

Inspection of a good school: Heathfield Primary School

Heathfield Road, Birmingham, West Midlands B19 1HJ

Inspection dates: 12 and 13 March 2024

The head of school is Yasmeen Malik. This school is part of the Prince Albert Community Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Phillipa Sherlock-Lewis, and overseen by a board of trustees, chaired by Dr Paulette Osborne MBE. There is also an executive headteacher, Melonie Davies, who is responsible for this school and two others.

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 be outstanding if a graded (section 5) inspection were carried out now. The school's next inspection will be a graded inspection.

What is it like to attend this school?

Everyone at Heathfield Primary lives out the school's values of being happy, hardworking, courageous and kind. This has created an inspiring learning community for pupils, staff and parents. Pupils know that learning time is precious, and enjoy every moment of it. Staff go above and beyond to help pupils to achieve their full potential, and they do.

Pupils, staff and parents are proud to be part of the 'Heathfield family'. Relationships across the community are exceptionally positive. Pupils really appreciate the time and care staff show them and work hard in return. Not a moment of learning time is lost through poor behaviour. Pupils with special educational needs and/or disabilities (SEND) are supported exceptionally well, which enables them to be fully included in the life of the school.

Pupils have many opportunities to develop their interests through the clubs, trips and visits. Such is the popularity and quality that parents and pupils are always after more. Parents also benefit from learning opportunities within the school, for example through English language and computing courses, along with the regular parent workshops. This further helps to strengthen the positive relationships and communication between home and school.

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

Many pupils speak English as an additional language and there is a high proportion of pupils with SEND. This means that many pupils lack some basic communication and language skills when they start school. The school ensures that all learning at Heathfield is carefully planned, right from the early years, to help all pupils to successfully access the curriculum and make rapid progress. Nothing is left to chance.

Reading at Heathfield is the 'driver of the curriculum'. The school takes every opportunity to ensure that all pupils become confident and fluent readers so that they can 'read to learn'. The phonics programme is exceptionally well taught by highly skilled staff from the early years through to key stage 1. This provides the springboard for pupils to make very strong progress in developing their reading skills across key stage 2. The extra support that some pupils need to improve their reading is excellent. Nobody is left behind.

The curriculum in all subjects is set out precisely to enable all pupils to build on their learning from the solid foundations set in the early years. Pupils are then able to build progressively on this learning as they move from one year to the next. For example, in mathematics, older pupils can confidently add fractions because they have grasped the concepts of halves and thirds in Year 2 and how to work out equivalent fractions in Year 4. In science, learning about senses, teeth, the digestive system and ageing from Year 1 to Year 5 helps Year 6 pupils to understand how smoking affects the body.

Assessment is woven throughout all learning. This starts with the 'retrieval' at the start of every lesson. Teachers have a very strong understanding of what pupils have learned in previous year groups, and what will be taught next. They focus very carefully on any gaps pupils might have, but also what knowledge they will need next. They use this information very well to make sure that the current learning closes any gaps and prepares pupils to confidently tackle new learning.

Pupils with SEND achieve very well. The school's commitment to including all pupils, whatever their need, is impressive. All staff take responsibility for these pupils. Their strong understanding of pupils' needs enables them to develop meaningful and accessible learning in line with what their peers are studying.

Pupils' behaviour is impeccable across all classes and all year groups. They love learning and the quality of their work reflects their very positive attitudes to their learning. Staff provide very effective support when some pupils need help to manage their behaviour. The school goes to great lengths to ensure that pupils attend school regularly. The attendance of all pupils is very closely monitored. The school then works quickly to provide any support to prevent a potential decline in a pupil's attendance.

The school's focus on preparing pupils for the world beyond Heathfield is impressive. Opportunities, such as performing at trust events and national competitions, and having their artwork displayed in public galleries, raises pupils' aspirations for their future. This is further enhanced through visits by professionals such as a biochemist and civil servant during a careers week. Pupils have a deep understanding of fundamental British values

and their importance in society. Pupils develop secure foundations to enable them to become responsible citizens of the future.

The trust, local academy committee and senior leaders have set an exceptionally strong culture of support, care and learning across the school for pupils, but also for staff. Staff embrace the guidance and actively seek help to improve their practice because they know it will make a positive difference to the pupils. Everyone feels like part of a 'big family' who value learning from one another. There is a collective responsibility to improve, which is helping the school to get better and better.

Safeguarding

The arrangements for safeguarding are effective.

Background

When we have judged good, we will then normally go into the school about once every four years to confirm that the school remains good/outstanding. 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.

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	142231
Local authority	Birmingham
Inspection number	10294615
Type of school	Primary
School category	Academy converter
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	490
Appropriate authority	Board of trustees
Chair of trust	Dr Paulette Osborne MBE
Head of school	Yasmeen Malik
Website	www.heathfld.bham.sch.uk
Dates of previous inspection	12 and 13 June 2018

Information about this school

- The school is part of the Prince Albert Community Trust.
- The school has a specially resourced provision for pupils with SEND, all of whom have an education, health and care plan.
- The school does not make use of any alternative provision.

Information about this inspection

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- This was the first inspection the school received since the COVID-19 pandemic began. The Inspector discussed the impact of the pandemic with the school and has taken that into account in their evaluation of the school.
- The inspector held meetings with the head of school, executive headteacher, other school leaders, the chair of the trust and local academy committee, teachers, non-teaching staff and pupils. They also talked informally to pupils to gather general information about school life.

- The inspector carried out deep dives in reading, mathematics and geography. She also reviewed a range of work in science. For each deep dive, the inspector 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. The inspector also visited lessons in science.
- To evaluate the effectiveness of safeguarding, the inspector 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.
- The inspector reviewed the personal, social, health and economic education and spoke with leaders about pupils' wider development.
- The inspector looked at records and spoke to staff in relation to behaviour and attendance.
- A range of documentation was scrutinised, including leaders' plans to improve the school.
- The inspector took account of responses to Ofsted's Parent View and the free-text comments and the responses on the staff survey.

Inspection team

Ann Pritchard, lead inspector

His Majesty's Inspector

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