

<b>Name of School:</b>	Highbury Primary School
<b>Head teacher/Principal:</b>	Sarah Sadler
<b>Hub:</b>	Mary Rose
<b>School type:</b>	Primary
<b>MAT (if applicable):</b>	University of Chichester Academy Trust

<b>Estimate at this QA Review:</b>	Outstanding
<b>Date of this Review:</b>	12/03/2018
<b>Estimate at last QA Review</b>	Good
<b>Date of last QA Review</b>	15/03/2017
<b>Grade at last Ofsted inspection:</b>	Good
<b>Date of last Ofsted inspection:</b>	24/10/2012

**Quality Assurance Review**

The review team, comprising of host school leaders and visiting reviewers agree that evidence indicates these areas are evaluated as follows:

<b>School Improvement Strategies</b>	Outstanding
<b>Outcomes for Pupils</b>	Good
<b>Quality of Teaching, Learning and Assessment</b>	Outstanding
<b>Area of Excellence</b>	Not submitted for this review.
<b>Previously accredited valid Areas of Excellence</b>	Spiritual, moral, social and emotional development, 15/03/2017.
<b>Overall Estimate</b>	Outstanding

*Please note that a Challenge Partners Quality Assurance Review is not equivalent to an Ofsted inspection, and agreed estimates from the review are not equivalent to Ofsted judgements.*

## **1. Information about the school**

- Highbury Primary School is a larger-than-average primary school located in an area of moderate social deprivation in Portsmouth. There are more girls than boys in the school.
- The proportion of disadvantaged pupils in the school is above the national average.
- The vast majority of pupils are of White British heritage. The proportion for whom English is an additional language is below the national average, as is the proportion from other ethnic groups.
- The proportion of pupils who have special educational needs and/or disabilities is above the national average, although those with a statement of special educational needs or an education, health and care plan is in line.
- The school converted to academy status in the summer of 2017, joining the University of Chichester Academy Trust.

### **2.1 School Improvement Strategies - Follow up from previous review**

- Since last year's Challenge Partners review, staff have focused deeply on diminishing differences in achievement and have achieved considerable success. Data from the end of key stage results clearly show the improvements that have been made. Strategies to increase the proportion of pupils achieving greater depth have been equally successful, with these measures improving in 2017 and targeted to rise again this year.

### **2.2 School Improvement Strategies - What went well**

- The senior leadership team is highly experienced and has an in-depth knowledge of all pupils in the school. The highly inclusive, nurturing environment is evident throughout the school because all staff share the school's vision for the pupils of Highbury. The headteacher provides inspirational leadership that encourages everyone to set and maintain the highest of standards.
- All stakeholders are invited to a meeting to discuss the areas on the school development plan. Leaders at various levels, or teams of staff with varying responsibilities, formulate their own action plans that complement the school's priorities.
- Leaders use National Foundation for Educational Research (NFER) tests for baselining children on entry to Reception so that they have a more detailed understanding of their starting points. There is a great deal of moderation in different subjects and in all year groups within the Trust and city-wide schools, adding to leaders' validation of their results as pupils progress through the school.
- Passionate and driven members of staff lead on reading, writing and mathematics so that all teachers are highly motivated in their class teaching, resulting in

improvements across the school. The Mathematics Mastery approach is now embedded in teachers' pedagogy. They frequently add additional challenges in books so that more able pupils are always stretched further. In English, all classes have a 'greater depth writing group' so that those pupils are appropriately challenged. Accelerated reader has been introduced into Key Stage 2, ensuring that all pupils are reading at the correct level of complexity of text. The tests that pupils take once they have read each book evaluates their level of comprehension. These strategies are particularly leading to specific improvements in the proportion of pupils achieving greater depth.

- The leadership team has developed a notion of pupils being 'On the Bus.' Through regular pupil progress meetings, pupils are identified as to where they should be in relation to achieving age-related expectations. Pupils falling behind are then targeted on a weekly basis to ensure they are securely 'on their journey.' As a result of improved tracking, leaders have set ambitious targets this year that 85% of pupils are 'On the Bus' to reach their final 'destination.'
- The curriculum offer has increased pupils' eagerness to learn, as well as improving parental engagement in their children's learning. The curriculum is constantly evolving because all staff are involved in monitoring and evaluating the successes and areas for further development, so that any changes can be swiftly actioned. Much of the learning is pupil-led. A range of activities on a given theme is commonplace in the classroom, and pupils can select their own way of exploring it.

## 2.3 School Improvement Strategies - Even better if...

...leaders ensured that the self-evaluation form and school improvement plan were more closely aligned.

...targets/success criteria were 'smarter.'

