



# Highgate Primary School

## Inspection Report

**Unique Reference Number** 102092  
**LEA** Haringey LEA  
**Inspection number** 276652  
**Inspection dates** 25 April 2006 to 26 April 2006  
**Reporting inspector** Tusha Chakraborti AI

This inspection was carried out under section 5 of the Education Act 2005.

<b>Type of school</b>	Primary	<b>School address</b>	Storey Road North Hill Highgate, London N6 4ED
<b>School category</b>	Community	<b>Telephone number</b>	02083407023
<b>Age range of pupils</b>	3 to 11	<b>Fax number</b>	02083416266
<b>Gender of pupils</b>	Mixed	<b>Chair of governors</b>	Mr Nariman Gandhi
<b>Number on roll</b>	380	<b>Headteacher</b>	Ms Gill Pinkerton
<b>Appropriate authority</b>	The governing body		
<b>Date of previous inspection</b>	7 March 2000		

<b>Age group</b> 3 to 11	<b>Inspection dates</b> 25 April 2006 - 26 April 2006	<b>Inspection number</b> 276652
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## Introduction

The inspection was carried out by three Additional Inspectors.

## Description of the school

Highgate Primary is larger than most primary schools. It is situated in the London Borough of Haringey and shares its site with a special school for hearing impaired pupils. Although the headteacher does not manage this school, these children are well integrated into the school's work. Highgate Primary draws its pupils from a wide range of social and economic backgrounds with some families in owner occupied or rented accommodation and others in council or short-term accommodation. Pupils come from many ethnic backgrounds. A fifth of pupils are at an early stage of learning English which is above average. The percentage of pupils with learning difficulties and those eligible for free school meals is also above average.

## Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## Overall effectiveness of the school

### Grade: 2

Highgate Primary is a good school and gives its pupils a good education. It evaluates its performance accurately and provides good value for money. Parents have a very high level of confidence in the school; one parent wrote 'We are genuinely pleased with the development of our children'. The leadership and management of the school are good and the headteacher provides a very clear educational direction. Pupils' achievement and their personal development are good. Standards in Year 6 are above average. They are slightly above average in writing at the end of Year 2. However, they are not as high as they should be in reading and mathematics. This is mainly because of high pupil mobility and the large number of pupils with limited skills in English language in Years 1 and 2. Sometimes, more able pupils in Years 1 and 2 are not challenged sufficiently. The quality of teaching is good overall. Attendance has improved but is still below the national average. Children in the Foundation Stage make good progress in a caring environment.

Relationships in the school are very good and pupils behave well and treat each other and staff with care and respect. Pupils greatly enjoy being at school, and by the time they leave the vast majority have made good progress. The school has a very strong ethos of inclusion and this is reflected in its excellent partnership with the special school for hearing impaired children. These children are often taught within the classrooms, alongside pupils from Highgate Primary. Parents value this highly and many commented that, 'There is a strong sense of community which we value.'

The school has made good improvement since the last inspection and addressed areas identified as being in need of improvement. For instance, provision for outdoor activities for the Foundation Stage has improved significantly and the accommodation has been extended. An effective assessment system is used to track children's progress, although it does not yet offer a full overview of the children's progress in the nursery and Reception. The school has a good capacity to improve.

### What the school should do to improve further

- \* Raise standards further in reading and mathematics in Years 1 and 2 by challenging the more able pupils consistently.
- \* Ensure the rigorous assessment of children on entry to and during their time in the Foundation Stage.
- \* Continue to work to improve attendance.

## Achievement and standards

### Grade: 2

Pupils achieve well because they are very keen to learn and they are well taught. Children start in the nursery with standards that are in line with those expected of this

age, although the range of ability is wide. They achieve well and most reach the expected learning goals by the end of the Reception year with a few exceeding them.

Standards in writing have improved at the end of Year 2. They are now slightly above average as a result of the strategies the school has implemented successfully over the past two years. Standards are not as high as they should be in reading and mathematics. They are below average but improving year on year. This is partly due to high inward mobility and the very large number of pupils with limited English language skills in Years 1 and 2. However, some more able pupils are not reaching the high standards of which they are capable because they are not sufficiently challenged in all lessons. Progress accelerates in Years 3 to 6 and many pupils exceed the challenging targets that are set for them at the end of Year 6. Standards at the end of Year 6 are higher than average in English and mathematics and broadly average in science. Pupils demonstrate good communication skills which develop well as they progress through the school.

There is good support for pupils whose first language is not English and for pupils with learning difficulties and disabilities. There is no significant difference in achievement between different groups of pupils.

## **Personal development and well-being**

### **Grade: 2**

The school accurately assesses personal development and well-being to be good. Pupils' spiritual, moral, social and cultural development is good, because of opportunities they have to reflect on their understanding of the world, as seen in a celebration assembly, which helped pupils reflect upon personal values. The staff are very effective in valuing the diversity of the pupils' backgrounds and helping them to learn about each others' cultures. Pupils are involved in the everyday running of the school, for example, by acting as 'buddies' at break times. They develop a deep sense of responsibility for others, especially in supporting the integration of hearing impaired pupils from the special school within the school. Pupils love coming to school and show a genuine desire to learn. Attendance has improved over the past few years. Overall it is now just below the national average, but attendance is much better in the classes containing the older pupils. Pupils are highly motivated by a recently introduced class award for best attendance.

