

Inspection of Heath Fields Primary School

Field Avenue, Hatton, Derby, Derbyshire DE65 5EQ

Inspection dates: 18 and 19 July 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	Good
---------------------------	------

What is it like to attend this school?

Pupils are happy and confident at this inclusive school. They enjoy the positive relationships they have with their peers and their teachers. From the early years onwards, staff get to know children well and care about them. As a result, this school is a positive and welcoming place to be, and pupils feel safe.

Leaders have high expectations for what all pupils in the school will achieve. Pupils respond positively to these expectations.

If bullying happens, pupils trust the staff to deal with it swiftly and effectively. Pupils live up to the school's 'bee' values: 'bee kind', 'bee calm', 'bee polite', 'bee respectful' and 'bee safe'. They behave well, move around the school sensibly and are polite to visitors.

Pupils have opportunities to further develop their talents and interests. They spoke with great excitement about their summer performance. Pupils enjoy choir and learning to play brass instruments. The active school council has worked with all pupils to rename all the classes, and 'mini leaders' take on various roles in school to support younger pupils. Pupils also take part in a range of sports competitions.

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

In most subjects, leaders have developed a well-designed and well-sequenced curriculum. This helps teachers know what to teach and when. The curriculum is broad and balanced. It is ambitious for all pupils, including pupils with special educational needs and/or disabilities (SEND). However, in a small number of subjects, leaders are in the early stages of making refinements to the curriculum. In these subjects, including in the early years, staff do not always have a secure understanding of important subject-specific knowledge. They do not always plan activities well enough to help pupils move their learning on at the most appropriate point. Some pupils can less readily recall what they have learned in those subjects.

In the subjects where teaching is strongest, leaders and teachers have the expert subject understanding needed to carefully consider the knowledge and skills that pupils require, beginning in the early years. Teachers plan lessons that skilfully build on what pupils know and can do. They check pupils' understanding throughout lessons.

Pupils benefit from a well-organised and skilfully taught phonics programme. Staff have been well trained to deliver this programme. Children in the Reception class learn phonics right from the start. Pupils practise reading using books that are well matched to the sounds they have learned. The programme includes writing practice to help pupils to improve their handwriting and spelling. Staff check pupils' reading. They quickly identify any pupils who are falling behind and provide well-targeted support to help them to catch up quickly.

Leaders accurately identify the needs of pupils with SEND. Leaders ensure that pupils with SEND have strategies in place that support their needs. Staff use these strategies successfully so that pupils with SEND, including those in early years, do not miss out on any aspect of the curriculum. Leaders regularly review how well these strategies are working and make changes when necessary to support pupils with SEND. This enables pupils with SEND to learn well.

Pupils are well mannered and respectful. They are polite and friendly to visitors. Children in early years are curious about the world around them. Pupils listen carefully during story times.

Personal development opportunities are comprehensive. Leaders have put in place an effective programme of personal, social and health education. Staff take advantage of the school's location to provide wider opportunities. For example, pupils visit Tutbury Castle in history. Leaders plan residential trips to build pupils' independence. Pupils learn how to form healthy relationships and keep themselves safe. Pupils can speak about the shared values that are important in modern British society.

The school is well led. Leaders and governors have a shared ambition for the school and its pupils. Leaders swiftly form robust plans for improvement when needed. They rigorously check these. For example, while progress in reading at key stage 2 in 2022 disappointed leaders, they have addressed this to positive effect. Leaders listen to staff and take their views on board when making decisions. Staff feel that leaders are supportive of their well-being and have taken effective steps to make their workload manageable. Staff value the collaborative opportunities they get to work together, and across the federation. Staff are proud to work at Heath Fields.

Safeguarding

The arrangements for safeguarding are effective.

Leaders maintain detailed records of any safeguarding concerns. They work well with parents and external agencies to protect pupils at risk of harm. Staff know the potential risks that pupils may face and report any concerns. Leaders follow up swiftly and ensure that pupils quickly get the support they need.

Pre-employment checks are rigorous.

Staff teach pupils how to keep safe online and in the wider community, particularly regarding local risks such as river, road and rail safety. Pupils in Year 6 graduate from the 'Life Skills' programme, which explores peer pressure and other risks, such as knife crime.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In a few subjects, including in the early years, some staff lack an understanding of essential subject-specific knowledge. This leads to inconsistencies in the implementation of the intended curriculum. Activities planned can lack clarity and purpose. This means that children and pupils do not always benefit from meaningful learning in these areas of the curriculum. Leaders should ensure that subject leaders and staff develop subject-specific knowledge across the curriculum so that they can design learning opportunities that enable children and pupils to learn the intended curriculum.

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	112679
Local authority	Derbyshire
Inspection number	10254841
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	214
Appropriate authority	The governing body
Chair of governing body	Gary Pykitt
Headteacher	Mark Whyman (Executive headteacher)
Website	www.heathfields.derbyshire.sch.uk
Date of previous inspection	11 January 2018, under section 8 of the Education Act 2005

Information about this school

- Heath Fields Primary School and Church Broughton C of E Primary School entered into formal federation, The Dove Federation, in September 2021. A single governing body overseeing both schools was formed at this time. Schools in the federation are registered separately with the Department for Education. Each school is inspected separately by Ofsted.
- The executive headteacher has responsibility for both schools in the federation.
- A new head of school at Heath Fields Primary School was appointed in September 2022.
- Governors run breakfast and after-school wraparound care clubs.
- Leaders do not currently use any alternative providers.

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 the following subjects: early reading, mathematics, science and physical education. In each of these subjects, inspectors met with subject leaders, teachers and pupils. They visited lessons and looked at pupils' work.
- The lead inspector listened to some pupils read.
- To further explore the curriculum, inspectors reviewed some subject planning and looked at pupils' work in other subjects.
- Inspectors held meetings with: the head of school and executive headteacher; members of the local governing body, including the chair of governors; the interim leader with responsibility for the provision for pupils with SEND; teachers and subject leaders in school; and support staff.
- The lead inspector gathered the views of the local authority.
- Inspectors looked at a range of documents, including the school's self-evaluation, the school improvement plan, information relating to attendance and behaviour, information on the school website, the curriculum and governance information.
- The lead inspector met with senior leaders to explore the school improvement plan.
- Inspectors held a meeting with early career teachers.
- To inspect safeguarding arrangements, the lead inspector met with the designated safeguarding leads and reviewed safeguarding arrangements. Inspectors also met with staff, pupils and governors and reviewed the school's arrangements for checking the suitability of staff to work with children.
- Inspectors observed informal times of the day to further evaluate safeguarding and pupils' behaviour.
- Inspectors met with parents at the end of the school day. The lead inspector met with parents from the Traveller community.
- Inspectors also considered the responses to the staff survey and to Ofsted Parent View, including the free-text comments made by parents.

Inspection team

Anne Maingay, lead inspector

His Majesty's Inspector

Christine Watkins

His Majesty's Inspector

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at <http://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2023