## 3.1 Quality of Teaching, Learning and Assessment - Follow up from previous review

- In-service training in the autumn term increased awareness around pupil-led learning. Pupils now have increased opportunities to direct their own learning or become involved in greater responsibility for school issues, for example, in the pupil parliament.

## 3.2 Quality of Teaching, Learning and Assessment - What went well

- High quality teaching and learning is the norm at Highbury. Teachers have strong subject knowledge and capitalise on this by planning lessons that capture pupils' interest. They build on prior learning so that content that has been previously learned becomes consolidated and applied.

- Questioning is a key strength at the school. Teachers accurately quiz pupils on what they understand about the lesson content by posing questions of varying complexity. This level of questioning is mirrored by teaching assistants (TAs), who match teachers' quality of questioning, particularly targeting specific pupils. This aspect reinforces the impact of the detailed training that all staff have received on questioning so that it is now fully embedded.
- Support staff not only work exceptionally well with pupils in the classroom but contribute their specialised skills and interests to the curriculum, allowing them to play a greater role in extending learning.
- Teachers plan and structure the learning intention positively so that pupils make strong progress. When asked what they enjoyed about school, one pupil replied, 'the way teachers teach us.' This contributes directly to exceptional attitudes to learning. Pupils are enthusiastic learners who demonstrate on-task behaviour throughout. Another pupil described behaviour in the classroom as 'impeccable!'
- Extremely high levels of engagement are evident in all classrooms. The pace of learning is appropriate so that no learning time is wasted. All pupils remain fully involved because the majority of lessons are based on active learning.
- Kagan structures are well embedded in all year groups. All routines are well-established, helping the flow of learning in the classroom.
- The theme of learning in the classroom stems from the text that it is being studied. Teachers then skilfully create cross-curricular links so that all learning in various subjects is linked to the theme of that book. This means that pupils are more involved in their learning because they have greater choice over how and what they are going to learn. Theme weeks, such as the extremely successful enterprise and languages weeks, also really stimulate pupils' interest.
- Children in the Early Years Foundation Stage (EYFS) benefit from positive teaching and a stimulating learning environment that lead to rapid progress. The Tapestry software tool enables staff to upload pictures and videos so that parents can be directly informed about their children's learning and progress. Talk Boost has been introduced in to Foundation Stage for pupils with communication and language difficulties and, such has been the success of this strategy, it has now spread into Key Stage 1.

### **3.3 Quality of Teaching, Learning and Assessment - Even better if...**

- ...pupils, particularly the more able, were given more autonomy in their learning so that they can share their knowledge to support their peers.
- ...teachers considered subtle ways to further develop modelling to maximise learning.

#### 4. Outcomes for Pupils

- From starting points that are below what would be expected, children make strong progress through the EYFS. In 2017, the proportion of pupils who achieved a good level of development was above the national average. Disadvantaged children out-performed the non-disadvantaged group, indicating the quality of support they received in this phase.
- Results in the Year 1 phonics screening test have previously shown an improving trend, but this measure dipped to well below average in 2017. Pupils in this group had multiple barriers to learning phonics, hence the uncharacteristically lower score. Close support and a range of multi-sensory activities are helping those pupils to catch up, and the proportion who passed the test when it was retaken in Year 2 was just above the national figure. Interventions are being applied in phonics much earlier and sessions before school are helping pupils who have difficulties in this area.
- Pupils in Key Stage 1 performed well, with attainment that was creditably above the national average in reading, writing and mathematics at the expected standard. At the greater depth level, attainment was also above the national average in reading and mathematics but below in writing.
- At Key Stage 2, attainment was in line with the national average in reading and mathematics at the expected level but just below in writing. At greater depth, scores were below average in reading and writing but in line in mathematics. The combined attainment measure was above the national average at the expected standard but below at the higher level. In the spelling, punctuation and grammar test, attainment was just above the national benchmark. Progress was much improved over the 2016 figures in reading, writing and mathematics to be broadly in line with national averages.
- Disadvantaged pupils improved their attainment and progress over the previous year, although scores were still below national figures.
- Improvements in outcomes resulted from closer scrutiny of pupils' starting points. Individual pupils are targeted with concentrated interventions much earlier through detailed pupil progress meetings. These interventions are meeting with success.
- Current progress in all year groups is very positive and pupils in Year 6 are forecast to achieve considerably above the national average in all three subjects this year. This is because the legacy of less effective teaching and learning has passed through the school and current pupils in Highbury have now benefitted from years of quality-first teaching and bespoke support when it is necessary.

#### 5. Area of Excellence

Not submitted for this review.

**6. What additional support would the school like from the Challenge Partners network, either locally or nationally?**

Leaders will consult the school support directory before drafting the school development plan.

**This review will support the school's continuing improvement. The main findings will be shared within the school's hub in order that it can inform future activities.**