

## Written Report

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### CHALLENGE PARTNERS: Quality Assurance Review Written Report

<b>Name of School:</b>	<b>Highbury Primary School</b>
<b>School Address:</b>	Dovercourt Road, Cosham, PO6 2RZ
<b>Hub School:</b>	Mary Rose Academy

<b>Telephone Number:</b>	023 9237 5404
<b>Email address:</b>	ssadler@highbury-prim.portsmouth.sch.uk

<b>Unique Reference Number:</b>	116196
<b>Local Authority:</b>	Portsmouth
<b>Type of School:</b>	Primary
<b>School Category:</b>	Community
<b>Age range of pupils:</b>	2-11
<b>Number on roll:</b>	338
<b>Head teacher/Principal:</b>	Sarah Sadler

<b>Date of last Ofsted inspection:</b>	24-25 October 2012
<b>Grade at last Ofsted inspection:</b>	Good

<b>Date of Quality Assurance Review:</b>	16-18 March 2016
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## QUALITY ASSURANCE REVIEW – SUMMARY OF ESTIMATES<sup>1</sup>

<b>School Improvement Strategies:</b>	Outstanding
<b>Outcomes for Pupils are:</b>	Good
<b>Quality of Teaching, Learning and Assessment:</b>	Good*
<b>Area of Excellent Practice:</b>	Not submitted for this review

### Overall Review Evaluation

The Quality Assurance Review found indicators that Highbury Primary School appears to be at the top of the Good grade as judged by Ofsted in the school's previous Ofsted report 24-25 October 2012 and is working towards Outstanding.

\*A significant number of elements of the outstanding descriptor were observed during the review. The school recognises that greater consistency and demonstrable impact on outcomes, particularly for disadvantaged pupils, would help to secure a higher estimate.

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<sup>1</sup> 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.

## **Information about the school**

- Highbury is larger than the average primary school.
- A higher-than-average proportion of pupils join and leave the school other than at the usual times.
- The large majority of pupils are from White British backgrounds; the proportion of pupils from minority ethnic backgrounds is below average. The proportion of pupils who speak English as an additional language or are at the early stages of speaking English when they join the school is below average.
- The proportion of pupils entitled to support from the pupil premium is above the national average and increasing year on year.
- The proportion of disabled pupils and those who have special educational needs and those who need extra help is above average.

## **School Improvement Strategies**

### **What Went Well**

- The school has a successful and wide ranging continuous professional development programme for staff. Many aspects of school improvement are driven by a research-based approach. Several members of staff are currently engaged in Masters level study with a local university. Leadership responsibilities are distributed throughout the school. The school has skilled leaders who are not necessarily qualified teachers.
- The implementation of new programmes is highly structured to ensure that changes to school systems are purposeful and suited to pupils' needs. Senior leaders trial, evaluate and develop proposed changes before they are rolled out across the school. This promotes consistency and helps to ensure that issues are identified and resolved before all teachers adopt new practices.
- Leaders have successfully established a whole school culture around reading, which is helping to improve pupils' skills and accelerate their progress. There are reading environments in all classrooms and cross-curricular links are well established. There has been training for all staff about inference, as well as specific CPD on reading recovery. Pupils with special educational needs and those supported by the pupil premium are provided with targeted interventions, including daily opportunities to read. Pupils are proud to be reading ambassadors. In the Nursery, the continuous provision between indoor and outdoor environments, such as the reading hut, helps make reading more accessible to boys.
- The family worker builds relationships with parents which lead to greater engagement with the school. Consequently, pupils' attendance and learning has improved.

### **Even Better If...**

...school leaders ensured that they are able to clearly and concisely communicate the salient features of key school systems including, for example, the assessment and tracking of pupils' progress.

...leaders reflected on current practice in light of recently published expectations to make sure that school improvement activities fully take account of the defined standards.

