

Inspection of a good school: Highgate Primary School

North Hill, Highgate, London N6 4ED

Inspection dates:

28 February and 1 March 2023

Outcome

Highgate Primary School continues to be a good school. There is enough evidence of improved performance to suggest that the school could be judged outstanding if we were to carry out a graded (section 5) inspection now. The school's next inspection will be a graded inspection.

What is it like to attend this school?

Pupils learn and play together very happily. Leaders ensure that all pupils feel included in every aspect of school life. Pupils are accepting of each other and celebrate one another's successes. Leaders have high expectations for all pupils. They help pupils to establish habits that will make them resilient and independent learners.

The curriculum is highly ambitious across all subject areas. Pupils gain a rich understanding of the subjects they study. They routinely learn subject content that goes beyond what might be expected for their age. Expert teachers deliver subjects such as art, music, and design and technology.

Teachers encourage pupils to do their best. In class, pupils listen to their teachers and their peers' ideas. They take part in debates and consider different points of view. Pupils take pride in their school. The green council introduces initiatives such as a sustainability market to sell plants and pre-loved clothes.

Pupils attend a wide range of extra-curricular clubs, including coding, cookery and chess. They write articles for the school's newsletter. Educational visits support what pupils learn in the classroom. For example, pupils in Year 4 visited local wetlands to collect data on wildlife habitats. This supported their learning in mathematics and science.

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

Leaders are ambitious for what pupils can learn and do. Pupils learn a broad range of subjects. In each subject, leaders have identified the key concepts they want pupils to learn and remember. They have designed the curriculum to build systematically on what pupils have learned previously. The school has specialist classrooms for some subjects.

For example, pupils enjoy developing their sketching and painting skills in the school's art studio.

Teachers have strong knowledge of the subjects they teach. For example, pupils learn Mandarin from specialist subject teachers. Teachers introduce new learning clearly. They encourage pupils to draw links between their learning in different subject areas. Teachers routinely check what pupils know and address any knowledge gaps when they arise. In mathematics, teachers give pupils time to practise the new methods they learn before moving on. They are consistent in the way they develop pupils' verbal reasoning skills.

Leaders strongly encourage pupils' love of reading. Each year, pupils read a diverse range of authors recommended by their teachers. They research authors and complete book reviews for their classmates. Teachers know how to support pupils at the early stages of learning to read. They clearly model the sounds which pupils are learning. Teachers help pupils to develop reading confidence and fluency. They use regular assessment to identify any pupils who fall behind in the reading programme. Trained adults support these pupils to catch up quickly with their classmates.

Teachers are highly skilled in supporting pupils with special educational needs and/or disabilities (SEND). Leaders ensure that all pupils with SEND get the support they need to learn successfully alongside their peers. All pupils have access to a wide range of extra-curricular opportunities.

The behaviour of pupils is exemplary. In class, pupils are committed learners who try their hardest. Children joining the Nursery learn routines to help them to behave well. They learn to play independently and to tidy up. Children in Reception are encouraged to be kind and to share and work together. Pupils in Years 1 to 6 all have a turn to take on the role of classroom 'special agents' who help teachers with classroom routines and resources. Pupils in Year 6 act as 'playground buddies'. They help younger pupils to play together and make friends.

Pupils contribute to making the school a better place. They are keen to take on roles on the school council. Pupils are taught to grow food in the school's allotment. They use the produce they grow in cookery lessons. Pupils in Year 1 organised a mini farmers market as part of harvest celebrations. Pupils enjoy showcasing their work and all pupils contribute to school's drama productions, art shows, craft fairs and competitions.

Staff are proud to work here. They feel highly valued by leaders. Staff have regular opportunities to develop their knowledge and skills. Leaders work with the governing body to take staff well-being into account when making decisions about the school. Staff appreciate the efforts of leaders to reduce their workload.

Safeguarding

The arrangements for safeguarding are effective.

Staff know the families in the school community well. Leaders ensure that all staff, including members of the governing body, have received thorough safeguarding training.

Staff are alert to the signs of neglect and abuse. All staff report any concerns they may have about pupil safety. Leaders make timely referrals to safeguarding partners. They work tenaciously with outside agencies to support pupils at risk of harm.

Pupils are encouraged to stay safe and form healthy relationships. They attend assemblies about keeping healthy. This includes teaching about mental health. Pupils are taught online safety through the computing curriculum.

Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called an ungraded inspection and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the second ungraded inspection since we judged the school to be good in July 2013.

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](#)' 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	102092
Local authority	Haringey
Inspection number	10255476
Type of school	Primary
School category	Community
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	432
Appropriate authority	The governing body
Chair of governing body	Steven Porter
Headteacher	William Dean
Website	www.highgateprimaryschool.co.uk
Date of previous inspection	20 September 2017, under section 8 of the Education Act 2005

Information about this school

- The school shares its site with the Blanche Nevile School for Deaf Children. Pupils from Blanche Nevile School attend classes and assemblies with pupils at this school. Pupils from both schools share the playground spaces.
- The school provides space for a family centre. The family centre operates a baby-weighting service and baby play space on one day each week.

Leaders do not use any registered alternative providers.

Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed any impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- During the inspection, inspectors met with the headteacher, other members of the school leadership team, and members of the governing body, including the chair of governors.

- Inspectors undertook deep dives in reading, mathematics and art. Inspectors met with subject leaders to discuss the curriculum and visited a sample of lessons. They also reviewed the work of pupils and met with pupils to discuss their learning.
- Inspectors evaluated the effectiveness of safeguarding through discussions with leaders, staff and pupils. They reviewed school safeguarding policies and records of safeguarding, including the pre-employments checks carried out when appointing new members of staff.
- Inspectors considered responses to Ofsted's online surveys for staff and pupils. They also considered the views of parents who had completed the Ofsted online survey for parents, Parent View.

Inspection team

Annabel Davies, lead inspector

His Majesty's Inspector

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Piccadilly Gate
Store Street
Manchester
M1 2WD

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