

Inspection of Henhurst Ridge Primary Academy

Henhurst Ridge, Burton-on-Trent, Staffordshire DE13 9TQ

Inspection dates: 17 and 18 January 2023

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	Not previously inspected under section 5 of the Education Act 2005

What is it like to attend this school?

Pupils are happy, safe and enjoy coming to school. They are proud of their school. The oldest pupils talk with pride about being, 'The first pupils ever to start at this school.' Pupils enjoy playing in the school's extensive grounds and learning in the well-presented classrooms.

Leaders have high expectations of pupils' learning and behaviour. Pupils, including those with special educational needs and/or disabilities (SEND), rise to these expectations. They follow the school rules of 'be ready, be respectful, be safe and be sustainable'. Pupils behave well and are well mannered. Bullying is rare. However, if it occurs, leaders deal with it quickly.

Leaders have worked hard to develop pupils' independence, confidence and understanding of sustainability. Pupils care about their school, the local community and the environment. The school's eco-leaders are proud of the work they have done in the community, for example litter picking and raising money for local charities. Pupils benefit from a wide variety of educational visits and clubs, including archery, dodgeball, art and science.

Parents are overwhelmingly positive. One parent, with a comment which was typical of many, said, 'From the moment you walk in, you can just feel the happiness throughout the whole school.'

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

Since the school opened, leaders have put in place a well-considered curriculum that is broad and ambitious. It is designed to support all pupils to achieve well, including pupils with SEND. The curriculum is generally well sequenced. Pupils' learning usually builds on what they already know, and there are often 'golden threads' that run through the curriculum. However, in a few subjects, leaders have not identified the precise knowledge that pupils need to know. This means that in these subjects, pupils do not build effectively on their previous learning. Occasionally, teachers do not receive the guidance they need to plan activities that help pupils to learn effectively.

Teachers often use appropriate strategies to check what all pupils know and can remember. Most teachers act quickly to address any gaps in pupils' understanding. Pupils with SEND are identified quickly. Leaders ensure that effective support and adaptations to learning are quickly put in place. As a result, these pupils, along with other pupils in the school, achieve well.

Leaders have made teaching pupils to read a priority. The youngest children make a quick start in learning to read. Children begin to learn phonics as soon as they start in the reception class. Staff are skilled in teaching phonics. They ensure that the books pupils read match the sounds they are learning. The majority of pupils quickly

become confident and fluent readers. Pupils who find learning to read difficult are well supported to catch up through additional teaching and regular practice.

Children in the early years settle into school very quickly. Leaders make sure that the learning environment is well considered. They provide children with a range of well-planned opportunities to learn. Adults are skilled at supporting children to build effective relationships. Children play and learn cooperatively. They enjoy a wide variety of stories and rhymes. Teachers make sure that books are interesting and connect well to the curriculum. Children are well prepared for learning in Year 1.

Leaders' actions to promote school attendance have been successful for most pupils. However, some pupils still do not attend school regularly enough. This means that they miss important learning. Leaders work closely with families to ensure they understand the importance of pupils attending school regularly. However, there is still work to do with some families to ensure that pupils attend school more regularly.

Pupils have many opportunities to learn about the world around them. Leaders ensure that pupils develop an understanding of sustainability and caring for the environment. For example, pupils ran an eco-market, where they sold second-hand items and they did a toy 'swap shop', where they brought a toy in and swapped it for another.

Pupils' behaviour is good. They are polite and courteous. Most behave well both in lessons and at social times. Playtimes are harmonious. Pupils engage in well-structured activities such as football, games and construction.

Pupils understand ideas such as equality, tolerance and democracy. They learn about a range of different religions. Leaders ensure that the school community is involved in religious festivals and celebrations. For example, the whole school learned about and celebrated Eid together.

Governors are knowledgeable about the school. They offer an appropriate balance of support and challenge to leaders. Most staff are very positive about workload and well-being. The majority feel that leaders support them well.

Safeguarding

The arrangements for safeguarding are effective.

Leaders make sure that all staff are well trained to identify when pupils are at risk of harm. Staff report any worries they may have quickly. Leaders respond promptly to any safeguarding concerns. They work closely with external agencies to ensure that families are well supported. Leaders make sure that all the appropriate checks on new staff are completed and recorded.

Leaders adapt the curriculum to reflect current issues which could have an impact on pupils' safety. Pupils are taught about how to keep safe online. They know how to keep themselves healthy, both physically and mentally.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In a few subjects, the key knowledge that pupils need to learn is not clearly defined. In these subjects, teachers are not clear about what pupils should be learning. As a result, pupils do not always effectively build up their knowledge. Leaders should ensure that they precisely identify what pupils should know and remember in each subject.
- In a small number of subjects, teachers do not plan activities that help pupils to know and remember more. This leads to gaps in pupils' learning. Leaders should ensure that all teachers get the support they need to plan learning activities that help pupils to remember their learning over time.
- Too many pupils are regularly absent from school for long periods. This means that they do not learn as much as they should. Leaders should work closely with families to ensure that they understand the importance of regular attendance.

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	143663
Local authority	Staffordshire
Inspection number	10256823
Type of school	Primary
School category	Free school
Age range of pupils	2 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	189
Appropriate authority	Board of trustees
Chair of trust	Gavin Robert
Headteacher	Charlotte Hopkins
Website	www.henhurstridgeacademy.org
Date of previous inspection	Not previously inspected

Information about this school

- Henhurst Ridge Primary Academy opened in September 2018.
- Leaders do not make use of any alternative providers.
- The school has a nursery on site. It plans to accept two-year-olds.
- The school is part of REAch2 Academy Trust.
- Leaders run a breakfast and after-school club.

Information about this inspection

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

- 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 carried out deep dives in these subjects: reading, mathematics, geography and design and technology. For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to

teachers, spoke to some pupils about their learning and looked at samples of pupils' work.

- Inspectors met with the headteacher, subject leaders and the special educational needs coordinator.
- Inspectors met with the designated safeguarding leader and checked safeguarding documents, including the checks made on staff. They also examined documentation relating to pupils' attendance and behaviour.
- Inspectors spoke with those responsible for governance, including local governors and executive leaders from the multi-academy trust.
- Inspectors spoke with staff and pupils, both formally and informally, throughout the inspection.
- Inspectors considered the responses to Ofsted Parent View, and the views of staff recorded in Ofsted's online survey.

Inspection team

Eve Morris, lead inspector

His Majesty's Inspector

Michelle Johnstone

Ofsted Inspector

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