



## QUALITY ASSURANCE REVIEW

### REVIEW REPORT FOR HIGH VIEW PRIMARY SCHOOL

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

<b>Overall Peer Evaluation Estimate at this QA Review:</b>	Effective
<b>Date of this Review:</b>	28/01/2026
<b>Overall Estimate at last QA Review:</b>	Effective
<b>Date of last QA Review:</b>	26/02/2025
<b>Grade at last Ofsted inspection:</b>	Good
<b>Date of last Ofsted inspection:</b>	09/06/2021



## **1. Context and character of the school**

High View Primary School serves the area of Wallington in the London Borough of Sutton. The school has two classes in each year group and has its own nursery. The school provides wrap around care outside of the school day.

The school's mantra is 'Speak Up. Be Heard. Create Change.' This is used to support pupils to have the confidence to articulate their concerns, take action and create change in the school, local community and global issues.

The majority of pupils are White British and the highest proportion of pupils from ethnic backgrounds is Tamil. The proportion of disadvantaged pupils is lower than the national average. The percentage of pupils with special educational needs and/or disabilities (SEND) is broadly average as is the number of pupils with an education, health and care plan (EHCP).

The school works closely with a range of other schools and organisations. These include the Learning Excellence Opportunity (LEO) Trust and Sutton Education Trust. The relationships with external partners support the school's development.

### **2.1 Leadership at all levels - What went well**

- Senior leaders have a clear vision and aspiration for pupils and staff. This vision is consistently communicated and underpins decision-making across the school. Leaders ensure that high expectations for achievement, wellbeing and professional conduct are understood by all.
- Professional development is a key priority for the leadership team. Training is carefully planned to align with whole-school priorities and individual staff needs. As a result, staff improve and shape their practice well and develop their practice continually.
- To promote staff development widely there is the sharing of training resources across the whole staff team. Leaders ensure that materials from courses and external training are accessible to all. This approach promotes a culture of collaboration and ensures that good practice is shared regularly.
- Leaders check thoroughly that teachers implement the curriculum programme across different subjects. This is achieved through regular monitoring activities such as lesson visits, work scrutiny and professional dialogue. Leaders use this information to provide constructive feedback and additional support where needed.
- The impact of the work of subject leaders supports the learning of the curriculum well. For example, teachers are guided by leaders of subjects to understand the curriculum design ahead of the delivery of learning. Subject leaders meet and help teachers to plan lessons. This ensures that learning builds progressively and meets the intended outcomes of the curriculum.

- Leaders and teachers plan additional support for pupils effectively and thoughtfully. For example, pupils are supported through intervention that take place before school starts. These interventions are carefully targeted based on assessment information and individual pupils' needs. Leaders regularly review the impact of this support to ensure it helps pupils make progress.
- There are deliberate opportunities to develop pupils' cultural experiences. For example, pupils experience theatre in the dedicated part of the curriculum timetable that develops their performing skills.
- Leaders plan a wide range of clubs, events and enrichment activities for pupils that broaden their understanding of the world beyond the formal curriculum and classroom. Pupils value and enjoy these times, many participating in the opportunities on offer that include coding and singing.
- Leaders are clear about the climate that they want for pupils to learn in. Expectations around behaviour, respect and relationships are clearly defined and consistently applied. This results in a calm, purposeful environment where pupils are ready to learn.
- Pupils develop a strong set of social skills through well-planned and informal curriculum opportunities. Structured activities and informal interactions support pupils in learning how to cooperate, communicate and show respect. This contributes very positively to their behaviour and relationships across the school.

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

... specific achievement data was used to confirm that actions taken through the academic year are having the intended impact on identified priorities.

