

Inspection of Highgate Community Primary School

Heathcote Drive, Sileby, Loughborough, Leicestershire LE12 7ND

Inspection dates: 17–18 September 2019

Overall effectiveness

Inadequate

The quality of education

Requires improvement

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Inadequate

Early years provision

Requires improvement

Previous inspection grade

Good

What is it like to attend this school?

Pupils told us that they enjoy coming to school. They feel that the staff listen to them. Staff know what to do if they are worried about a pupil. Leaders do not always pass on these concerns or record what they have done in response.

Pupils say that the work that they do makes them think. In some subjects, pupils can explain how what they have learned previously helps them with their current work. This is not the case in all subjects. Younger children settle well. However, some staff do not have high enough expectations of what pupils can do. Some pupils do not learn the sounds that letters make as quickly as they could.

Staff meet the needs of pupils with special educational needs and/or disabilities (SEND) well. Pupils are well behaved. They can explain what their 'diamond rules' mean. They say that bullying is rare. They explained that they have learned how to work together as a team. They enjoy going to a wide range of school clubs. They learn about the diversity around them in modern Britain. Pupils write books to explain this to others.

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

Leaders have improved the curriculum for mathematics so that it is ambitious. Teachers have changed the way in which they teach mathematics. This helps pupils know more and remember more. They check what pupils understand and, sometimes, pupils practise things they are not sure of. Pupils say that they find the work challenging. For example, they could explain how they use what they already know to work out calculations using larger numbers.

The curriculum in other subjects is less well planned. Leaders are making changes to these subjects so that pupils can build on the knowledge that they learned before. However, these changes are at a very early stage. Pupils are enjoying learning new vocabulary, such as 'tectonic plates' in geography. They are beginning to make some connections between what they learned in previous years. For example, they can explain what they learned when they grouped materials together in science.

Leaders have not made sure that early reading is taught well all of the time. Sometimes, staff do not spot when pupils do not say a sound correctly. They do not always correct this and check that the pupil understands, practises and remembers the correct sound. Staff do not always check that the books match the sounds that pupils know. Sometimes, these books contain words that pupils cannot read. Leaders do not make sure that all pupils quickly gain the knowledge that they need to become confident and fluent readers.

Children listen carefully to stories in the early years. They enjoy joining in the parts that they remember. Relationships between staff and children are warm and supportive. However, staff do not have high enough expectations of what children are able to know and do by the time that they leave the early years. The plans for

children's learning in the early years are not ambitious enough. For example, leaders do not know the words that children need to learn to make sure that they are ready for future learning. Some children are not well prepared for Year 1.

Leaders plan trips and visits so that all pupils, including disadvantaged pupils, can learn about the world around them. Pupils visit places of worship from different faiths. They know the importance of treating everyone equally. The school council represents pupils' views. Members worked with leaders to choose the sports clubs. There are many different clubs, including cosmic yoga and football. Pupils in the school choir perform for local older people.

Pupils care about their work. They generally listen well to staff and to each other. They cooperate well together, and lunchtimes are happy, busy occasions. Attendance is good and almost all pupils come to school every day that they can. The 'hub' supports pupils well. They learn to manage how they feel. Teachers work together to make sure that pupils with SEND learn well at all times.

The staff we spoke with felt that leaders, including governors, had listened and acted upon their views about the amount of work they did.

Leadership is inadequate because the arrangements for safeguarding are not effective. Leaders have not always kept accurate records of what they have done when they are worried about a pupil. All staff, including leaders, have had training so that they know how to recognise if a pupil might be in danger. However, leaders have not always acted on these warning signs.

Safeguarding

The arrangements for safeguarding are not effective.

Leaders have made sure that pupils learn about dangers around them. Pupils know who to speak with if they are worried about anything. They understand who they can contact if something happens when they are not at school or if they are online.

Governors make some checks on safeguarding. However, they are reliant on what leaders tell them is working well. Leaders, including governors, have not checked well enough that leaders completely understand what they must do to safeguard pupils.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Leaders have not maintained effective records of all safeguarding concerns. They have not followed the statutory guidance. Leaders, including governors, should ensure that they follow statutory guidance. They should use this to identify and manage all safeguarding concerns. Leaders, including governors, should ensure that they fully understand their statutory roles and responsibilities so that they

always carry them out effectively.

- Leaders have not ensured that the youngest pupils learn to blend sounds fluently. They have not made sure that there is a consistent approach to the teaching of early reading. Leaders need to make sure that all staff have had appropriate training. They need to make sure that all staff model pure sounds consistently. They need to make sure that the books that pupils have match the sounds they know.
- Some pupils are not well prepared for the next stages of their education. The curriculum has not always helped them to know more and remember more. Leaders should make sure that they enact and embed the more ambitious curriculum that they have planned. Leaders need to make sure that they identify gaps in teachers' subject knowledge. Leaders need to provide training for them when this is needed. Leaders should check that pupils understand and use subject-specific vocabulary.
- Leaders have not made sure that the curriculum in the early years is ambitious enough. Leaders have not clearly identified what children need to be able to know and do before they start Year 1. Leaders should ensure that the curriculum is sequential and progressive from the early years to key stage 1.

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 Ofsted Parent View information 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.

If you are the provider and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

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

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	120049
Local authority	Leicestershire
Inspection number	10110078
Type of school	Primary
School category	Maintained
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	209
Appropriate authority	The governing body
Chair of governing body	Angela Brookes
Headteacher	Troy Jenkinson
Website	www.highgate.leics.sch.uk
Date of previous inspection	13 September 2018

Information about this school

- The school does not use alternative provision.
- There have been some changes to the governing body since the previous inspection. Some governors are new to their roles.

Information about this inspection

We carried out this inspection under section 5 of the Education Act 2005.

In accordance with section 44(2) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that this school requires significant improvement, because it is performing significantly less well than it might in all the circumstances reasonably be expected to perform.

- We spoke with the headteacher and other school leaders. We spoke with the governors, including the chair. We also met with an adviser from the local authority.
- We considered mathematics, early reading, science and geography in depth. We spoke with leaders and teachers, visited lessons and spoke with pupils about their

work.

- We looked at a range of child protection files and documents related to staff recruitment. We considered records of staff training and audits of the school's documents and practices related to safeguarding. We spoke with groups of staff and pupils and considered the responses to Ofsted's Parent View questionnaire.

Inspection team

Hazel Henson, lead inspector

Her Majesty's Inspector

Carol Smith

Ofsted Inspector

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at <http://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2020