

High View Primary School

Inspection report

Unique Reference Number	135853
Local Authority	Plymouth
Inspection number	360767
Inspection dates	28–29 June 2011
Reporting inspector	Stephen Dennett

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 of pupils on the school roll	337
Appropriate authority	The governing body
Chair	Patricia Gould
Headteacher	Kim Dorian-Kemp
Date of previous school inspection	First inspection
School address	Torrige Way Plymouth PL3 6JQ
Telephone number	01752 772984
Fax number	01752 770943
Email address	highviewschool@plymouth.gov.uk

Age group	3–11
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M2 7LA

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Introduction

This inspection was carried out by three additional inspectors. The inspectors observed teaching and learning in 17 lessons and observed 12 teachers. Inspectors held meetings with governors, staff and pupils. They observed the school's work and looked at: the most recent school self-evaluation form; the school improvement plan; minutes of governors' meetings; the school's assessments of pupils' attainment and progress; the records held on pupils whose circumstances may make them vulnerable and those with special educational needs and/or disabilities; school policies; safeguarding documents; and reports from the local authority. Inspectors analysed 100 questionnaires from pupils, 38 from staff as well as 170 completed by parents and carers.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- Whether pupils in Key Stage 1 are making sufficient progress to enable them to attain the expected levels in reading at the end of Year 2.
- Whether the work provided for the most able pupils is sufficiently challenging to enable them to reach their potential.
- Whether boys' attitudes to learning are positive and what effect this has on their attainment and progress.
- To what extent the school makes a positive contribution to community cohesion.
- How well children in the Early Years Foundation Stage learn and make progress, especially in their speaking and listening skills.

Information about the school

High View Primary School is larger than the average sized primary school. It was formed in September 2009 by the amalgamation of two primary schools in Efford, a suburb of Plymouth. The school is located in an area that is undergoing significant regeneration. A new school site was opened in February 2011, after a period in one of the old school buildings.

Most pupils are of White British origin and very few speak English as an additional language. The proportion of pupils known to be eligible for free school meals is well above average. The proportion of pupils currently identified with special educational needs and/or disabilities is well above average. Pupils' special educational needs include moderate learning difficulties, specific learning needs and behavioural, social and emotional difficulties. The governing body provides and has responsibility for a breakfast club, and this was included in this inspection. An independently run nursery is located on the site and did not feature as part of this inspection. It will be subject to a separate inspection. The Early Years Foundation Stage provision includes a Nursery that takes children both full- and part-time. The school has recently achieved the 'I Can' Award for developing pupils' speaking and listening skills.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

1

The school's capacity for sustained improvement

1

Main findings

High View Primary School is highly successful and its overall effectiveness is outstanding. The amalgamation has been carried out in exemplary fashion, minimising the disruption to pupils' learning. The school's self-evaluation procedures are robust and accurate and are based on detailed analysis of pupils' progress and performance. This, together with the very rapid progress made by pupils and the high levels of attainment by the end of Year 6, shows that the school has an outstanding capacity for sustained improvement.

The school faces challenging circumstances with very low starting points when children enter Nursery, especially in their personal development and literacy skills. Outstanding leadership and well-established provision mean that children in the Early Years Foundation Stage get off to an excellent start. Thereafter, pupils make rapid progress. By the end of Year 2, pupils' attainment is broadly average, although they are doing better in reading and mathematics than in writing, where it remains below average. Pupils make exceptional progress in Key Stage 2 and by the end of Year 6 attainment is above average in both English and mathematics. All groups of pupils, including the more able and those with special educational needs and/or disabilities, make outstanding progress.

The leadership of the headteacher, senior managers and members of the governing body is outstanding because the concerted actions taken to improve the school have been highly effective and have led to a significant improvement in outcomes for pupils. Action to improve teaching has been very effective, and robust monitoring and excellent professional development have resulted in newly qualified staff settling in quickly and contributing effectively to the outstanding teaching profile. Support staff are always deployed very effectively and they make a substantial positive contribution to pupils' progress. Assessment systems are outstanding and are used very effectively to ensure that pupils are challenged and supported to do their best. Marking is highly effective and clearly indicates the next steps pupils need to take in their learning. Pupils assess their own work and that of their peers and quickly identify what they need to do to reach the next level.