## 3.1 Quality of provision and outcomes - What went well

- Staff have high expectations of pupils' learning and the pace at which they should gain knowledge. Staff consistently encourage pupils to achieve well and do not allow them to settle for work that is below their capabilities.
- Teachers use teaching materials that support learning effectively. Resources are carefully selected to match lesson objectives and help pupils understand key concepts. Visual support and practical equipment are used purposefully to engage pupils and support pupils' learning needs.
- The degree of challenge for pupils in tasks is set accurately and in line with their knowledge and skills. Teachers reshape tasks during lessons so that pupils are appropriately challenged and able to make progress.
- Teachers have strong knowledge of different subjects and how they are taught. For example, in Year 1, staff supported the development of writing skills through visual representation and drama.

- This strong subject knowledge allows teachers to explain concepts clearly and address misconceptions quickly. Approaches such as role play and illustrated storytelling help pupils deepen their understanding and develop confidence in writing.
- Staff support pupils effectively to remember and apply their knowledge and skills in different contexts. For example, teachers regularly revisited key learning to help pupils retain important information from one lesson to the next.
- Pupils are encouraged to apply their skills across subjects, strengthening their understanding and independence. Consequently, the calibre of pupils' work shows that they have developed their understanding securely. Pupils' work in books demonstrates that pupils can apply their learning consistently and with accuracy.
- Disadvantaged pupils learn well. Teachers identify the needs of this group of pupils carefully and provide targeted support where needed. As a result, disadvantaged pupils make strong progress and participate fully in lessons.
- Pupils have a strong understanding of writing features. This ensures that their written work is of good quality. For example, in Year 6, pupils knew about the importance of emotive language and repetition for effect and impact on the reader. Pupils can explain why specific techniques are used and apply them effectively in their own writing. This understanding helps them produce writing that is engaging, purposeful and well structured.
- Teachers model learning well, speaking and writing clearly and accurately. High-quality examples help pupils understand what is expected of them. This modelling supports pupils in developing confidence and accuracy in their communication, language and writing.
- The planning of the curriculum enables pupils to learn the knowledge content in a coherent order. Learning is carefully sequenced so that new knowledge builds logically on what pupils already know. This helps pupils make connections and deepen their understanding over time.
- Relationships between pupils and staff are supportive and caring. Staff know pupils well and create a positive classroom environment where pupils feel valued. This strong relationship supports pupils' wellbeing and encourages them to engage confidently in learning.

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

- ... there was a consistent and sharper focus on the key learning planned within lessons.
- ... pupils had more time to practise skills and knowledge independently.

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

- Leaders have embedded a genuinely inclusive culture that prioritises equity and high expectations of pupils. Systems are well established to identify and respond swiftly to the needs of disadvantaged pupils and those who face challenges with their learning. As a result, barriers to learning are reduced and pupils are supported, valued and able to be successful.
- Disadvantaged pupils and pupils with additional needs access a broad and ambitious curriculum. It is carefully designed to balance aspiration with their needs. Curriculum planning combines appropriate challenge while maintaining the support that pupils require. Consequently, pupils develop strong knowledge, skills and confidence across different subjects.
- Disadvantaged pupils learn well. Teachers identify the needs of this group of pupils carefully and provide targeted support where needed. As a result, disadvantaged pupils make strong progress and participate fully in lessons.
- Staff receive high-quality, targeted professional development that strengthens their ability to meet diverse learning needs. Training is linked closely to pupils' needs and school priorities, ensuring strategies are impactful. This enables staff to adapt teaching effectively and provide timely and appropriate support.
- Disadvantaged pupils and those with additional needs are actively encouraged and supported to engage in a wide range of extra-curricular opportunities. Leaders remove barriers to participation, including financial and practical challenges. This enriches pupils' experiences and supports their personal, social and emotional development.
- Pupils make strong and sustained progress from their individual starting points. Leaders and staff use assessment effectively to monitor progress and adapt support where needed. As a result, pupils achieve well in lessons and over time and are well prepared for their next stages of learning.

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

... all staff ensured that adaptations, for pupils that need them, are routinely made and adjusted to meet individual needs exceptionally well.

### **5. Area of Excellence**

Not applicable

## **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 partnership of schools and trusts 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.

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 partnership 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>).