



## QUALITY ASSURANCE REVIEW

### REVIEW REPORT FOR HIGHBURY PRIMARY SCHOOL

<b>Name of School:</b>	Highbury Primary School
<b>Headteacher/Principal:</b>	Ashley Howard
<b>Hub:</b>	Mary Rose
<b>School phase:</b>	Primary
<b>MAT (if applicable):</b>	University of Chichester Academy Trust

<b>Overall Peer Evaluation Estimate at this QA Review:</b>	Effective
<b>Date of this Review:</b>	14/10/2019
<b>Overall Estimate at last QA Review</b>	Outstanding
<b>Date of last QA Review</b>	05/11/2018
<b>Grade at last Ofsted inspection:</b>	Good
<b>Date of last Ofsted inspection:</b>	24/10/2012



## **1. Context and character of the school**

Highbury is a growing, two-form entry primary school with over 400 pupils on roll. Pupils come from areas that are among the most deprived locally and nationally. The school has a large Nursery with children as young as six months old. The majority of children who attend the Nursery move into the Reception class and are joined by other children from a wide variety of other pre-school providers.

The proportion of disadvantaged pupils is above the national average. The proportion of pupils who join or leave the school during their education is also above the national average. The school experiences a considerable degree of mobility and last year one in ten pupils joined or left the school. This does mean that it can be difficult to track the progress of pupils consistently over time. The large majority of the pupils are of White British heritage and the proportion of pupils from minority ethnic backgrounds is below average. The proportion of disabled pupils and those who have special educational needs (SEND) is above average.

The headteacher joined the school in September 2019. There is a breakfast club and an after-school club, both of which are managed by the governing body. The school was awarded the Gold Artsmark in April 2018 and the ECO Green Flag Award in September 2017. Highbury Primary School joined the University of Chichester Academy Trust (MAT) in Summer 2017.

### **2.1 Leadership at all Levels - What went well**

- The senior leadership team works as a cohesive group and supports the head teacher in the drive for improvement. The senior team's skills and abilities ensure that the school has the capacity for continual improvement.
- The head teacher has high expectations and strives to improve teaching through coaching and monitoring. Forensic book monitoring from key groups of pupils is leading to improved consistency and expectations.
- The new set of values - Respect, Resilience, Confidence, Kindness, Inclusive and Aspiration - are now rooted firmly in the school's ethos and pupils are keen to explain how these permeate the life and work of the school. Pupils have a clear sense of moral purpose which is derived from these newly established values.
- There are very positive working relationships throughout the school that help to forge a strong community. The atmosphere in school is industrious and focused on improving pupils' outcomes.
- Staff deployment is considered carefully and leaders make appropriate changes to ensure improved outcomes.
- The head teacher and senior leaders have an honest approach to self-evaluation. They know their main strengths and areas for development and are clear that not all of their school improvement work is yet having the desired impact on pupils' progress, particularly for disadvantaged pupils.

- Middle leaders are growing in confidence and monitor teaching and learning in their year groups through learning observations, learning walks and work scrutiny. Their records are shared and discussed with the senior leadership team to enable action to be taken where necessary.
- Continuing professional development, for example, raising pupils' standards in reading, is having a beneficial impact on outcomes.
- The curriculum is broad and balanced and the topics chosen are varied. The school seeks to broaden the life experiences of the pupils by providing an extensive range of visits and extra-curricular activities and clubs. The wider curriculum takes account of pupils' interests and there are regular trips to museums in London, local Roman sites and residential visits for older pupils.
- There are purposeful, clearly focused progress meetings with pupils where key information is shared successfully. There are well-chosen interventions which have been selected on the basis of research evidence and impact is monitored carefully.
- The school is highly inclusive and seeks to meet the needs of all learners. As a result, pupils engage well with their learning and make suitable progress.
- There are numerous pupil-led initiatives which enrich their school lives. For example, the active school and eco councils successfully promote pupils' sense of responsibility.

## 2.2 Leadership at all Levels - Even better if...

...leaders continued to focus on embedding new processes and procedures, such as consistency in assessment for learning, so that teaching and learning improve rapidly over time.

...leaders at all levels further developed their understanding of how their role in school contributes to the intent, implementation and impact of the curriculum.

...all leaders had a clear understanding of how to analyse pupil information (data) and used this successfully to drive school improvement, especially in relation to disadvantaged pupils' progress.