The provision for pupils' care, guidance and support is outstanding. All pupils say they feel safe in school and those parents and carers who returned questionnaires agree. The excellent support is demonstrated by the outstanding progress being made by different groups of pupils. The school has very successfully promoted equality of opportunity, so that potentially vulnerable groups of pupils are targeted and supported extremely well. Although it has excellent links in the local community

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and makes a substantial contribution in this area and there are well-defined opportunities for pupils to learn about life in other countries, links with different communities in the United Kingdom are less well developed. Pupils' understanding of diversity is consequently more limited. There is no significant difference in the performance of boys and girls, and the school has been very successful in engaging boys in learning.

What does the school need to do to improve further?

- Accelerate progress and raise attainment in writing by the end of Year 2 to at least the national average.
- Improve the school's contribution to community cohesion at the national level by improving pupils' understanding of the diversity of cultures within the United Kingdom.

Outcomes for individuals and groups of pupils

1

In lessons, pupils clearly enjoy learning and as a result they have very positive attitudes to school and are keen to do well. They apply themselves diligently to their work. Pupils make outstanding progress in lessons in reading, writing, and numeracy at Key Stage 2, and good and improving progress at Key Stage 1. Although they are doing better in writing in Key Stage 1, performance still lags behind reading and mathematics. The small numbers of pupils who speak English as an additional language make outstanding progress because they are supported exceptionally well in class. Pupils known to be eligible for free school meals do as well as other pupils.

All pupils express that they feel very safe at school, and parents and carers in their questionnaire responses confirm this. Pupils feel extremely safe and have an outstanding understanding of how to keep themselves safe. They are very confident that any concerns about safety will be dealt with quickly. Pupils' behaviour is good. This contributes strongly to their rapid progress in learning in lessons; behaviour in Years 5 and 6 is excellent. Pupils are courteous, welcoming and positive about their school. They have an outstanding understanding and knowledge of what constitutes a healthy lifestyle and are excellent ambassadors for healthy living in their community. Nearly all take advantage of the good opportunities provided for exercise. The whole school enthusiastically take part in the daily 'Wake and Shake' session.

The school council makes a very positive contribution to the school community, discharging its duties particularly effectively. An outstanding feature of pupils' contribution to decision making was the extensive input they had into the new building. Pupils designed classrooms, play spaces and even the headteacher's office. Pupils think extremely highly of their new school and are very willing to contribute to its running. They also share their concerns about the wider environment. Pupils are

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developing the skills that will contribute to their future economic well-being effectively. They apply these skills well in a broader context and have good problem-solving abilities, developed through their studies in mathematics, for example.

Attendance is broadly average, but rising rapidly, and pupils’ punctuality is good. The understanding that pupils have of their local environment is excellent and they have inquisitive minds. They express respect for the views of others and have a very clear understanding of right and wrong. Pupils have shared values and recognise cultural differences, although their knowledge of cultures outside of the immediate locality is not as well developed as other aspects of their personal skills. In assemblies, pupils show a reverent attitude and empathise with those who are less fortunate than themselves.

These are the grades for pupils’ outcomes

Pupils’ achievement and the extent to which they enjoy their learning	1
Taking into account:	
Pupils’ attainment ¹	2
The quality of pupils’ learning and their progress	1
The quality of learning for pupils with special educational needs and/or disabilities and their progress	1
The extent to which pupils feel safe	1
Pupils’ behaviour	2
The extent to which pupils adopt healthy lifestyles	1
The extent to which pupils contribute to the school and wider community	1
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	2
Taking into account:	
Pupils’ attendance ¹	3
The extent of pupils’ spiritual, moral, social and cultural development	1

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

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How effective is the provision?

