

Inspection of a good school: Heathfield Primary and Nursery School

Scotland Road, Basford, Nottingham, Nottinghamshire NG5 1JU

Inspection dates:

4 and 5 October 2022

Outcome

There has been no change to this school's overall judgement of good as a result of this ungraded (section 8) inspection. However, the evidence gathered suggests that the inspection grade might not be as high if a graded (section 5) inspection were carried out now. The next inspection will therefore be a graded inspection.

What is it like to attend this school?

Pupils say that Heathfield Primary and Nursery School is a happy place to be. They enjoy school and are proud to be part of the school community. All pupils say that they feel safe at school. In keeping with the school motto, pupils are 'thriving together'.

Leaders have high expectations of pupils. Pupils model the values and characteristics in the 'Heathfield pledge'. Pupils enjoy having opportunities to take on different responsibilities. These include being playground buddies, well-being ambassadors and peer mentors.

Pupils typically behave well. They show respect and tolerance for each other. Pupils know the different reward systems. They speak proudly about receiving coloured slips and 'level 5' effort badges. Pupils understand what bullying is. They say that bullying sometimes happens and that teachers resolve it.

Pupils can earn headteachers' awards for exceptional work. They enjoy trying to be the star writer of the week and seeing their work on the writing wall. Pupils get a good start to the day by visiting the 'Early Birds Breakfast Club' session available to all pupils.

Leaders have worked hard to improve the curriculum. There is still work to do to ensure that the curriculum is fully embedded for all pupils, including the teaching of reading.

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

There is a well-designed curriculum in place for pupils in key stages 1 and 2. It is ambitious for all pupils, including those with special educational needs and/or disabilities (SEND). It builds on the knowledge pupils should learn in each year group. However, the

curriculum in the early years does not yet set out the knowledge children should learn and when. Children in the early years are not always prepared for their next steps.

In key stage 2, the curriculum is taught well. Teachers in these classes have secure subject knowledge. They use modelling to help pupils understand difficult concepts. Pupils' books show they have a choice of challenges that increase in difficulty. Pupils show they are remembering more of the knowledge they learn. There are some inconsistencies with the teaching in key stage 1. Teachers in this key stage do not always spot pupils' misconceptions. On occasions, they do not provide pupils with opportunities to connect what they are currently learning with what they have learned before.

Leaders have prioritised reading. They actively promote the love of reading from the early years to Year 6. The teaching of early reading is not yet consistent across school. Not all teachers have received training to deliver the reading programme. While pupils who are falling behind receive support, they do not always read from books that match the sounds they have learned. They struggle to blend words and to become confident, fluent readers as quickly as they should.

Not all pupils can remember what they learn. Leaders are exploring ways of checking pupils' understanding. Teachers are developing ways to help pupils remember more. For example, they are beginning to check on pupils' prior learning at the beginning of each lesson. However, this practice is not yet consistent across the school.

Some children in the early years are not able to talk about what they are currently learning or what they previously learned. They do not always know the purpose of the activities they are undertaking.

The school environment is calm and welcoming. Most pupils have positive attitudes to learning. Children in the early years enjoy interacting with adults and their peers. They settle with ease and focus well during story time. There are a few incidents of low-level disruption in some classes. In most cases, staff deal with these and they do not affect the learning of others.

Pupils' personal development is a high priority for leaders. Pupils' interests and talents develop through sports, newspaper club, 'tech club' and choir. The rainbow reading challenge encourages pupils to read books that interest them.

Leaders work hard to improve pupils' spiritual, moral, social and cultural learning. The environment is rich with displays in all corridors and classrooms. There is a wall dedicated to inspirational leaders. Pupils know about these leaders and can say who inspires them and why. The 'our world' displays in each classroom show which part of the world pupils are from. Pupils learn about each other's different cultures.

Some pupils with SEND do not achieve as well as they should do. They do not always access lessons or have regular input from a teacher. At times, support staff teach pupils with SEND away from their peers.

Staff feel that leaders support them and that their workload is manageable. Governors support the new leadership team well. They know the challenges the school faces.

Safeguarding

The arrangements for safeguarding are effective.

Leaders have created a strong safeguarding culture. All staff know that it is everyone's responsibility to keep pupils safe. They are well equipped to identify pupils who may be at risk of harm. All staff know how to report concerns, and these are managed well by leaders. Leaders ensure that pupils receive the support they may need to keep safe. They work well with outside agencies.

Leaders are aware of issues in the local community that may pose a risk to their pupils. The curriculum teaches pupils how to keep safe, including when online. Pupils know how to look after their own mental health and well-being.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- The teaching of phonics is not yet fully embedded. The books do not always match the sounds that pupils know. As a consequence, not all pupils, including those at an early stage of reading, become confident readers as quickly as they should. Leaders should ensure that all aspects of the approach to the teaching of reading enable pupils to become fluent readers.
- The curriculum in the early years does not consistently identify the knowledge children should learn and when. Children do not always get the chance to build on what they have learned before. Leaders should ensure that there is clarification as to what knowledge children in the early years should learn and when so that they are prepared for when they enter Year 1.
- Not all pupils with SEND get the right help and support. These pupils do not always achieve as well as they should. Leaders should ensure that all pupils with SEND receive the right support and access all lessons so they can achieve as well as they can in all subjects.

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 an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the first ungraded inspection since we judged the school to be good in November 2016.

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](#)' 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	122442
Local authority	Nottingham
Inspection number	10211617
Type of school	Primary
School category	Maintained
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	686
Appropriate authority	Local authority
Chair of governing body	Julie Nicholson
Headteachers	Gareth Hicks and Julia Dickens
Website	www.heathfieldprimary.org.uk
Date of previous inspection	30 November 2016, under section 5 of the Education Act 2005

Information about this school

- The school does not make use of any alternative provision.

Information about this inspection

- 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 headteachers and other school leaders, including the special educational needs coordinator.
- Inspectors carried out deep dives in reading, mathematics and design technology. As part of these deep dives, inspectors met with curriculum leaders, visited a sample of lessons, looked at samples of pupils' work, listened to pupils read and held discussions with teachers and pupils. Inspectors also reviewed curriculum documentation for other subjects.
- The lead inspector met with members of the governing body, including the chair.

- The lead inspector spoke to two representatives of the local authority.
- Inspectors considered the responses to Ofsted Parent View. Inspectors also spoke informally to parents on arrival at the school gate. Inspectors also considered the responses to Ofsted’s surveys for pupils and staff.
- The lead inspector met with the school’s designated leaders for safeguarding to check the effectiveness of the school’s arrangements.
- The lead inspector examined a range of documents, including those relating to: safeguarding; governance; recruitment; behaviour; exclusions; the use of pupil premium; and attendance.

Inspection team

Anita Denman, lead inspector

His Majesty’s Inspector

Mark Westmoreland

Ofsted Inspector

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Piccadilly Gate
Store Street
Manchester
M1 2WD

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