## **Pupil Outcomes**

- Progress through the Early Years Foundation Stage is outstanding. This is because most children start nursery provision below or well below typical levels of development and a higher than average proportion reach a good level of development by the end of Reception. Higher proportions reach expected levels of development in literacy and mathematics than in expressive arts and design.
- Based on teachers' and leaders' collaborative judgements, the school's summary data indicates that the large majority of pupils are currently making at least expected progress in reading, writing and mathematics. There is considerable variation in the proportions of pupils making more than expected progress, both between and within year groups, and across subjects.
- Pupils who are supported by the pupil premium and pupils with special educational needs mostly make expected progress. There are some notable exceptions in a few individual classes, particularly where pupils have special needs, are supported by the pupil premium and have had social care interventions.
- The small cohort of pupils who speak English as an additional language almost always make at least expected progress. The school has not identified the proportions of pupils in each of these groups making more than expected progress.
- Higher than average proportions of pupils completing Key Stage 2 in 2015 made expected and more than expected progress in writing. In mathematics, these proportions were broadly average. However, in reading a slightly smaller than average proportion made expected and more than expected progress.
- The proportions of disadvantaged pupils making expected progress and more than expected progress is below national figures in reading and mathematics. In writing, a higher than average proportion make more than expected progress than other pupils nationally.
- There is a three year trend of improvement in pupils' achievement in the Year 1 phonics screening check. However, in 2015 the gap between disadvantaged pupils and other pupils is much larger than seen previously.
- Pupils' attainment at the end of Key Stage 1 has improved at a faster rate than seen nationally over recent years. In 2015, pupils' attainment in writing was significantly above national averages.
- The smaller than average proportion of pupils reaching Level 4 in reading at the end of Key Stage 2 was unexpected. This is because a small number of pupils who were

assessed at Level 4 by their teachers did not reach this level in the test. The above average proportion of pupils reaching Level 5 in mathematics is attributed to improvements in teachers' subject knowledge.

## **Quality of teaching, learning and assessment**

Almost all of the school's teachers were observed during the review either in a lesson observation or learning walk.

### **What Went Well**

- Relationships between staff and pupils are successfully built upon mutual respect, which reflects the culture and ethos of the school. This fosters positive collaboration, where pupils support each other in their learning. As a result, pupils develop better problem solving skills and are increasingly able to overcome difficulties for themselves without recourse to an adult. Teachers mostly make efficient use of talk partners to stimulate purposeful discussion, and encourage pupils to reason and explain.
- Teachers' strong subject knowledge enables them to have high expectations of pupils' learning and progress. They make clear plans for pupils with different needs and starting from different points. The deployment and work of additional adults is often well considered and of high quality. Teaching assistants encourage pupils to explore and explain through asking open ended questions. Contextualised learning helps more able pupils to demonstrate mastery through the use and application of skills they have learned.
- The use of resources during lessons is often well chosen and effective. For example, in the Nursery, careful planning enables children to access the resources for their activities independently and enthusiastically. In other lessons, visual learning supports are routinely provided to help develop pupils' phonics, literacy and mathematics skills from a range of different starting points. Resources for pupils with special needs support their independence and allow staff to assess and guide their learning effectively.
- The organisation and routines of lessons are well established. Teachers take a flexible approach to grouping pupils, which promotes pupils' confidence. The adoption of split inputs, where smaller groups work on different tasks during whole class teaching, helps to ensure that those starting at different points make more rapid progress. The assessment of pupils' work through marking and learning discussions helps teachers to plan to address misconceptions in future lessons. The school is beginning to improve the speed with which teachers' assessment leads to targeted additional input in lessons, but this is currently an aspect of practice which is developing.
- Pupils have positive attitudes to learning because they clearly understand what is expected of them. Links between different subjects within the curriculum provide

motivation and provide exciting learning opportunities. Consequently, pupils are typically strongly engaged with learning in lessons.

- The consistent implementation of elements of the Building Learning Power (BLP) programme has had a positive impact on improving pupils' personal skills. They regularly demonstrate resilience when faced with challenging task and are able to manage distraction, for example, during split inputs.

### **Even Better If...**

...teachers' assessment in lessons consistently had an immediate impact on pupils' learning and progress.

...teachers consistently ensured that all pupils were actively engaged in learning during whole class teaching.

## **Quality of Area of Excellent Practice**

**Not submitted for this review**

## **Partnerships**

### **How have you used Challenge Partners schools to address your previous 'Even Better Ifs'?**

Following the headteacher's attendance at the Challenge Partners primary group meeting, the school amended its approach to coaching which enabled teachers to self-assess and identify areas for development. This often included: split input, questioning and challenge for the more able which addressed the EBIs identified in the previous QAR report.

### **How have you worked with, or supported, other schools in Challenge Partners?**

The headteacher attends Challenge Partners hub meetings, the primary Challenge Partners research group and cluster schools. As part of this process she has shared strategic developments and experiences. Five members of staff have been trained to take part in Challenge Partners QA reviews.

The mathematics and assessment leader attends Challenge Partners assessment group meetings and has disseminated this practice within school. The deputy headteacher has shared practice in other schools by providing coaching about using book scrutiny to support raising standards.

**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.**

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

Following discussion with the headteacher, the school would not like any further support at this time because the school actively engages with Challenge Partners in a variety of ways already.