The impact of teaching on pupils’ learning is outstanding and it has an accumulative effect on raising their attainment as they move through the school. All teachers have strong subject knowledge and use a wide range of teaching methods to engage and challenge pupils. Support assistants make an extremely valuable contribution to pupils’ learning by providing very effective support for less able pupils and those with special educational needs and/or disabilities. An outstanding feature of all lessons is the excellent relationships between staff and pupils that enable pupils to feel confident about learning. Teachers plan to meet the needs of all pupils very effectively through well constructed and detailed assessment procedures. Excellent use is made of assessment information and analysis to identify those pupils who are underachieving and who need extra support. It is also used well to set aspirational targets for all groups of learners. For example, in a typical mathematics lesson both the teacher and support assistants helped individual pupils make excellent progress by carefully explaining where they had made calculation errors.

The curriculum is clearly mapped and organised very well. There is a broad range of visits and outside speakers, excellent links with the community and many memorable experiences that contribute very effectively to pupils’ development and well-being. A strength of learning for pupils is the well developed cross-curricular work, such as the ‘View from the Balcony’ studying the surrounding countryside.

Arrangements for the care, support and guidance of pupils are very effective in promoting and enhancing their well-being and academic and personal development. The very well-targeted support for pupils whose circumstances may make them vulnerable has resulted in improved attitudes, behaviour and academic progress for these groups. Robust procedures to encourage good attendance are also leading to significant improvements. The well-run breakfast club provides a good, safe start to the day for those who attend. Induction arrangements into the Early Years Foundation Stage are excellent and much praised by parents. Links with the main feeder secondary school are established well and pupils in Year 6 say they feel very well prepared for the transition in September.

These are the grades for the quality of provision

The quality of teaching	1
Taking into account:	
The use of assessment to support learning	1
The extent to which the curriculum meets pupils’ needs, including, where relevant, through partnerships	1
The effectiveness of care, guidance and support	1

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How effective are leadership and management?

The headteacher has a very positive effect on the overall quality of leadership and management of the school. She has built around her a strong group of senior leaders and a very effective governing body, all of whom demonstrate high levels of commitment to improvement. An outstanding feature of the leadership of the school is the way in which the whole amalgamation and move to the new building has been successfully managed. There has been no disruption to pupils' learning and the staff from the two previous schools have been welded into a highly effective single team. The members of the governing body contribute very strongly to the school's capacity for sustained improvement through the rigorous monitoring and effective support and challenge of the senior leadership team. All safeguarding procedures are in place and the school is a safe and secure environment. The site manager makes a very substantial contribution to the outstanding safeguarding arrangements.

Parents and carers are very positive about the school and say that it has improved significantly since the amalgamation. They say they are always welcomed into school to discuss their children's progress. The school regularly asks parents and carers for their opinions and they are kept well informed through newsletters and the school's comprehensive website. The parents and carers of the few pupils who speak English as an additional language have been involved effectively and this has led to improvements in these pupils' progress. Other partnerships are very effective in promoting learning, provision and pupils' well-being. There are a wide range of partnerships with other schools, the library, private nursery, churches and community projects. The school has been at the forefront of the Torridge Way Regeneration Scheme. Innovative programmes such as the 'Magic Hour' (a film-making group) and street dancing have benefitted many pupils in ways the school could not otherwise provide. The school works hard, and to outstanding effect, to ensure that no particular groups of pupils are disadvantaged or subject to discrimination. Local police officers say that the school has helped substantially to reduce racial tensions in the area.

The school's contribution to community cohesion is good and local links are very strong. Pupils' understanding of the global community is developed well through their work with Action Aid supporting a child in Africa and cultural work on India. The school's strategy at the national level is less well developed. The school has good financial resources and these have been used very effectively to provide a rich learning environment for pupils.

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These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	1
Taking into account: The leadership and management of teaching and learning	1
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	1
The effectiveness of the school’s engagement with parents and carers	1
The effectiveness of partnerships in promoting learning and well-being	1
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	1
The effectiveness of safeguarding procedures	1
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	1

Early Years Foundation Stage

The outcomes for children in the Early Years Foundation Stage are good. Children make at least good progress in all areas of learning. Despite the strong focus on developing language skills, the very low starting points of many children mean that they do not reach the expected level by the end of Reception in most areas of learning.

