

Inspection of a good school: Healing Primary Academy

Fords Avenue, Healing, Grimsby, North East Lincolnshire DN41 7RS

Inspection dates:

18 and 19 January 2023

Outcome

Healing Primary Academy continues to be a good school.

What is it like to attend this school?

The ethos at Healing Primary Academy is based on high expectations for all. Pupils achieve well and know what is expected of them. Routines are well developed. Pupils have a conscientious attitude to their work, and learning behaviours are well embedded. There is no disruption in lessons.

Reading has a high priority at Healing. Leaders have made sure that pupils are familiar with high-quality texts. These books ignite pupils' interest in reading and are carefully selected to inspire pupils' writing.

Pupils know how to behave well. They are polite, respectful and kind. Pupils say that bullying rarely happens in school. If it does, adults are always on hand to help. Pupils are considerate of each other's needs. They recognise difference and know that everyone deserves to be treated with respect.

Pupils enjoy extra responsibilities, such as being pupil councillors and prefects. They develop their interests through a range of extra-curricular activities that are on offer. Their talents and interests are spotted and celebrated in school through assemblies and the 'Healing's got talent' board. Parents can sign up to 'the children's university', where pupils can graduate for developing their interests out of school.

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

Planning in mathematics, reading and science is securely in place and assessment procedures are secure. These areas of the curriculum are firmly embedded, and pupils talk confidently about what they know. However, in the foundation subjects, teachers are not as clear about the knowledge that pupils should know and remember.

The curriculum meets the needs of all pupils, including pupils with special educational needs and/or disabilities (SEND). Activities are adapted well so that pupils can learn independently. 'Live marking' in lessons and timely adult interactions give pupils instant

feedback and this moves their learning on. Lessons are productive and pupils achieve well in class.

Phonics is taught consistently well to pupils in Reception and Year 1 by highly skilled staff. Pupils have the chance to practise the sounds that they know before learning new ones. Leaders have made sure that the books pupils read are well matched to their phonic ability. This means that pupils are able to read accurately from an early age. Older pupils can access a range of 'banded' books. As their reading develops, pupils learn to read fluently and confidently. This leads to high standards of reading across the school.

Children in the early years get off to a superb start. Well-established routines help children to make independent choices in their learning. All children, including children with SEND, enjoy working cooperatively with others. The learning environment is stimulating and engaging. This includes the outdoor area. Staff and children have meaningful and frequent interactions. These inspire children's interests. Children achieve well through a well-planned curriculum and associated activities. They are attentive and engaged in their learning. Children show a high level of confidence and knowledge, which prepares them well for their next stage of education.

Leaders and members of staff have high expectations for pupils' behaviour. Pupils are calm and orderly when moving around the school. Staff and pupils understand the behaviour system well. There is a wealth of rewards in place for good behaviour. These include proud points, merits and golden tickets. Pupils look forward to the weekly achievement assembly. If pupils do not behave well, a small reminder is enough for most. Pupils say that more serious consequences are rarely needed.

The personal, social, health and economic education curriculum is broad and varied. This curriculum is underpinned by high aspirations for pupils' future. Leaders have planned a curriculum which prepares pupils for the world of further education and work. This includes a well-attended careers fair. Pupils learn eight key skills. They explain how these skills will help them to get good jobs in the future. Residential visits are planned to develop pupils' character in Years 5 and 6. Enrichment activities are planned for across the curriculum, including enterprise and science weeks.

Staff say leaders are approachable and that their workload is planned throughout the school year so they know what to expect. They appreciate the high levels of collaboration and support that they receive from their colleagues across the trust. This valuable working relationship benefits pupils' education greatly. Trustees continue to be instrumental in moving the school forward.

Safeguarding

The arrangements for safeguarding are effective.

Leaders are vigilant in making sure that pupils feel safe. They provide support and regular training for all staff. Record-keeping, including employment checks, is managed vigilantly by leaders.

Well-trained staff in school know the pupils well and know how to support their needs. Pupils who need support get access to help quickly. Leaders engage with a variety of external providers to ensure that pupils and families access the help they need to stay safe from harm. Pupils say they feel safe in school. They learn how to keep themselves safe out of school. For example, they have recently learned about water safety. Pupils are confident to report any concerns to a trusted adult.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- The curriculum in English, mathematics and science is comprehensively planned. Key knowledge is identified, planning is logical, and teachers check what pupils know and can do in these subjects effectively. This is not the case in other subjects. Here, teachers are not as clear about the knowledge that pupils should know and remember. Pupils achieve less well as a result. Leaders need to ensure that their emerging curriculums for the foundation subjects identify what pupils should know and when, and that teachers are able to check pupils' knowledge and refine plans accordingly.

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 May 2017.

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	141302
Local authority	North East Lincolnshire
Inspection number	10228213
Type of school	Primary
School category	Academy converter
Age range of pupils	5 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	341
Appropriate authority	Board of trustees
Chair of trust	Jonathan Lovelle
Principal	Claire Knight
Website	hpa.harbourlearningtrust.com
Dates of previous inspection	16 and 17 May 2017

Information about this school

- The principal was appointed in October 2022.
- The school does not use alternative provision providers.
- The school is part of Harbour Learning Trust.

Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with leaders and has taken that into account in their evaluation of the school.
- The inspector met with the executive principal, the principal, curriculum leaders, staff and pupils. Meetings were also held with representatives of the trust, the local academy council and the chief executive officer.
- The inspector carried out deep dives in early reading, mathematics and science. For each deep dive, the inspector met with curriculum leaders, spoke to pupils and teachers, visited lessons and looked at pupils' work. The inspectors listened to pupils read.

- The inspector observed pupils' behaviour in classrooms, around the school and at lunchtime. The inspector spoke with pupils about their views on the school and their learning, behaviour and safety.
- The inspector met with the designated safeguarding lead. During the inspection, a range of safeguarding information was scrutinised, including the school's policies and records. The inspector spoke to pupils and observed relationships between pupils and between pupils and adults.
- The inspector considered responses to Ofsted's online questionnaires for staff and pupils and Ofsted's online survey for parents, Ofsted Parent View. This included comments received via the free-text facility. The inspector also talked to some parents in the school playground.

Inspection team

Nicola Beaumont, lead inspector

His Majesty's Inspector

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