



QUALITY ASSURANCE REVIEW

REVIEW REPORT FOR HIGH VIEW PRIMARY SCHOOL

Name of School:	High View Primary School
Headteacher/Principal:	Robert Claxton
Hub:	South West London Hub
School phase:	Primary
MAT (if applicable):	Not applicable

Overall Peer Evaluation Estimate at this QA Review:	Effective
Date of this Review:	26/02/2025
Overall Estimate at last QA Review	Effective
Date of last QA Review	31/01/2024
Grade at last Ofsted inspection:	Good
Date of last Ofsted inspection:	09/06/2021

1. Context and character of the school

High View Primary School is a two form entry school with its own Nursery Provision for 28 children. It is oversubscribed and has 415 pupils on roll. It is a foundation school and a member of the Challenge Partners Network of Excellence.

Nearly half of the pupils are White British. There is a larger percentage of pupils who have English as an additional language (EAL) than the national average. 11% of pupils are any other Asian, and the majority of these pupils are Tamil. 10% of pupils are Indian and 6% are black African. The percentage of disadvantaged pupils is half the national average. The proportion of pupils with special educational needs and/or disabilities (SEND) is broadly average, as is the proportion of pupils with an education health care plan (EHCP).

The senior leadership team comprises the headteacher, deputy headteacher, assistant headteacher, the inclusion leader and the school business manager. The assistant headteacher is the newest to her role which began at the start of last academic year.

The school's mission is 'giving learners the knowledge and values needed to thrive in the world we live in today and the world they will create in the future'.

2.1 Leadership at all levels - What went well

- Leaders are clear that pupils' achievement and happiness are central to school life and there is a highly positive and aspirational ethos. Staff talk about the 'family feel' at this popular community school. The most recent survey showed 96% of parents agreeing that their child is happy. Parental consultations ensure they understand how well their children are doing and how they can work with the school to help them achieve even better. Parent workshops also build closer links with the community.
- Leaders are outward looking and work with the Challenge Partners South West London and Surrey Hub, which is made up of schools from the Learning Excellence Opportunity (LEO) and Sutton Education Trust. Together they have devised a hub-wide action plan, serving all schools within the network. This hub offers training including for early careers teachers (ECTs), subject leaders and senior leaders.
- The 'grow your own' ethos means that a number of higher level teaching assistants (HLTAs) have been trained to become classroom teachers.

Teachers are happy at the school, saying 'I've got so many friends here. This makes it feel like a real school community'. They feel very well supported by leaders.

- Subject leaders make a positive difference. They have clear roles and responsibilities and have opportunities within the Challenge Partners Hub to network and share excellent practice with other practitioners. Their subject progression maps ensure a consistent approach, outlining the key skills and essential knowledge and concepts that must be taught. They regularly review knowledge organisers to help pupils understand the sequence and purpose of their learning journeys.
- The early reading leader has developed a powerful phonics scheme and has led training for all staff and workshops for parents. Phonics is taught consistently and coherently as a result.
- Values underpin all school systems. Rewards are given to pupils related to the school values, with prizes including cooking sessions. They learn the specific vocabulary of zones of regulation and restorative practice and this helps them self-regulate their behaviour very well.
- Quality assurance includes a strong pupil voice element and middle leaders produce performance reports to present to governors. They carry out subject learning walks; lesson observations have been reintroduced with a focus on classroom teachers' pedagogy.
- Assessment systems are well developed with aspirational targets. The deputy headteacher selects random pupils and meets with year leaders to monitor and moderate teacher assessments, to ensure accurate judgements are made.
- The school supports pupils' wider development with themed weeks workshops, guest speakers and educational visits. Curriculum opportunities are covered over a three year plan. The curriculum is enhanced by the Forest School, and there are physical education, violin, drama and dance lessons all delivered by specialist teachers.

2.2 Leadership at all levels - Even better if...

- ... leaders devised a pre-emptive evaluation cycle that connected curriculum monitoring with professional development, empowering subject leaders to ensure monitoring anticipates future learning.
- ... leaders developed a live coaching model to support the evaluation cycle and engineered success.