The school has gained a 'Healthy School Award' and pupils demonstrably understand the importance of leading a healthy life-style. They feel safe in school and have the confidence to talk to staff if at all worried. Pupils learn what it is to be a good citizen, including the influence they have through the school council. The acquisition of good levels of basic skills by the end of Year 6 and pupils' very good personal development prepares them well for later life.

## Quality of provision

### Teaching and learning

#### Grade: 2

The quality of teaching and learning is good. Very good relationships and high expectations promote pupils' good attitudes to learning and reflect their determination to achieve well. Teachers place a strong emphasis on raising standards in writing in Years 1 and 2 as a result of which standards in writing have improved. Good lessons were clear in purpose, used a range of learning styles and motivated pupils to do well, particularly through effective use of praise. A minority of lessons that were satisfactory overall, fell short of being good for lack of challenge, for some more able pupils and too long spent on a particular activity, such as whole class questioning.

Assessment data is used well in Years 1 to 6 to inform teaching and identify any trends and issues. There is some good marking, for example to provide pupils with questions or prompts to which pupils respond.

Teaching in the Foundation Stage is good as adults have a good understanding of the needs of the children. The new assessment system enables teachers to track children's progress regularly and in detail but the information is not yet used effectively enough to form a clear overview of the progress that children make.

### Curriculum and other activities

#### Grade: 2

Although the school judges its curriculum to be satisfactory, the inspection team found secure evidence that the quality and range of what the school provides are good. The broad and balanced curriculum meets all statutory requirements. Links between subjects are being developed and weaknesses identified in the last inspection report have been addressed well. Planning of lessons is very thorough and meets the needs of all pupils, including those with learning difficulties and those at an early stage of learning English. Provision in the nursery and Reception classes is good and enables most children to make a sound start to their education. The school's health education programme teaches pupils the value of healthy life choices, exercise, sex and drugs awareness.

Pupils across the school benefit from a wide range of visits and visitors, and clubs and activities such as sports, music, French, drama and dance. The whole learning environment of the school is enhanced by displays of pupils' work that celebrate their achievements and developing skills in art, literacy and information and communication technology.

### Care, guidance and support

#### Grade: 2

Care, guidance and support for pupils are good. There are effective measures for the safety of pupils endorsed by an independent audit of its health and safety procedures. Child protection arrangements are effective and meet all requirements. Pupils feel

safe in school, are free from any bullying and have confidence in the staff to deal with any concerns. Pastoral support for pupils is good. Pupils' personal development is monitored well and support is timely and managed well through support plans in which parents are involved. The school also makes good use of outside expertise. Guidance over behaviour is effective and there have been no exclusions in recent times. Support for pupils with learning difficulties and those at the early stages of learning English is good.

## **Leadership and management**

### **Grade: 2**

The school is well led and managed. The headteacher plays a particularly strong role in leading the school. She and other senior staff make an effective team with a strong sense of purpose and a clear view of what the school needs to do in order to improve. There are effective systems in place for evaluating how well the school is doing and this contributes well to the school's strong capacity to improve. The school improvement plan is securely based on the views of staff, governors, parents and other stakeholders. Subject leaders have a good knowledge of standards in their areas and are effective in the further development of the school. There is a good blend of experienced and more recently qualified teachers. Resources are good and used well to support learning.

Each child is valued and the school has a very strong ethos of ensuring that all have equal opportunities. Staff at all levels, make a strong contribution to the personal development and well being of pupils of all ages.

The governing body fulfils its statutory duties well. It supports the school effectively and is strongly committed to the school's continuing improvement. The governors have a good awareness of the need to raise standards as shown by their recent monitoring of standards by the end of Year 2.

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## Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	<b>School Overall</b>	<b>16-19</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	2	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	2	NA
The effectiveness of the school's self-evaluation	2	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

### Achievement and standards

<b>How well do learners achieve?</b>	2	NA
The standards <sup>1</sup> reached by learners	2	NA
How well learners make progress, taking account of any significant variations between groups of learners	2	NA
How well learners with learning difficulties and disabilities make progress	2	NA

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	2	NA
The attendance of learners	3	NA
How well learners enjoy their education	2	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	2	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	2	NA

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	2	NA
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	2	NA
<b>How well are learners cared for, guided and supported?</b>	2	NA

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	2	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2	NA
How effectively and efficiently resources are deployed to achieve value for money	2	NA
The extent to which governors and other supervisory boards discharge their responsibilities	2	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

<b>The extent to which schools enable learners to be healthy</b>	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
<b>The extent to which providers ensure that learners stay safe</b>	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
<b>The extent to which learners make a positive contribution</b>	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
<b>The extent to which schools enable learners to achieve economic well-being</b>	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

## **Text from letter to pupils explaining the findings of the inspection**

Pupils

My colleagues and I would like to thank you for welcoming us to your school. It was a great pleasure to visit the school and talk to you about it. We know that you really enjoy coming to school and value what it has to offer you. You are achieving well. We think you have good opportunities to develop your skills in all subjects as you have such a varied curriculum.

We are pleased to tell you that we agree that this is a good school. This is because your headteacher and all other staff really do a great job in organising the school and in providing you with a good quality of education. We were impressed by your attitudes to the school, your good behaviour and your willingness to concentrate on your work and join in. We were pleased to see that you understand the importance of staying safe and healthy very well and take part in the wide range of physical activities to maintain a healthy lifestyle.

We agree with the school's targets to be even better and continually to improve the achievements of all children. We are confident that you will continue to work hard and help the school to meet the targets. With every good wish for the future.

Yours sincerely

Tusha Chakraborti

Lead Inspector