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Mr D Godfrey  
The Headteacher  
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Dear Mr Godfrey

### Ofsted monitoring of schools with a Notice to Improve

Thank you for the help which you and your staff gave when I inspected your school on 15 January 2007, for the time you gave to our phone discussions, and for the information which you provided before and during my visit. Please pass on my thanks to staff, governors and the local authority (LA) for contributing to the inspection and, not least, to the pupils, who made me very welcome.

This letter will be posted on the Ofsted website. Please inform the Regional Inspection Service Provider of any factual inaccuracies within 24 hours of the receipt of this letter.

As a result of the inspection on 7 and 8 June 2007, the school was asked to improve: achievement in mathematics and science, particularly for girls in mathematics; the quality of assessment and marking; and, to ensure that monitoring by managers is more rigorous.

Having considered all the evidence, I am of the opinion that at this time the school is making satisfactory progress in addressing the issues for improvement.

In the most recent tests for seven year olds, the school's results were above the national average in reading, writing and mathematics. However, the results of the tests for eleven year olds were below the national average in English and mathematics and pupils' achievement in the tests was inadequate. Too few pupils achieved the higher Level 5, particularly in mathematics. The school has taken action to improve the quality of teaching and learning in Years 3 to 6 and placed a strong emphasis on improving pupils' writing and mathematical skills, building on the good progress made in Key Stage 1. The most effective work has been undertaken in improving the systems for assessing and tracking the pupils' progress. The procedures that are now in place ensure that teachers in all year groups are accountable for the progress that pupils make. Teachers know what levels the pupils are working at in English and mathematics and the standards they ought to achieve. School assessment data indicates that more pupils are now on track to meet age

related targets by the end of the year. Systems for monitoring and evaluating the school's work are more rigorous and soundly based on accurate assessment data. The work of the headteacher is sharply focused on pupils' standards and achievement. The most recent assessments by teachers indicate that the school has made satisfactory progress in raising standards, particularly in mathematics. These assessments confirm that the progress made by the girls has accelerated, and their achievement in mathematics is satisfactory. However, there is work still to do to combat the legacy of underachievement that has built up over recent years in Key Stage 2.

The school's monitoring information indicates that inadequate teaching has been largely eradicated and this view was supported by evidence seen in lessons and in pupils' books during the inspection. Strengths in the Foundation Stage and in Years 1 and 2 have been maintained and weak teaching, particularly in Year 3, has been tackled. Where teaching has improved, it is lively and engaging and the learning intentions are clear to pupils. Teachers have raised their expectations of what pupils can achieve. This is particularly evident in how the girls are more actively involved and encouraged in mathematics work. However, there are still some inconsistencies, for example in the quality of teachers' marking and the help it gives to pupils, in the pace of lessons and the demands made of pupils, particularly the most able. Furthermore, although the targets set for pupils in literacy and numeracy are helping to involve them in their learning, they are not regularly referred to in lessons or in the written guidance given by teachers. Development in this area of teaching might usefully concentrate on helping pupils to know what they must do to improve their work and to reach the next level.

An important factor in recent improvements to the quality of teaching and learning has been a strengthening of the monitoring procedures. Senior managers, supported by the local authority, are more actively involved in checking aspects of the school's work. Management roles have been reorganised and subject leaders are beginning to have a more effective role in driving forward improvements and checking outcomes. This is particularly evident in mathematics. The roles of the newly appointed subject leaders for science and literacy are developing satisfactorily. The governing body has begun to implement monitoring procedures in order to hold the school effectively to account. However, these are still in the early stages of development.

The local authority has provided a suitable balance of support and challenge which has enabled the school to accept, and begin to address, its previous shortcomings. The school has benefited from the advice provided by the advisors and consultants in developing assessment and establishing target setting. This has been particularly successful in mathematics.

I hope that you have found the visit helpful in promoting improvement in your school.

Yours sincerely

Pat Walsh  
Her Majesty's Inspector