



Basic Skills Quality Mark Programme – Visit Feedback Report

School name: Highview Primary School

Headteacher: Kim Dorian-Kemp

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Tel no:
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Alliance QM Assessor: Lucinda Ross

Visit date:
18.4.'13

Purpose of Visit <i>(delete as appropriate)</i>	Renewal/accreditation
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The Assessor spoke with the following people

Headteacher and/or Senior Leaders YES	Literacy Subject Leader YES	Numeracy Subject Leader YES	Assessment Manager YES
SENCo NO	Pupil representatives YES	Governor representative(s) YES	Parent representative(s) NO

'Learning Walk' completed? YES	Relevant evidence-base reviewed? YES
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<i>(assessor to delete as appropriate)</i>	There were no previous development points.
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Suggested areas for development in preparation for the next Quality Mark visit:

- Following an initial discussion the school has worked towards gathering evidence for Quality Mark accreditation, and following this assessment, the Adviser is happy to recommend the school be awarded the Primary Quality Mark.
- With regard to future development, the Adviser discussed with the Leadership Team the importance of retaining the school's unique characteristics around creativity, whilst developing ways to embed new national agendas in learning and to consider working towards the Early Years Quality Mark.

'Good practice' identified in relation to the 10 Elements of the Quality Mark:

- Highview Primary School has 337 pupils on roll and is situated in an area of economic

and social deprivation. Recently rebuilt, the school enjoys excellent facilities, but this does not lessen the very real challenges facing the school staff on a daily basis. The school achieved 'Outstanding' in an Ofsted inspection in 2011 and was awarded national teaching/support school status in 2012. One word encapsulates the unique nature of this school; creativity, and this creativity in thinking, planning, learning and relationship building underpins the dedication of every member of the school community, making Highview Primary a very special school.

- A broad range of well-organised evidence was provided for the QM assessment, demonstrating clearly the consistent rigour and high standards maintained in all areas of the work of the school. The school has clear systems in place to secure continuous school improvement, all interlinked and focused upon pupil outcomes. All evidence was linked to the QM school self audit, amply covering the 10 elements.
- The school improvement planning is based upon reflective analysis of a broad range of data used to continuously drive forward ongoing progress and personalised provision, along with innovative practice which is used to support other local schools. The school presents as an outstanding learning environment where every child enjoys learning and achieves excellent results. Assessment data effectively informs planning for teaching and learning, and although children start school generally below average, they make outstanding progress. In 2012 children achieved the following results in end of key Stage assessments:

KS1 L2+ Reading 84% Writing 75% Maths 88%

KS2 L4+ En. 97% Ma. 100%.

Moreover, the school has a warm, vibrant atmosphere which engages the whole school community, supporting success in every aspect of children's lives.

- Teacher's planning is of a consistently high standard, making provision for creative experiential learning and developing independent learning skills from an early age. English and Maths are at the heart of a broad curriculum and external agencies and interventions are used selectively for support; a Nurture group and small BLAST/ECAR groups in KS1 and 2 respectively ensure a swift action to address gaps in progress.
- The Learning Walk of the school highlights the way in which the environment genuinely is 'the third teacher' at Highview Primary, every classroom displays consistent high standards of organisation, maximising the space and resources effectively to support and facilitate independent learning. Resources are designed to encourage active learning across the curriculum. Children's learning is planned thematically, always originating from a question which engages children as researchers and develops an ethos of enquiry. Classrooms and shared spaces vividly reflect these learning themes and the creative arts are used imaginatively to enhance children's learning, for example, the Magic Hour film club engages children in film making at every stage from an early age. ICT is also meaningfully embedded into core subjects. In a Year 5/6 maths lesson, children were using measuring skills as part of the process of designing and making beach shoes, entering their data onto software in order to generate useful graphs and charts. Speaking and listening is evident in every classroom, as children are actively engaged in purposeful discussions as they work. Writing, across a range of genres, is celebrated across the school, and the written work of all children is displayed with great care, adding value to the work.

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- Discussions with Literacy and Numeracy Subject Leaders, and supporting evidence, demonstrated the commitment and enthusiasm of middle leadership in the school. Subject Leaders work in pairs to ensure succession planning, and follow a similar model of practice to that used to teach; they work collaboratively with colleagues in order to generate areas for improvement and facilitate collaborative learning and development, thus engaging the commitment of all members of staff. Regular analysis of data, monitoring of planning and pupils' work provides a solid foundation for their work, and purposeful tracking guarantees all children make progress. Subject Leaders are well informed and knowledgeable in their areas of leadership; they inspire enthusiasm in others and are open to continuous learning. They create exciting and motivational opportunities to engage children, such as *Reading Champions*, an online book club, and *Mathletics*, a global maths gaming system.
- School governors play an active role in every aspect of school life and the school PSA works with great energy and commitment to build positive relationships with families. The way in which the school staff really 'go the extra mile' in supporting families has had a highly beneficial impact upon children's learning and behaviour for learning. The PSA has organised maths themed coffee mornings for parents, along with a range of other activities the school offers to welcome parents into the school, with great results!
- Pupils at Highview Primary are enthusiastic and positive about their learning, describing how they enjoy learning and take great pride in their work. They talk about the way their teachers 'turn learning into games' and 'make the learning link up' which helps them to value the meaning behind the knowledge and skills they acquire. They are clear about the strategies in place to support them if they are stuck, and the way in which their teachers are helpful if they struggle but also ready to provide interesting challenges if they are whizzing ahead. All the children feel that their school is a great school and definitely deserves a Quality Mark! Scrutiny of pupils' books shows consistently high standards, with children's work carefully marked against learning objectives, and regular opportunities for pupils to respond to marking comments and next steps guidance.
- All evidence provided demonstrates rigorous policy and practice, aspirational target setting and purposeful planning of creative teaching and learning, focused upon supporting children in achieving their very best in core subjects and skills. Highview Primary is an innovative school in which all the school staff are committed to maintaining excellent standards, and children are enthusiastic and confident in their learning. **As a result of this assessment, I strongly recommend that Highview Primary School be awarded a renewed Primary Quality Mark.**

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