

# Inspection of High View School

2 Torridge Way, Efford, Plymouth, Devon PL3 6JQ

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Inspection dates: 7 and 8 November 2023

## **Overall effectiveness**

## **Outstanding**

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The quality of education

**Outstanding**

Behaviour and attitudes

**Outstanding**

Personal development

**Outstanding**

Leadership and management

**Outstanding**

Early years provision

**Outstanding**

Previous inspection grade

Not previously inspected under section 5 of the Education Act 2005

The headteacher of this school is Jody Trayte. This school is part of Learning Academies Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Simon Spry, and overseen by a board of trustees, chaired by John Butcher.

Until November 2020, the school was exempt from routine inspection because it was judged as outstanding at its previous inspection under section 5 of the Education Act 2005. The school has not been inspected under section 5 of the Act since June 2011.

Ofsted has not previously inspected High View School under section 5 of the Education Act 2005. However, Ofsted previously judged High View School to be outstanding, before it opened as an academy.

## **What is it like to attend this school?**

Pupils flourish at High View School. Everyone shares the same vision for pupils to be successful learners from the very beginning. Pupils learn exceptionally well. Outcomes are high, including for those who are disadvantaged and pupils with special educational needs and/or disabilities (SEND).

Pupils are motivated and learn to take responsibility for, and pride in, their work. They participate with interest and enjoyment in their learning. They show high levels of concentration and focus and produce high-quality outcomes. The school's focus on oracy means that pupils listen carefully to one another. They use opportunities in lessons to discuss their opinions and thoughts, giving articulate reasons for these.

Adults have high expectations of pupils' behaviour. Pupils value the consistency and fairness with which adults manage behaviour. Pupils know the steps of the behaviour ladder but say that adults rarely need to use the higher steps. They understand the consequences of their behaviour and actions. Children in the early years quickly learn to get along with one another. They share and collaborate in their play. The school supports pupils who struggle to manage their behaviour effectively.

Pupils understand and respect 'hidden differences' in others. They are proud to say that everyone is unique and accepted here.

## **What does the school do well and what does it need to do better?**

The school is ambitious for every pupil. The curriculum is designed to help pupils gain the knowledge and skills they need to be successful in life. This extends to the wider curriculum where pupils learn to respect their community, environment and one another.

Pupils develop a keen sense of citizenship by contributing to decision-making and community events. For example, the reading action team instigated the selection of non-fiction texts available in each classroom. Pupils are proud of the difference they make. There is an extensive and varied offer for pupils to participate in clubs and enrichment activities. The value of these clubs is shown in the strong take-up of these opportunities. The school ensures disadvantaged pupils and pupils with SEND take up these opportunities and it does whatever it can to remove any barriers to participation.

Alongside oracy, reading is at the heart of the curriculum. The school ensures that children in the early years learn to recognise sounds and letters securely, which sets them up well for learning in key stage 1. Pupils learn phonics well. They skilfully segment words and blend sounds together in their reading and writing. This sets them up well for more reading and composing more complex texts later. Teachers support the needs of any pupils who need help effectively.

The curriculum is well sequenced. The school has broken the knowledge it wants pupils to learn into small steps, which helps pupils to build on what they already know. For example, in art and design, children in the early years learn to use colour and line. They build on this over time so that by Years 5 and 6 they can successfully draw perspective. Vocabulary is explicit in all curriculum areas, and pupils are expected to use precise language in their responses. This helps to secure their understanding of subject-specific words and consolidate their knowledge.

Teachers regularly check on pupils' learning. This ensures misconceptions or gaps in knowledge are addressed before moving on to new learning. In mathematics, pupils practise their fluency before applying this to reasoning and problem-solving. This builds pupils' confidence and cumulative knowledge over time.

The school develops teachers' subject knowledge continuously. Teachers are enthusiastic about their own learning. They take every opportunity to broaden their understanding of high-quality teaching. They seize opportunities to support colleagues in and beyond the school. Teachers feel well supported and invested in by leaders.

Governors and trustees are passionate about their school and community. Their strategic actions are entirely focused on achieving their vision of ambition, challenge and support for pupils and staff. They have an accurate understanding of the specific needs, barriers and strengths of the community they serve.

Parents are overwhelmingly positive about the school. They value the warm relationships, communication and the efforts the school goes to in supporting them and their children.

## **Safeguarding**

The arrangements for safeguarding are effective.

## **How can I feed back my views?**

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

## **Further information**

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need](#)

of help and protection; pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

## School details

<b>Unique reference number</b>	149010
<b>Local authority</b>	Plymouth
<b>Inspection number</b>	10288251
<b>Type of school</b>	Primary
<b>School category</b>	Academy converter
<b>Age range of pupils</b>	3 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	359
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	John Butcher
<b>CEO of the trust</b>	Simon Spry
<b>Headteacher</b>	Jody Trayte
<b>Website</b>	<a href="http://www.highviewschool.org.uk">www.highviewschool.org.uk</a>
<b>Date(s) of previous inspection</b>	Not previously inspected

## Information about this school

- High View School joined Learning Academies Trust in July 2022.
- The school does not use any alternative provision.

## Information about this inspection

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

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors carried out deep dives in these subjects: English, including early reading, mathematics, art and design, and history. For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke

to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.

- Inspectors held meetings with the headteacher, the deputy headteacher, the special educational needs coordinator, curriculum leaders, teaching and support staff, the chair of the trust board, members of the local governing board, the chief executive officer and the director of education.
- To evaluate the effectiveness of safeguarding, the inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- The lead inspector listened to pupils read to an adult.
- Inspectors observed pupils' behaviour in lessons and around the school site. In addition, they met with pupils informally and formally to hear their views.
- Inspectors considered responses to Ofsted's online questionnaire, Ofsted Parent View, including free-text responses. Inspectors also took into consideration responses to the staff and pupil surveys.
- Inspectors examined a range of documents provided by the school, including the school's improvement plan and self-evaluation form.

### **Inspection team**

Angela Folland, lead inspector

His Majesty's Inspector

Gary Chown

Ofsted Inspector

Jyotsna Paranjape

Ofsted Inspector

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