The quality of provision is outstanding and staff are deployed very effectively. They have been very well trained to develop children’s speaking and listening skills through the ‘I Can’ initiative. The indoor and outdoor environments are vibrant and stimulating for young children. Plans are in hand to make even more use of the outdoor area so that all children can apply their newly acquired skills, and this is a measure of the effectiveness of self-evaluation. Teaching and the use of assessment are consistently at least good and there are regular reviews of learning.

Leadership and management are outstanding. The leader has high expectations for the provision and there has been substantial progress towards its ambitious targets. Welfare and safeguarding arrangements are outstanding. There are excellent relationships with parents and carers, who are very positive about provision. The contribution that parents and carers make to their children’s learning is improving rapidly. The overall effectiveness of the Early Years Foundation Stage is outstanding.

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These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	1
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	1
The effectiveness of leadership and management of the Early Years Foundation Stage	1

Views of parents and carers

Around half parents and carers responded to the Ofsted questionnaire. All are fully supportive of the school. Almost all say that the school keeps their children safe, that they are well informed about their child’s progress and that the school is well led and managed. All parents and carers say teaching is good. A very small minority think their children’s needs are not well met. Evidence from the inspection shows all groups are catered for very well and almost all are making outstanding progress.

Responses from parents and carers to Ofsted’s questionnaire

Ofsted invited all the registered parents and carers of pupils registered at High View Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 170 completed questionnaires by the end of the on-site inspection. In total, there are 337 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	100	59	63	37	7	4	0	0
The school keeps my child safe	107	63	60	35	3	2	0	0
The school informs me about my child’s progress	84	49	79	46	3	2	0	0
My child is making enough progress at this school	89	52	73	43	3	2	2	1
The teaching is good at this school	97	57	68	40	0	0	0	0
The school helps me to support my child’s learning	86	51	75	44	5	3	2	1
The school helps my child to have a healthy lifestyle	77	45	88	52	1	1	3	2
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	84	49	76	45	2	1	0	0
The school meets my child’s particular needs	82	48	80	47	6	4	0	0
The school deals effectively with unacceptable behaviour	65	38	95	56	7	4	0	0
The school takes account of my suggestions and concerns	65	38	94	55	2	1	3	2
The school is led and managed effectively	82	48	81	48	2	1	0	0
Overall, I am happy with my child’s experience at this school	92	54	68	40	6	4	2	1

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	46	48	6	0
Primary schools	6	47	40	7
Secondary schools	12	39	38	11
Sixth forms	13	42	41	3
Special schools	28	49	19	4
Pupil referral units	14	45	31	10
All schools	10	46	37	7

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 31 December 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.



30 June 2011

Dear Pupils

Inspection of High View Primary School, Plymouth PL3 6JQ

Thank you for making us so welcome at your school. I want to thank all those children who spoke to us, especially those from the school council. You answered our questions extremely well and I can see you really enjoy learning.

We judge that your new school is outstanding. It provides you with an excellent learning environment and you are clearly very proud of it. There are a number of things that we particularly liked.

- You are all making at least good progress and the older ones are making outstanding progress.
- You achieve above average standards in English and mathematics by the time you leave the school because teaching is of a high quality.
- You all said you feel very safe in school and enjoy your lessons very much.
- You are very well cared for and teachers succeed in making learning very interesting for you.
- Your headteacher and the governing body lead the school particularly well and are making sure that it gets even better.

These are the things we have asked the school to work on.

- Help you reach higher levels in writing by the time you leave Year 2.
- Provide you with more opportunities to learn about what it is like in different places around Britain and the wider world.

All of you can help by carrying on trying hard to do your best in all lessons, but especially in literacy. You can all try to understand what it is like in different places around Britain. I wish you all the best for the future.

Yours sincerely

Stephen Dennett
Lead inspector

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