

Inspection of Heage Primary School

School Lane, Heage, Belper, Derbyshire DE56 2AL

Inspection dates: 7 and 8 December 2021

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Early years provision **Good**

Previous inspection grade Good

What is it like to attend this school?

Pupils are happy at Heage Primary School. They say that their teachers are kind to them and that they are 'firm but fair'. Pupils feel safe in school. Leaders have systems in place to deal with bullying should it occur. Every pupil whom inspectors spoke to could name an adult in school they would go to if they thought they were being bullied.

Pupils enjoy learning. Pupils name a wide range of subjects and topics when asked what their favourite thing about school is. They work hard in lessons. They listen to their teachers and follow their instructions. They work well with their classmates. Pupils help each other and give their ideas and opinions respectfully.

Teachers expect pupils to behave well. Behaviour is good. As soon as pupils start school in the early years, they develop good attitudes to learning. Every class agrees a charter that sets out the expectations for how pupils should behave. Pupils then sign the charter to say that they agree to follow the rules. A small number of pupils find it difficult to follow these rules. Leaders make sure that there is support and nurture in place for these pupils.

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

Leaders have designed a curriculum that is suitably ambitious for all pupils, including pupils with special educational needs and/or disabilities (SEND). Curriculum plans identify the key knowledge pupils need to learn. This knowledge is ordered to make sure that new learning builds on prior learning. The curriculum is designed to promote aspiration and resilience. This is because leaders want pupils to develop these characteristics. However, these plans have only recently been introduced in many of the foundation subjects. The early years curriculum is also new.

Subject leaders are receiving training to further develop their roles. Subject leadership is at an early stage in some subjects. Subject leaders have not yet checked that pupils remember the key knowledge that is identified in the curriculum plans for their subject. This means that subject leaders do not yet know how these plans may need to be adapted further to ensure that pupils achieve the best possible outcomes.

Teachers explain new learning well. They make sure that pupils with SEND get the help they need to remember new learning. Almost all pupils with SEND learn alongside their peers. In English and mathematics, teachers check that pupils remember what they have been taught. This helps teachers to spot pupils who may need extra help. However, there is no consistent approach to assessment in the foundation subjects. As a result, teachers do not know where pupils may have gaps in their learning in these subjects.

Reading is prioritised in the school. Children in the early years learn phonics from the start. Staff's subject knowledge to teach phonics is good. Pupils are given books

to read that match the sounds they know. There is a strong focus on developing pupils' vocabulary. Leaders know that, as a result of the pandemic, more pupils start school in the early years with language skills that are lower than they have been in the past. Every opportunity is taken to discuss new words with pupils. Teachers read to pupils from age-appropriate books. Pupils are enthusiastic and confident readers, even those pupils who find reading more difficult.

Leaders have worked hard to maintain a sense of community in the school, despite the pandemic. Pupils get together to celebrate the success of others through virtual assemblies. Other virtual assemblies allow classes to showcase their learning, for example, about Diwali, harvest festival and Black History Month. Pupils have a wide range of opportunities while they attend the school. They are encouraged to take on responsibilities, such as lunchtime helpers or mini sports leaders. Outdoor learning is promoted by the school in all year groups. For example, pupils in the early years visit the woods, pupils in Year 4 camp out on the school grounds and pupils in Year 6 go on an annual residential visit to an outdoor pursuits centre.

Governors and staff are proud of the school. They say that they are a team. Governors know the school well. They understand what is going well in the school and monitor the impact of the actions identified in the school development plan closely. They are confident that leaders can continue to improve the school.

Safeguarding

The arrangements for safeguarding are effective.

Staff understand how to keep pupils safe. They receive appropriate training. They follow the school's procedures to record their concerns. Safeguarding leaders make sure that these concerns are followed up and that the right action is taken. Staff know their local community well. They are sensitive to the difficulties that some families face. They work closely with these families to make sure they get the help they need.

The school's curriculum teaches pupils about how to keep themselves safe both in and outside of school.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Curriculum plans have been written for all subjects. Many of these plans are new, having been implemented in September 2021. Leaders have not yet monitored the impact of these new plans to assure themselves that pupils are remembering the key learning outlined in them. Leaders should ensure that these checks are made so that further refinements to the curriculum can be made where needed. For this reason, the transitional arrangements have been applied.

- The knowledge that pupils need to know and remember is not assessed in foundation subjects. As a result, teachers do not know what pupils remember from their learning. Leaders should ensure that a consistent and time-efficient approach to assessment is developed for foundation subjects so that teachers can check that pupils know and remember more.
- Some subject leaders are new to their roles. They have not yet developed the skills they need to monitor their subjects well. Leaders should ensure that subject leaders receive training, and are given the time they need, to lead their subjects successfully.

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.

If you are the school 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

Unique reference number	112773
Local authority	Derbyshire
Inspection number	10199765
Type of school	Primary
School category	Community
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	179
Appropriate authority	The governing body
Chair of governing body	Jane Packer
Headteacher	Karen O'Connor
Website	www.heage.derbyshire.sch.uk
Dates of previous inspection	17 and 18 May 2016, under section 5 of the Education Act 2005

Information about this school

- The headteacher was appointed in April 2019. She was absent from school at the time of the inspection.
- The chair of governors has been in post for 18 months.
- The governing body manages before- and after-school provision on the school site.
- The school does not use alternative provision.

Information about this inspection

The inspectors carried out this inspection under section 5 of the Education Act 2005.

- This is the first routine inspection that the school has received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with school leaders and have taken that into account in their evaluation.

- Inspectors held meetings with the deputy headteacher and other members of staff. Inspectors spoke to two governors, including the chair of governors, and representatives from the local authority.
- Deep dives were carried out in these subjects: early reading, mathematics, art and design and religious education. For each deep dive, inspectors met with subject leaders, visited lessons and spoke to teachers and pupils from the lessons visited. Inspectors also reviewed curriculum planning and pupils' work.
- Inspectors met with safeguarding leaders to discuss the school's procedures for keeping pupils safe. The lead inspector reviewed the single central record and safeguarding records.
- Pupils' behaviour in school was observed in lessons and at playtimes and lunchtimes. Inspectors met with pupils to discuss behaviour.
- The views of parents were considered through Ofsted Parent View and free-text messages. Inspectors also spoke to parents on the playground. Responses to staff and pupil questionnaires were also considered.

Inspection team

Caroline Poole, lead inspector

Ofsted Inspector

Jason Brooks

Ofsted Inspector

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