3.1 Quality of provision and outcomes - What went well

- Pupils at the school consistently achieve results for reading, writing and mathematics which are in line with or above the national average.
- There is a positive learning ethos and pupils say that 'staff are kind and really helpful'. They confidently articulate their learning journey and say 'we like to learn new things' and that 'it's better to learn something again to remember it better'. Classrooms support learning and working walls display helpful subject vocabulary and questions for pupils. For example the 'speak like a scientist' posters support pupils' oracy within the classroom.
- Children make a strong start in Early Years. The child-centred curriculum is designed over a two-year cycle and has brought improvements in vocabulary and imaginative play. For example, two boys were making a kite and knew they needed paper, string and windy weather. Robust assessment procedures are moderated with clear next steps in learning.
- Outcomes in phonics are consistently positive. Termly assessments and a tracker support the progress of the most vulnerable children. The school are piloting a whole class reading approach that incorporates fluency, 'book talk' and the development of comprehension to develop a lifelong love for reading.
- Classrooms display 'author of the term' and pupils learn about different authors and writing styles. Termly library visits support pupils in becoming global citizens and provide opportunities for all, including a free choice of book alongside their banded book. In reading lessons, teachers pause reading at certain points to ask for definitions and examples of different vocabulary.
- Specific elements of 'Talk For Writing' encourage progression with understanding of structure, grammatical features and vocabulary. Staff and pupils have access to year group specific grammar outcomes. This supports the subject knowledge of staff and allows pupils to take ownership of their learning.
- As with other subjects, teachers in mathematics lessons use the 'I do, we do, you do' model, which enables them to give explicit instruction and gives pupils the opportunity to show understanding and apply what they have learned. The visible learning journey is referred to which shows past, present and future learning.
- Pupils understand how they learn and appreciate the adaptations made by their teachers. They say 'sometimes we get a sheet to help us if it is harder' and 'there are a variety of things to learn in lessons'. In a Year 1 personal

social and health education (PSHE) lesson, the teacher helped pupils to understand rules within their classroom, and build upon the concept of how different rules apply to different parts of the school. The teacher skilfully linked the activity to zones of regulation and the school values, enabling pupils to understand that actions have consequences and may affect their emotions.

- In a Year 3 religious education lesson, pupils used mini whiteboards and 'talking partners' to discuss their ideas. The teacher introduced complex vocabulary which in turn deepened their understanding. Pupils showed respect for each other's opinions during a discussion about morals.
- Pupils take the lead in school life through the school council, eco warriors, digital leaders and playground leaders. Pupils say 'I like the pupil voice groups, they can make changes including new climbing frames'. Pupils have also suggested and helped implement 'Speak Up' boxes in classrooms.

3.2 Quality of provision and outcomes - Even better if...

- ... teachers deliberately employed pedagogic methods that best ensured pupils achieved, for example modelling, task design and assessment for learning.
- ... an oracy strategy was developed, building upon current practice.

4.1 Quality of provision and outcomes for disadvantaged pupils and pupils with additional needs - What went well

- The SENDCo has developed a strong professional development (PD) programme for teaching assistants (TAs) which runs parallel to the teachers' PD cycle. This ensures that all staff receive the same training and that there is a consistent approach for teaching and learning for all pupils.
- SEND support plans help pupils make progress. The graduated approach is used well, with the 'assess, plan, do, review' cycle. Support is reviewed once per term. SEND pupils are well supported through individual plans and collaboration with external services. These have helped to improve pupils' attendance and lower their anxiety.
- SEND pupils are fully part of school life. There are two full time emotional literacy support assistants (ELSAs) who are proactive in their own training and expertise. They run sensory circuits every morning for thirty pupils. Funding is in place for a social, emotional and mental health (SEMH) nurture provision with a sensory room, ELSA room and a therapy room. The child wellbeing practitioner supports parents to support pupils' needs. The family support

worker helps parents and the child wellbeing practitioner runs six weeks programme for parents. Nurture provision has four groups and pupils do this once per week alongside lunchtime nurture clubs.

- TAs provide positive support to pupils, explaining tasks, adapting resources and providing targeted interventions. They attend school from 8am and discuss the upcoming day's learning with teachers as well as receiving training from the SENDCo.
- Phase leaders attend all pupil progress meetings to support teachers in implementing identified actions. Extra help is targeted precisely to meet pupils' needs. Case studies have been made to identify barriers for disadvantaged pupils and this helps staff know how best to meet their needs.

4.2 Quality of provision and outcomes for disadvantaged pupils and pupils with additional needs - Even better if...

- ... adaptive teaching was more embedded in lessons.
- ... staff ensured that interventions had an impact and that outcome targets were specific, measurable, achievable and realistic.

5. Area of Excellence

None submitted for this review.

Following the QA Review

The review report is primarily for the school's internal use to support the school's continuing improvement. However, we encourage you to share the main findings with your hub/hub manager so that they can support your hub's activity planning. Challenge Partners will also collate and analyse content reports from across the hub networks including using AI tools to create an aggregate picture of what is going on across the sector (sharing these with the partnership) each year. The QA Review reports remain confidential to Challenge Partners and the host school. This ensures that schools embrace the review as a development process, acting as a catalyst for their ongoing improvement. This is the primary purpose of the QA review. However, our aim is that the thematic analysis will demonstrate the additional value of a sector wide overview, illustrated with real-life examples.



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For further support following your QA Review, schools can access the School Support Directory; the Challenge Partners online tool that enables schools to connect with other schools in your hub and across the national network of schools. The School Support Directory can be accessed via the Challenge Partners website. (<https://www.challengepartners.org/>)

Finally, following the QA Review, schools may find it useful to refer to research such as the EEF toolkit to help inform their approach to tackling the EBIs identified in the report (<https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit>)