

Inspection of a good school: Heathfield Primary School

Henniker Road, Bolton, Lancashire BL3 3TP

Inspection dates:

22 and 23 February 2022

Outcome

Heathfield Primary School continues to be a good school.

What is it like to attend this school?

Pupils are proud to attend Heathfield Primary School. They are greeted warmly each day by school staff. Pupils feel cared for. They use a mental health check-in system each morning. This lets teachers know how pupils are feeling. If pupils are unhappy or have any worries, a member of staff is on hand to help them.

Pupils work hard, achieve highly and behave well. They live up to leaders' high expectations for their behaviour and achievement. Pupils are enthusiastic about receiving family points for their positive behaviour. In class, pupils work well with their peers. They play together happily at breaktimes. Pupils make sure that nobody feels left out or lonely. Pupils said that on the rare occasions that any name-calling or bullying occurs, it is dealt with effectively by teachers.

Leaders ensure that pupils can access a range of opportunities. Trips to places such as the theatre and physical activity centres help pupils gain new experiences. Visitors to school enhance pupils' learning further. Recently, historians from the local museum helped pupils deepen their understanding of the Ancient Egyptians. Pupils also took part in history workshops about the Second World War and the Stone Age.

Leaders use the school motto of 'learning together, learning for life' to help pupils to understand the importance of being resilient and always trying their best. Pupils understand that characteristics such as these will help them to achieve their future ambitions.

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

Leaders have planned a broad and ambitious curriculum for all pupils, including those with special educational needs and/or disabilities (SEND). Curriculum leaders have ensured that pupils build their learning in a logical order right from the start in early years. This helps children and pupils build on what they already know. For instance, in Nursery class, children quickly gain a deep understanding of number. This provides them with the

foundation to confidently tackle more complex mathematical tasks in early years and as they move into key stage 1.

In most subjects, the curriculum is well developed. Staff display strong subject knowledge. Pupils can articulate their learning clearly. They achieve well. They explained to the inspector that they regularly recap what they have learned. This helps them know and remember more. However, in a small number of subjects, the curriculum is at a much earlier stage of implementation. Some staff are less confident in the teaching of these subjects. As a result, pupils do not display the same depth of knowledge as they do in other curriculum areas.

Leaders have placed a high priority on the teaching of reading. Teachers across the school share a wide range of books with pupils. This includes teachers reading to the two-year-old children as soon as they start in Nursery class. Assembly time is used effectively to promote topics such as diversity and equality through a range of carefully chosen books. Pupils said that they love reading. All staff receive regularly updated training to support pupils with reading. Staff use this training to systematically deliver the phonics curriculum, starting in Reception class. Teachers check carefully that reading books allow pupils to practise the sounds that they have learned. Any pupil who is falling behind in reading is given additional support to help them catch up. As a result, pupils quickly develop their reading knowledge and become proficient readers.

Staff quickly identify any pupils with SEND. Pupils with SEND access the full curriculum. This is because staff have been trained to adapt learning activities effectively where required. Leaders ensure that specialist support is provided for those pupils who need it. As a result, pupils with SEND achieve well.

Pupils are polite and well mannered. They work diligently in the classroom. Pupils listen carefully to their teachers and show respect for their peers. These behaviours ensure that pupils can work uninterrupted.

Pupils enjoy a range of clubs and responsibilities. Family captains count the reward points earned each week. They then announce the eagerly awaited results to pupils in the Friday assembly. Pupils have a strong sense of justice. They understand the difference between right and wrong. Pupils talk maturely about the need to promote equal opportunities for all.

The governors have an in-depth understanding of the school. They use this knowledge well to support and challenge leaders. Leaders ensure that the workload and well-being of the staff are carefully considered.

Safeguarding

The arrangements for safeguarding are effective.

Leaders ensure that staff are trained regularly. This helps staff to identify any pupils who may be at risk of harm. Staff understand the importance of reporting any concerns

immediately. Leaders work closely with external agencies to provide additional support for pupils and families who are at risk.

Leaders use the curriculum to teach pupils about safety. Pupils are taught about healthy relationships. They understand the difference between acceptable and unacceptable behaviour. Pupils understand how to use the internet safely.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- A small number of subjects are less well developed than other areas of the curriculum. In these subjects, some teachers are less confident in their delivery of the curriculum content. This means that the curriculum content is not being delivered as well as it should be. Leaders should ensure that staff receive the appropriate support to help them deliver the subject curriculums more effectively, so that pupils know and remember more.

Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called a section 8 inspection of a good or outstanding school, because it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on a section 8 inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a section 5 inspection. Usually this is within one to two years of the date of the section 8 inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the section 8 inspection a section 5 inspection immediately.

This is the second section 8 inspection since we judged the school to be good in February 2013.

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	105172
Local authority	Bolton
Inspection number	10211255
Type of school	Primary
School category	Maintained
Age range of pupils	2 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	255
Appropriate authority	The governing body
Chair of governing body	Zulfi Jiva
Headteacher	Mark Thornley
Website	www.heathfield.eschools.co.uk
Date of previous inspection	24 January 2017, under section 8 of the Education Act 2005

Information about this school

- Since the previous inspection, a new headteacher has been appointed.
- The school does not make use of any alternative provision.
- The governing body manages the before- and after-school provision.

Information about this inspection

This was the first routine inspection the school had received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with leaders, and has taken that into account in his evaluation of the school.

- During the inspection, the inspector held meetings with the headteacher, senior leaders and seven members of the governing body, including the chair of governors. He also spoke with a representative of the local authority.
- The inspector carried out deep dives in early reading, mathematics and art. This involved visiting lessons with subject leaders, discussing the subject curriculums, talking to pupils and teachers and looking at pupils' work. He also observed pupils reading to a familiar adult.

- The inspector held discussions with the subject leaders for music and religious education.
- The inspector observed pupils' behaviour at playtimes, lunchtime and during lessons. Pupils also talked to the inspector about their views of their school.
- The inspector considered the responses to Ofsted Parent View, and spoke to parents and carers at the start of the school day. He also considered responses to the pupil and staff questionnaires.
- The inspector checked leaders' safeguarding procedures. He viewed a range of safeguarding documentation and looked at how incidents are managed and recorded.

Inspection team

John Tomlinson, lead inspector

Her Majesty's Inspector

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