

# HIGHGATE PRIMARY SCHOOL

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22<sup>nd</sup> January 2020

## OFSTED Report Cover Letter & Parents Meeting – Mon 10<sup>th</sup> Feb 4.30pm / 6pm

*Dear Parents.*

*On Tuesday 17<sup>th</sup> and Wednesday 18<sup>th</sup> September 2019 the school had a two-day OFSTED inspection. We have now received the report and judgement from that visit and wish to share this with you. Please read this letter alongside the report.*

*They highlighted the ambitious mathematics curriculum that we have embedded, the positive behaviour witnessed and the range of experiences we offer the children. Additionally, they commented on the high quality provision offered in 'The Learning Hub' and for SEN children. It is important for you to be informed that these two days form a small snapshot of the teaching at Highgate Community School.*

*First and foremost, I would like to reassure that the school take OFSTED's judgement incredibly seriously and are working hard to implement any recommendations. Please read the report alongside this letter and be assured that lots of actions have been swiftly put into place as we care deeply about the safeguarding and education we provide for all children.*

### ***The Quality of Education - Requires improvement***

*The new Ofsted framework was released in May 2019 and we have been working hard to implement the changes to this. We have developed a curriculum that broadens the children's knowledge and we are working to ensure our pupils are both "interesting and interested" in the world around them.*

- We have planned an 'ambitious' curriculum and this is currently being embedded.*
- Since the report has been published we are using 'Knowledge Organisers' which are a way of ensuring children know more and remember more. They also feature key subject specific language which children will use. These will be sent out to parents in the next few weeks to be used at home.*
- Additionally, we have implemented review quizzes called 'The Super Six' into lessons. These quizzes feature two questions from previous learning, two current learning questions and two question from the last lesson. This means that children build on the knowledge they have learned before and make links between learning.*
- We have a range of resources in use to ensure teachers subject knowledge is high in the range of subjects we teach.*

*Early Reading was an area for improvement. All schools undertake a phonic screening which checks on the ability of the children to read words using a range of sounds. For the past three years the school has achieved above the national average and Key Stage 1 reading results are within the national average.*

- Since the report we have overhauled our reading books and purchased new ones to ensure they match the sounds children know.*
- We have undertaken phonics refresher training to ensure the correct sounds are articulated and enforced.*

### ***Behaviour and Attitudes - Good***

*The inspectors identified a lot of positive features of our school which resulted in both Behaviour and Attitudes being judged as good.*

### ***Personal Development - Good***

*The inspectors identified a lot of positive features of our school which resulted in Personal Development being judged as good.*

**'LIVING, LEARNING AND LAUGHING TOGETHER'**

**Early years provision - Requires improvement**

First and foremost, our priority in the second full week of school for our foundation stage children is making sure they are settled feeling safe and secure. OFSTED visited us at the beginning of the school year and this is where staff were focusing on settling new starters in well. This did not reflect the typical teaching and ambitious goals we expect for our children in Reception once they have had a few weeks in school, full time. These high expectations are reflected in the schools' attainment matching national averages across the curriculum.

- Since the report our long term plan has been developed and our curriculum is sequential and we have made more obvious links to progression from Early Years Foundation Stage to Year 1. This is published on our website.

**Leadership and management - Inadequate**

This judgement is linked to safeguarding. The inspectors found many aspects of our safeguarding practice to be very thorough.

However, they reviewed a very small number of cases and concluded there were inconsistencies in the way they had been recorded. For this reason, only, safeguarding was considered inadequate.

- Since the report we have audited all of our safeguarding records to ensure that our actions taken are clear.
- We have worked with the local authority safeguarding team who confirm that our training is up to date and our processes of recording incidents is robust to ensure we are meeting statutory requirements. Senior leaders and governors have also set up a process of ongoing checks to ensure our records continue to be accurate.

**Final judgement**

As safeguarding was considered inadequate this has placed the school in a category of being a school with serious weaknesses. This means OFSTED recognise that all the staff at Highgate have the capacity to be able to bring about rapid improvements.

This has been a huge disappointment to me and our staff and governors who work hard to create a school where children can learn, feel included and be happy.

**Next steps:**

I want to assure you that the school has been and will continue working, with support from the local authority and other organisations, to rectify all issues quickly.

I am sorry to have to share this news with you but, as always, if you have any concerns I hope you feel able to contact me to discuss these so we can reassure you of our commitment to your children.

We would like to offer you the opportunity to put any questions or concerns you may have after reading the report to myself, the senior leadership team and the governors.

We will be holding two meetings open to all parents on **Monday 10<sup>th</sup> February at 4.30pm and again at 6pm**. At the meetings there will also be a representative from the Education Department of Leicestershire County Council. Please could you send us questions in advance of the meeting. You can send them in an envelope to me via the office or email them to: [office@highgate.leics.sch.uk](mailto:office@highgate.leics.sch.uk) by **Wednesday 5<sup>th</sup> February**. Please note all questions need to be submitted to us before the meeting in order for us to answer them.

I want to assure you that your children continue to be well taught, looked after and happy in our school. While we are working hard to move Highgate forwards, we remain proud of what we have achieved so far and work hard for the benefit of your children.

Kind regards

Mr T. Jenkinson  
Headteacher

**Questions for the OFSTED Parents Meeting**

I will be attending/unable to attend the meeting at 4.30pm / 6pm. (\*delete as appropriate)

Please could you answer my following question(s)?

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Parent of .....

# Inspection of Highgate Community Primary School

Heathcote Drive, Sileby, Loughborough, Leicestershire LE12 7ND

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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

<b>Unique reference number</b>	120049
<b>Local authority</b>	Leicestershire
<b>Inspection number</b>	10110078
<b>Type of school</b>	Primary
<b>School category</b>	Maintained
<b>Age range of pupils</b>	4 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	209
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Angela Brookes
<b>Headteacher</b>	Troy Jenkinson
<b>Website</b>	<a href="http://www.highgate.leics.sch.uk">www.highgate.leics.sch.uk</a>
<b>Date of previous inspection</b>	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



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