## 3.1 Quality of Provision and Outcomes - What went well

- Where teachers display secure subject knowledge and enthusiasm for their subject, pupils' enjoyment is palpable, as in a Year 3 art lesson when pupils sketched Van Gogh's 'Sunflowers'.
- Teachers have high expectations of behaviour and pupils respond well to requests from staff. Very respectful working relationships between staff and pupils and high levels of engagement make a significant contribution to pupils' learning across the school. Consequently, pupils demonstrate an enthusiasm for learning and their workbooks show that they take pride in their work.
- Teachers build well on previous learning and frequently check pupils' understanding. They revise what has gone before so that they can help those pupils who have not yet

fully grasped a concept or teaching point. For example, in a phonics lesson there was a good recall of previous learning before introducing a new sound and it was clear that pupils had remembered previous learning accurately.

- The skilled deployment of teaching assistants ensures that their work with pupils is purposeful and productive.
- Teachers use questioning strategies well to delve deeper into pupils' knowledge and understanding. This was evident both in phonics lessons and in Year 5 when pupils explored various aspects of another religion.
- Reading is well taught. There has been an emphasis in staff training on reading which is having a positive impact. Teachers have a graduated approach which involves making sure that pupils have a sound grasp of the link between letters and sounds. This smoothly moves into a deeper focus on high quality and language-rich texts. As a result, pupils develop a wide vocabulary and are motivated to read interesting texts.
- Teachers have a broad knowledge of a range of other subjects, including history, art and religious education. They make sure that pupils have engaging lessons on these subjects.
- Teachers capture and sustain pupils' engagement by interpreting the curriculum imaginatively. Lessons enable pupils to develop a sound understanding of people and communities beyond their own experience. They value the subject enrichments and enjoy visiting different places of interest such as Fishbourne Palace.
- Pupils develop their personal and social skills well. They enjoy a wealth of opportunities to develop leadership skills and they proudly cite the school's new set of values, especially respect and resilience.
- In discussions with a group of pupils they mentioned teachers and the wealth of extra-curricular opportunities as key reasons for choosing Highbury as their choice of school.
- The Early Years Foundation Stage provides a vibrant learning environment that stimulates children's innate curiosity. Finely-tuned teaching moves children's learning on in a personalised way.
- In 2019, pupils' progress in Key Stage 2 was below average in reading, average in writing and well below average in mathematics. The percentage of pupils who achieved the expected standard or higher in reading, writing and mathematics combined was at least twelve per cent below the national average and this had fallen significantly from the previous year. Similarly, the percentage of pupils who achieved the expected standard or higher in reading, writing and mathematics combined in Key Stage 1 fell in 2019.
- Learning explorations, a scrutiny of pupils' books and discussions with pupils show that across the school they are thriving because of their positive attitudes to learning, the stimulating teaching and their adherence to the school's expectations.

### **3.2 Quality of Provision and Outcomes - Even better if...**

...the school promoted the independence of all pupils, particularly at Key Stage 2, so that a wider range of strategies supported their learning.

#### **4.1 Quality of Provision and Outcomes for disadvantaged pupils and pupils with additional needs - What went well**

- In 2019, disadvantaged pupils' progress in Key Stage 2 was below average in reading and mathematics. However, the new headteacher and senior leaders' renewed vigour and determination are driving the emerging improvements in outcomes for disadvantaged pupils.
- Leaders realise the need for improvements at a faster rate in order to diminish the difference between the progress of disadvantaged pupils and their peers.
- The pupil premium leader has placed the achievement of all disadvantaged pupils at the centre of the school's agenda. Leaders at all levels are displaying a strong commitment to drive that message to their teams. They are accelerating improvement through teaching, monitoring and interventions. Middle leaders' analyses of the progress of disadvantaged pupils are now increasingly focused on planning for ongoing improvements.
- The quality of provision for disabled pupils and those who have special educational needs (SEND) has improved markedly as a result of leaders' clear identification of pupils' needs and the actions taken. The SENCO has been instrumental in raising expectations of the achievement of pupils with additional needs.
- The progress data for 2019 shows that pupils with SEND were below average in reading and well below in mathematics.
- Learning evident in pupils' books and from learning explorations show enhanced progress in the work of disadvantaged pupils, especially in the quality of their writing skills.

#### **4.2 Quality of Provision and Outcomes for disadvantaged pupils and pupils with additional needs - Even better if...**

...staff raised achievement and further diminished differences in the rates of progress for all groups of pupils



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

Following discussion with the head teacher, the school would like to reflect further about what support they might like.

**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.**