve teaching and learning for pupils.

Leaders prioritise staff wellbeing and manageable workloads. For example, planning is streamlined through clear curriculum guidance and resources. Leaders are approachable and responsive to staff suggestions. Parents and carers and staff describe the school as supportive, inclusive and community focused, reflecting a strong and positive school culture.

What it's like to be a pupil at this school

Pupils are proud to be part of a school community built on respect, care and fairness. They understand that everyone is well supported to take part in all aspects of school life.

Behaviour in the school is calm and orderly. Pupils understand the importance of managing their emotions and explain how activities, such as the morning sensory circuit, help them get ready for learning. Staff support pupils in managing their feelings and refocusing so they are prepared to learn. Pupils are attentive and highly focused in lessons. They behave with integrity, enjoying both learning and the activities provided by staff. Pupils attend school regularly and achieve well.

Pupils know their voices matter and are encouraged to share their views. Classroom 'speak up' boxes allow them to share worries or compliments, and they are confident that staff respond quickly if they raise issues. This helps pupils feel safe, free from bullying and valued. Outdoor learning and social playtimes are especially popular, and interactions between pupils and staff are consistently positive.

Pupils speak warmly about the support they receive in 'The Nest', the school's therapeutic and wellbeing provision. They enjoy the self-care activities and understand that staff, including specialist therapists and external professionals, provide support for their needs. Pupils discuss special educational needs and disabilities with maturity and empathy. They notice and appreciate when staff respond carefully to individual needs, such as managing food allergies and supporting young carers.

The wide range of enrichment opportunities and hands-on experiences leave a strong and lasting impression. Pupils develop very detailed knowledge across the personal development programmes. They value opportunities in sport, music and leadership, which build confidence, responsibility and teamwork skills. Pupils recognise that these experiences help to build their 'superpowers', such as creativity, curiosity and self-belief, and prepare them well for life in modern Britain.

Next steps

- Leaders should continue to embed strategies that deepen pupils' understanding and enhance long-term retention and retrieval of key knowledge and skills across all subjects.
 - Leaders should strengthen assessment procedures to ensure consistency in capturing what pupils know, remember and can do over time so that any gaps in pupils' knowledge can be addressed.
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About this inspection

The co-chairs of the board of governors in this school are Jacqui Woodcock and Abigail Brookman.

The inspectors carried out this full inspection under section 5 of the Education Act 2005.

Following our renewed inspection framework, all inspections are now led by His Majesty's Inspectors (HMIs) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

The inspectors spoke with the co-chairs and members of the governing body, the headteacher, senior leaders and a range of staff during the inspection. They spoke with pupils to consider their experiences of school.

The inspectors confirmed the following information about the school:

The school does not make use of alternative provision.

Headteacher: Robert Claxton

Lead inspector:

Lascelles Haughton, His Majesty's Inspector

Team inspectors:

Edison David, Ofsted Inspector

Neil Harvey, Ofsted Inspector

Lynne Dando, Ofsted Inspector

Facts and figures used on inspection

The data was used by the inspector(s) during the inspection. More recent data may have been published since the inspection took place.

 This data is from 10 February 2026

School and pupil context

Total pupils

444

Well above average

What does this mean?

The total number of pupils currently at this school and how this compares to other schools of this phase in England.

National average: 272

School capacity

444

Above average

What does this mean?

The total number of pupils who can attend the school and how this compares to other schools of this phase in England.

National average: 300

Pupils eligible for free school meals (FSM)

15.90%

Below average

What does this mean?

The proportion of pupils eligible for free school meals at any point in the last six years.

National average: 26.3%

Pupils with an education, health and care (EHC) plan

2.70%

Close to average

What does this mean?

The proportion of pupils with an education, health and care plan. This covers pupils with more support than is available through special educational needs support.

National average: 3.5%

Pupils with special educational needs (SEN) support

11.71%

Close to average

What does this mean?

The proportion of pupils with reported special educational support needs at the school.

National average: 15%

Location deprivation

Below average

What does this mean?

Based on the English Indices of Deprivation (2019) and the school's location, we have calculated whether the school is located in a more or less deprived area.

