

Inspection of Highfield Primary School

Sandringham Green, Leeds, West Yorkshire LS17 8DJ

Inspection dates: 20 and 21 March 2024

Overall effectiveness

Outstanding

The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Early years provision

Outstanding

Previous inspection grade

Outstanding

Until November 2020, the school was exempt from routine inspection because it was judged to be outstanding at its previous inspection under section 5 of the Education Act 2005. The school has not been inspected under section 5 of the Act since November 2011.

What is it like to attend this school?

The school has developed an inclusive, caring and nurturing ethos, which is exceptional. Pupils love learning. They are eager and excited to share what they know and can do. This starts as soon as they enter the vibrant early years environment. There are no limits placed on their learning. This is because staff have the highest ambition for every pupil. Pupils leave the school well equipped for the challenges of secondary education.

Pupils respond well to the high expectations of behaviour staff expect, both in the classroom and around the school. They play happily together at social times. Pupils say bullying rarely happens, but they know if it does, adults will help them. Pupils feel safe. Pupils are opposed to any form of discrimination and they know why it is important to challenge prejudice.

The school is proud of its work with pupils beyond the academic, and rightly so. Meaningful experiences are strategically woven into the curriculum. These include ballet workshops, visits to museums and inspirational visitors to speak to pupils. The school makes sure that disadvantaged pupils and those with special educational needs and/or disabilities (SEND) never miss out. All of this work contributes to an inclusive and aspirational experience for all.

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

Starting in the early years, the school has embedded a knowledge-rich curriculum, which is progressive year on year. To build on firm foundations, teachers use many opportunities to revisit prior content before they move on to something more challenging. Over time, pupils build an impressive body of knowledge across various subjects.

The school promotes a love of reading. Reading underpins the whole curriculum. Pupils who are assigned the role of reading ambassadors instil a love of reading through their book recommendations. Staff have thoughtfully chosen books to build pupils' vocabulary and unlock doors into wider learning and the world. In lessons, pupils skilfully explore and analyse a wide range of texts. Teachers expertly use their questioning skills to deepen and check pupils' understanding. By the end of Year 6, pupils are confident readers and achieve highly.

The school's approach to phonics is rigorous. In key stage 1, pupils secure the phonics knowledge they need to be successful readers. If they fall behind, staff act quickly to give them extra support. Staff have all been trained, so they teach phonics consistently. This helps to ensure that the teaching of phonics is effective, resulting in outcomes above the national average.

Pupils with SEND achieve extremely well. These pupils learn the same knowledge-rich curriculum. This is because there is careful consideration of where individual

pupils may need extra help and what this should look like. Skilled staff run pre-teaching sessions, which help pupils to learn and be ready to learn more.

Children thrive when they join the school in early years. Many speak English as an additional language. Well-trained staff focus sharply on developing children's communication and language. They extend children's vocabulary and introduce new words at every opportunity. Adults are supportive and help children to develop routines. There are many activities, which appeal to children's interests. For example, children created annotated maps relating to a recent visit. The school works closely with parents and carers, providing many opportunities for them to play alongside their children. In addition, parents attend workshops which help them to support their children's learning.

Relationships between staff and pupils are exceptionally strong and based on mutual respect. Routines for excellent behaviour start early and continue as pupils move up the school. Adults model the standards they expect from pupils. Pupils strive to meet these. They are attentive and enthusiastic in lessons. Pupils attend well. They want to attend because their learning and other opportunities in school excite them.

The school's work to broaden pupils' talents and interests is excellent. For example, pupils try new sports, have the opportunity to join a choir and take part in drama productions. By contributing to the local community, pupils make a tangible difference to the lives of others. Pupils visit different places of worship to develop a thorough understanding of different religious beliefs and cultural communities. They talk confidently about how the law protects people with different characteristics. The school ensures that pupils grow into active and responsible citizens. Pupils are very proud of their roles in school, which include reading ambassadors and peer mediators.

Supported by a highly skilled governing body, the headteacher leads the school extremely well, resolute in his pursuit of excellence. Parents are typically lavish in their praise for the school. Referring to the headteacher's leadership, the adjective 'exceptional' was referenced in several responses. The staff are a cohesive team and are proud to work here. They feel very well supported with their workload and well-being.

Safeguarding

The arrangements for safeguarding are effective.

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' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	107914
Local authority	Leeds
Inspection number	10297229
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	423
Appropriate authority	The governing body
Chair of governing body	Oliver Thorne
Headteacher	Jonathan Feeley
Website	www.highfield-primary.co.uk/
Dates of previous inspection	14 and 15 November 2011, under section 5 of the Education Act 2005.

Information about this school

- Since the previous inspection, there has been a change in leadership at the school.
- The school does not use any alternate provision.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors met with the headteacher and other senior leaders. The lead inspector met with members of the governing body and a representative from the local authority.

- Inspectors carried out deep dives in these subjects: reading, mathematics, science, history and design and technology. For each deep dive, inspectors met with subject leaders and visited a sample of lessons. In addition, inspectors looked at curriculum plans, spoke to teachers, talked to some pupils about their learning and looked at samples of pupils' work. Inspectors looked at samples of pupils' work in English, geography and religious education.
- The lead inspector listened to pupils in Years 1, 2 and 3 read to an adult.
- To evaluate the effectiveness of safeguarding, inspectors reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- The inspectors observed pupils' behaviour around the school during lessons and at social times and met with groups of pupils to hear their views.
- Inspectors considered the views of staff and pupils from conversations and through responses to Ofsted's online surveys.
- An inspector spoke to some parents during the inspection. Inspectors considered the responses to Ofsted Parent View, including written responses.

Inspection team

Andy Taylor, lead inspector	Ofsted Inspector
Dimitris Spiliotis	Ofsted Inspector
Sinead Fox	Ofsted Inspector

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