

Inspection of Heathfield Primary and Nursery School

Scotland Road, Basford, Nottingham, Nottinghamshire NG5 1JU

Inspection dates: 6 and 7 December 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?

There is a strong sense of community that unites the school's two sites. The school's motto of 'thriving together' ensures every child receives a strong start to their primary education. Pupils know that the school listens and acts on their views and opinions because 'it cares'.

Parents and carers hold the school in high regard. As one parent commented, typical of many: 'The school is fantastic. It goes above and beyond and my children enjoy coming.'

Pupils appreciate the many visits and visitors they have that help them to learn more about their curriculum and the wider world. The school ensures that all pupils, regardless of their age or which school site they attend, have opportunities to attend clubs that link to sports, the arts and music. Pupils' talents and interests are spotted quickly and nurtured.

Expectations for pupils' behaviour in school are high. The 'Heathfield Pledge' helps pupils to make good choices in their behaviour. All pupils, including those with special educational needs and/or disabilities (SEND), live out the pledge both in lessons and during social times. School is a calm and purposeful place where everyone can learn.

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

All pupils, including those with SEND, are expected to learn the school's ambitious curriculum. It is clearly sequenced and builds on pupils' knowledge over time. All pupils are enthusiastic about their learning. They appreciate how adults in school make their learning interesting and support them when they find things tricky.

Since the last inspection, leaders have prioritised the development of early reading, the curriculum for early years and meeting the needs of pupils with SEND. They have ensured that all staff have received training to develop their expertise in these areas. Those responsible for governance have asked appropriate questions of the school to ensure that these priorities are addressed in a timely way. Much of this work is having a positive outcome. However, a few aspects to support the provision for pupils with SEND are not yet fully embedded.

The school has ensured that the early reading programme is consistently implemented across both school sites. Through additional training, the school has ensured that all staff understand the expectations of the programme. Reading books that pupils receive are well matched to their level of development. Precise support is provided for pupils who may need additional help to keep up with the programme. Pupils develop a love of reading. The 'Rainbow Reading Challenge' enthuses and motivates pupils to read more. In turn, they encourage their peers to read as they strive to achieve the 'Gold level'.

Teachers are skilled in checking pupils' understanding. Any misconceptions are swiftly identified and corrected. However, the school's approach to the development of pupils' language and vocabulary is not as sharp as it could be. Some pupils do not receive precise interactions or clear, focused language development to minimise any gaps in their knowledge.

Children in the early years develop secure relationships with adults. They quickly learn routines and confidently access the resources in their environment. They learn to work together, share and listen appropriately. A few children in the early years do not develop their communication and language as effectively because the support they receive is not as precise as it could be.

The school continues to prioritise pupils' attendance. The needs of pupils and their families are well supported so that any barriers to pupils' attendance are minimised. This is having a positive impact for many pupils.

Pupils learn about different communities that make up modern Britain. They recognise that different views and opinions must be respected. Pupils know how to stay safe online. They understand how and why they need to look after their physical and mental health. Pupils develop a sense of spirituality. They ask 'big questions' and have time to reflect in moments of curiosity and awe. For example, pupils contemplate the seasons and how nature enables things to grow in cycles, and marvel at how the sun is central to our solar system.

Governors understand their roles and responsibilities well. They ensure that they support the school and, where needed, provide the right challenge to ensure that the school continues to improve.

Staff are proud to work at this school. They appreciate how the school invests in their professional development. They recognise how this leads to school improvements and enables them to become better teachers.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- The school's approach to the development of pupils' language and vocabulary is not as sharp as it could be. This slows down the progress pupils make and may lead to gaps in future learning. The school must ensure that all pupils develop their language and vocabulary in meaningful ways so that they can deepen their understanding of the school's curriculum.
- The school has implemented systems to ensure that the needs of pupils with SEND are well considered. However, some of these systems are not yet fully

embedded. This means that some pupils with SEND are not as well prepared for their next steps in learning as they could be. The school must ensure that all systems and procedures to meet the needs of pupils with SEND are embedded so that they receive the most effective support in readiness for their next stage in education.

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' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	122442
Local authority	Nottingham
Inspection number	10288323
Type of school	Primary
School category	Community
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	675
Appropriate authority	The governing body
Chair of governing body	Julie Nicholson
Headteachers	Julia Dickens and Gareth Hicks
Website	www.heathfieldprimary.org.uk
Dates of previous inspection	4 and 5 October 2022, under section 8 of the Education Act 2005

Information about this school

- The school does not use any alternative provision.
- The school is located over two separate sites. Both sites admit pupils from Nursery to Year 6.

Information about this inspection

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

- Inspections are a point-in-time judgment about the quality of a school's education provision.
- Inspectors discussed any continued impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- To evaluate the effectiveness of safeguarding, the inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.

- Inspectors carried out deep dives in reading, mathematics, computing and religious education. 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 science and the writing aspect of English.
- The lead inspector met members of the local governing body and spoke to a representative of the local authority.
- Inspectors considered the responses to Ofsted Parent View. They also considered the views of staff and pupils.
- Inspectors sampled a range of documents for school development, attendance and behaviour.

Inspection team

Shaheen Hussain, lead inspector	His Majesty's Inspector
Kathryn Hobbs	Ofsted Inspector
Liz Moore	Ofsted Inspector
Phil Abbott	Ofsted Inspector

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