

Inspection of Highgate Primary School

North Hill, Highgate, London N6 4ED

Inspection dates: 22 and 23 May 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	Good

What is it like to attend this school?

Pupils at Highgate Primary are enthusiastic learners who enjoy coming to school each day. They love learning and speak excitedly about their experiences. All pupils, including those with special educational needs and/or disabilities (SEND), benefit from an ambitious and well-designed curriculum. They work hard and produce work of high quality. They achieve well, including in national assessments, and are very well prepared for the next stage of their education.

Pupils feel safe and are kept safe in school. Behaviour is excellent, creating a purposeful and focused environment for learning. Pupils appreciate the careful consideration given to their well-being and enjoy spending time with the school dog, Horace. They are confident to share any concerns they may have and know that adults will help to resolve them swiftly.

Pupils are encouraged to play a full and active role in their community. There are numerous leadership opportunities available. For example, older pupils are play ambassadors and have helped to develop the playground rules. Similarly, younger pupils help to organise activities at lunchtime. The ambitious curriculum is enriched by a programme of exciting visits and additional activities. For example, during the inspection, Year 3 pupils took part in mudlarking as part of their topic on rivers.

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

The curriculum is highly ambitious. In each subject, and area of learning in early years, leaders have given careful thought to the most important knowledge that they expect pupils to learn. This is logically sequenced so that pupils practise and deepen their understanding before tackling new ideas. This helps to ensure pupils build a deep body of knowledge in different subjects that enables them to connect ideas from across the curriculum. For example, in history, pupils practise using different sources and artefacts to find out about the past. Older pupils show confidence drawing on this knowledge when discussing the importance of the Benin Bronzes following a visit to the British Museum. The early years foundation stage provides a strong foundation for the rest of the curriculum. For example, children begin to learn Mandarin from their Reception year and secure a qualification by the end of Year 5.

Assessment is used effectively to check pupils' understanding, enabling teachers to identify and address any gaps in pupils' learning. This helps pupils to develop a secure understanding across the breadth of the curriculum. Pupils with SEND are swiftly and accurately identified. Leaders work closely with external organisations and specialists to ensure staff provide appropriate support and adaptations. This ensures pupils are able to access the same ambitious curriculum, wherever this is possible.

Learning to read well and a love of books are at the heart of the curriculum. In early years, a variety of well-chosen texts underpin the focus of the learning. For

example, the home corner reflects the cottage in the story of the Gingerbread Man. This helps children to understand the book and its characters, as well as develop an increasingly rich vocabulary. Children begin to learn to read from the early years through listening and joining in with familiar stories, rhymes and songs. This prepares children well to learn phonics from their Reception year. Pupils' reading is checked carefully and any who need additional help are swiftly identified and supported to catch up. Staff are well trained to implement the agreed phonics programme with precision. They ensure pupils practise reading using books that are closely matched to the sounds they know. This helps pupils to develop as confident, accurate and fluent readers who are well placed to access the ambitious curriculum.

Pupils' behaviour in classrooms and around the school is exceptional. From early years onwards, pupils are taught about what constitutes positive behaviour and are rewarded with 'character coins' when they model leaders' high expectations. The school is a kind and respectful environment where differences are valued and celebrated. Pupils are rightly proud of their school and relish the opportunity to represent the school in different tournaments, such as debating and athletics. Leaders have ensured there are robust systems in place to manage attendance and punctuality. The school has worked closely with families to support those who were persistently absent. As a result, very many pupils attend regularly and on time.

The provision for pupils' broader personal development is exemplary. The curriculum is well designed to support pupils to learn about important ideas such as how to keep themselves physically and emotionally safe, including when online. Pupils access a broad range of additional activities and cultural experiences, including in art, design and cookery. For example, older pupils are currently designing and creating their own Great Wall of China, using technology to map their 3D design. Pupils are supported to understand the importance of protecting the planet. A green council has been set up to help ensure decisions are considerate of the environment.

Leaders, including those responsible for governance, are highly ambitious for the school community. This ambition is realised and all pupils, including those with SEND, receive an excellent education. Leaders at all levels have a secure understanding of the school's strengths and priorities. Governors are well trained and fulfil their statutory responsibilities. They offer appropriate challenge and support to leaders and hold them to account for their work. The school has highly positive relationships with parents and carers. For example, the services provided through the family centre provide real benefit to the community. Staff are rightly proud to work here. They value the opportunities they have to develop professionally and appreciate the care and consideration given by leaders to 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	102092
Local authority	Haringey
Inspection number	10323309
Type of school	Primary
School category	Community
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	443
Appropriate authority	The governing body
Chair of governing body	Jonathan Carr-West
Headteacher	William Dean and Rebecca Lewis (Co-Headteachers)
Website	www.highgateprimaryschool.co.uk/
Dates of previous inspection	28 February and 1 March 2023, under section 8 of the Education Act 2005

Information about this school

- The school does not currently make use of any alternative provision.
- The school runs a breakfast club and after-school wrap-around care. They also provide holiday club facilities.
- The school shares a site with the Blanche Neville School for Deaf Children.
- The school runs a family centre. This provides stay-and-play sessions, a baby weighing clinic and midwifery support for the local community.

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.
- Inspectors discussed any continued impact of the pandemic with the school and have taken that into account in their evaluation of the school.

- The inspectors met with the co-headteachers, other leaders and members of staff. They also spoke with a representative of the local authority and met with a range of governors, including the chair of the governing body.
- The inspectors carried out deep dives in these subjects: early reading, history, mathematics and music. For each deep dive, the inspectors met with subject leaders, visited a sample of lessons, spoke to some pupils about their learning and looked at pupils' work.
- The inspectors also discussed the curriculum in some other subjects.
- The inspectors looked at a range of documents, including leaders' self-evaluation and priorities for improvement.
- To evaluate the effectiveness of safeguarding, the 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 views of pupils, parents and staff were gathered through discussions and their responses to Ofsted's online surveys.

Inspection team

Sophie Healey-Welch, lead inspector	His Majesty's Inspector
Karen Jaeggi	Ofsted Inspector
Ruth Harding	Ofsted Inspector

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