Resourced Provision or SEND Unit (if applicable)

No resourced provision

What does this mean?

Whether school has Resourced Provision or SEND unit (if applicable).

All pupils' performance

Pupils reaching the expected standard in reading, writing and mathematics

The percentage of pupils meeting the expected standards in a combined reading, writing and mathematics measure.

Year	This school	National average	Compared with national average
Latest 3 year average	64%	61%	Close to average
2024/25 (revised)	65%	62%	Close to average
2023/24 (final)	62%	61%	Close to average
2022/23 (final)	66%	60%	Close to average

Pupils reaching the expected standard in reading

The percentage of pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	80%	74%	Above
2024/25 (revised)	82%	75%	Close to average
2023/24 (final)	78%	74%	Close to average
2022/23 (final)	79%	73%	Close to average

Pupils reaching the expected standard in teacher-assessed writing

The percentage of pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	71%	72%	Close to average
2024/25 (revised)	70%	72%	Close to average
2023/24 (final)	72%	72%	Close to average
2022/23 (final)	72%	71%	Close to average

Pupils reaching the expected standard in mathematics

The percentage of pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	77%	73%	Close to average
2024/25 (revised)	78%	74%	Close to average
2023/24 (final)	75%	73%	Close to average
2022/23 (final)	77%	73%	Close to average

Disadvantaged pupils' performance

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	41%	46%	Close to average
2024/25 (revised)	47%	47%	Close to average

Year	This school	National average	Compared with national average
2023/24 (final)	43%	46%	Close to average
2022/23 (final)	33%	44%	Close to average

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	68%	62%	Close to average
2024/25 (revised)	67%	63%	Close to average
2023/24 (final)	79%	62%	Above
2022/23 (final)	60%	60%	Close to average

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	52%	59%	Close to average
2024/25 (revised)	53%	59%	Close to average
2023/24 (final)	57%	58%	Close to average
2022/23 (final)	47%	58%	Close to average

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	55%	60%	Close to average
2024/25 (revised)	53%	61%	Close to average
2023/24 (final)	64%	59%	Close to average
2022/23 (final)	47%	59%	Close to average

Disadvantaged pupils' performance gap

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after. The school disadvantage gap is the difference between the performance of the school's disadvantaged pupils compared to the performance of all non-disadvantaged pupils nationally.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics, including the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	41%	68%	-27 pp
2024/25 (revised)	47%	69%	-23 pp
2023/24 (final)	43%	67%	-25 pp
2022/23 (final)	33%	66%	-33 pp

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	68%	80%	-11 pp
2024/25 (revised)	67%	81%	-14 pp
2023/24 (final)	79%	80%	-1 pp
2022/23 (final)	60%	78%	-18 pp

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	52%	78%	-25 pp
2024/25 (revised)	53%	78%	-25 pp
2023/24 (final)	57%	78%	-20 pp
2022/23 (final)	47%	77%	-31 pp

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	55%	80%	-25 pp
2024/25 (revised)	53%	81%	-27 pp
2023/24 (final)	64%	79%	-15 pp

Year	This school	National non-disadvantaged score	School disadvantage gap
2022/23 (final)	47%	79%	-33 pp

Absence

Overall absence

The percentage of all possible mornings and afternoons missed due to absence from school (for whatever reason, whether authorised or unauthorised) across all pupils.

Year	This school	National average	Compared with national average
2024/25 (2 term)	4.4%	5.2%	Close to average
2023/24 (3 term)	4.8%	5.5%	Close to average
2022/23 (3 term)	5.2%	5.9%	Close to average

Persistent absence

The percentage of pupils missing 10% or more of their possible mornings and afternoons.

Year	This school	National average	Compared with national average
2024/25 (2 term)	8.4%	13.3%	Below
2023/24 (3 term)	9.9%	14.6%	Below
2022/23 (3 term)	11.5%	16.2%	Below

Our grades explained

Exceptional

Practice is exceptional: of the highest standard nationally. Other schools can learn from it.

Strong standard

The school reaches a strong standard. Leaders are working above the standard expected of them.

Expected standard

The school is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention ●

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement ●

The school needs to make urgent improvements to provide the expected standard of education and/or care.

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