

# Inspection of Highgate Primary School

Heathcote Drive, Sileby, Loughborough, Leicestershire LE12 7ND

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Inspection dates: 16 and 17 April 2024

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Early years provision	<b>Good</b>
Previous inspection grade	Not previously inspected under section 5 of the Education Act 2005

The headteacher of this school is Hannah Sale. This school is part of Bradgate Education Partnership, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Gareth Nelmes, and overseen by a board of trustees, chaired by Stephen Cotton.

## **What is it like to attend this school?**

This is a caring school where pupils learn to be positive, respectful citizens. Pupils enjoy attending school. Central to the school are the values of; 'ready, curious, try our best, respectful, kind, resilient'. These guide pupils successfully in their actions and thoughts. Pupils are keen to help and support one another to make positive choices. 'Games buddies' play alongside their younger peers, showing them how to get along together.

The school has high expectations for all pupils to achieve well, particularly the most disadvantaged and those with special educational needs and/or disabilities (SEND). These expectations are realised, particularly in key stage 1. Similarly, the school has high expectations for pupils' behaviour. As one pupil typically stated: 'Behaviour is good in our school. Children are respectful and kind.' The school's three-step approach to supporting pupils' behaviour guides the choices they make. Pupils say they feel safe.

Pupils have a strong understanding of diversity and inclusion. They are respectful of the characteristics that make people similar and different. Pupils enjoy taking on wider responsibilities as they move through the year groups. For example, nurture assistants enable other pupils to explore and manage their own feelings and emotions. Pupils take pride in celebrating each other's achievements.

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

Learning to read is prioritised at the school. Pupils start acquiring the knowledge and skills they need as soon as they start in Reception. The school has invested in high-quality reading texts. Pupils speak positively about reading. They appreciate the range of books they can choose from.

Recently, pupils' achievement in reading has dipped. The school responded swiftly to raise expectations. Staff apply a consistent approach to the teaching of phonics. Reading books match the letter sounds pupils are learning. Staff are skilled at checking pupils' accuracy in reading and identifying any extra help that pupils need. Teachers explore pupils' depth of understanding from their reading, challenging their thinking through skilful questioning.

The school's wider subject curriculum builds pupils' knowledge over time. In most subjects, teachers have clarity about what is taught and when. This helps them to establish strong links to prior learning. Pupils regularly revisit their learning in subjects such as mathematics and geography to help them remember more. However, in a few subjects, the curriculum is not as effectively developed. In these subjects, the links between current and prior learning are not always made clear to pupils. When this happens, some pupils struggle to recall their knowledge and understanding. Leaders recognise that in a small number of subjects the curriculum is not fully implemented in the way leaders intend.

Teachers value the subject training they receive. They have the secure subject knowledge they need to teach effectively. Teachers use their knowledge to question pupils skilfully in lessons. Teachers explain new concepts clearly, particularly when introducing important vocabulary. The strong emphasis staff place on pupils' literacy development helps pupils to apply specific subject vocabulary in their work.

Children settle well in the early years. Purposeful activities enable children to work collaboratively and independently. Adults question children's thinking well, enabling them to explore and develop their understanding of the world around them. Staff model learning effectively.

Leaders have made recent changes to ensure that the school adopts a consistent approach to supporting pupils with SEND. Staff are well trained. They identify the needs of pupils with SEND well. Appropriate information is shared, enabling teachers and other adults to adapt learning activities to help pupils with SEND achieve well. Staff are tenacious in ensuring that pupils with SEND receive the support they need, including working with specialist services external to the school. However, while some parents value the support their child is receiving, others have a different view. Leaders recognise this.

Pupils display positive attitudes towards their learning. Low-level disruption is rarely seen and certainly not tolerated. Expectations for pupils to behave well are high. Pupils respond to these expectations.

The school is ambitious to develop all pupils' personal skills and character beyond the academic. The school's personal, social, health and economic (PSHE) curriculum is well thought through. Pupils learn about the importance of looking after themselves. Visits from guest speakers, including a member of the House of Lords, helps to ensure pupils learn about and respect fundamental British values and the protected characteristics. Pupils recognise the importance of these so that they can make positive contributions to society.

Staff unite in the ambition for this school to be the best it can be. There is a clear vision which staff fully support. Staff appreciate that leaders are mindful of their well-being and workload. The school is well supported by the trust.

## **Safeguarding**

The arrangements for safeguarding are effective.

## **What does the school need to do to improve?**

### **(Information for the school and appropriate authority)**

- In a small number of subjects, the curriculum is not as well developed as it is in most others. In these subjects, staff do not always have clarity about what is taught and when so that they can make clear links between prior and future learning. Consequently, teachers do not always know how they check pupils'

understanding in these subjects. Therefore, pupils are not all achieving as well as they might. The school should ensure that they swiftly evaluate and improve the planning and implementation of the curriculum in these subjects to help all pupils know and remember more of the knowledge and skills they are taught.

- While leaders have strengthened their oversight of the provision for pupils with SEND, some parents do not feel as involved in their child's education as they might be. They do not all feel that the school communicates with them as well as it could. The school should continue to build on the new approaches they have developed to ensure that all pupils with SEND get the help they need to achieve well and that parents have the reassurance they need.

## 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

<b>Unique reference number</b>	148390
<b>Local authority</b>	Leicestershire
<b>Inspection number</b>	10324220
<b>Type of school</b>	Primary
<b>School category</b>	Academy sponsor-led
<b>Age range of pupils</b>	4 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	213
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	Stephen Cotton
<b>CEO of trust</b>	Gareth Nelmes
<b>Headteacher</b>	Hannah Sale
<b>Website</b>	<a href="http://www.highgate.bepschools.org">www.highgate.bepschools.org</a>
<b>Date of previous inspection</b>	Not previously inspected

## Information about this school

- The school is a part of the Bradgate Education Partnership, a multi-academy trust. The school joined the trust in May 2021.
- The school does not make use of any alternative providers.
- The school manages a before-school club on the school premises.

## 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 leaders and have taken that into account in their evaluation of the school.

- Inspectors held meetings with the headteacher and other staff, including the special educational needs coordinator (SENCO).
- Inspectors carried out deep dives in four subjects: reading, mathematics, religious education and geography. To do this, they met with curriculum leaders, visited lessons, looked at samples of pupils' work, listened to pupils read and met with teachers and pupils. They also looked at curriculum documentation for reading, design and technology and personal, social, health and economic (PSHE) education.
- The lead inspector met with the chair of the board of trustees and the chair of the local advisory board.
- The lead inspector met with the chief executive officer and the director of education from the multi-academy trust.
- Inspectors took account of the responses to the Parent View, including free-text responses and Ofsted's survey for school staff. Inspectors spoke informally to parents at the beginning and end of the school day.
- 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.
- Inspectors considered pupils' behaviour at various times of day, including in lessons, around the school site and at lunchtime. They scrutinised the school's records for attendance and behaviour.

### **Inspection team**

Mark Anderson, lead inspector

His Majesty's Inspector

Emma Tayler

Ofsted Inspector

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