

Inspection of Heatherbrook Primary Academy

Astill Lodge Road, Beaumont Leys, Leicester, Leicestershire LE4 1BE

Inspection dates: 20 and 21 March 2024

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	Requires improvement

The principal of this school is Claire Beach. This school is part of the Learning Without Limits Academy Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer (CEO), John Henrys, and overseen by a board of trustees, chaired by Jeffrey Knight.

What is it like to attend this school?

Pupils at Heatherbrook Primary Academy enjoy the different opportunities that the school provides. They talk positively about the trips that they go on, including visits to London and the battlefields at Bosworth. They also benefit from a vast array of clubs and activities, including coding club and dance club.

Staff have high expectations of pupils. They are determined that all pupils, including those with special educational needs and /or disabilities (SEND), will receive the support that they need in order to be successful and achieve well.

Behaviour around the school is calm and orderly. Some pupils receive additional support which helps them to manage their behaviour. Most pupils have a positive approach to their learning. Pupils value the respectful relationships that they have with staff at the school. They know who they can talk to if they have any worries or concerns. Pupils feel safe. They know about how to keep themselves safe, including when online.

The school has recently opened a Nursery on the school site. This has been welcomed by the local community. Parents value the opportunity for children to be able to start their school journey in the Nursery school.

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

The curriculum is broad and ambitious. It begins in the early years and sets out what pupils will learn and do. Pupils regularly revisit their previous learning. Most teachers use modelling well to ensure that pupils can complete the tasks provided. Most use questioning effectively to check pupils' understanding. However, in some subjects, teachers do not routinely provide pupils with work that will further develop their knowledge and understanding. Pupils do not always have the chance to deepen their learning.

Teachers are committed to helping pupils to develop a love of reading. Pupils talk about the books and authors they enjoy. They have access to a wide range of texts, including fiction, non-fiction and poetry. Phonics is introduced as soon as children start school. Teachers help most pupils become accurate readers. Pupils at risk of falling behind their peers do not always benefit from precise advice connected to the aspect of reading they find most difficult.

Children in the early years access a vibrant environment to support their development. Children are happy and know their class routines. Staff create a warm and caring environment. There is a focus on developing children's communication and vocabulary. Children are enthusiastic about their learning.

Pupils with SEND benefit from effective, personalised support. Teachers adapt lessons to ensure that most pupils with SEND access the same curriculum as their

peers. Those pupils with SEND who require extra help study a curriculum tailored appropriately to their needs in the school's 'Boost' provision.

Most pupils behave well and have positive attitudes to learning. The school has established clear routines and expectations of pupils' behaviour. Pupils support each other in making the right choices.

There is a well-planned personal, social and health education programme in place. Pupils are able to recall their learning about how to lead a healthy lifestyle. They learn about cultures and beliefs different to their own. Pupils are able to talk about the school's values and the importance of being respectful to others. However, they struggle to recall their learning about fundamental British values.

Some pupils do not attend school as often as they should. Attendance is a high priority for the school. The school has recently appointed an additional staff member to help support pupils to attend regularly. The school knows which pupils have low attendance and the reasons for this. At times, strategies that staff use to support families do not result in pupils attending school more regularly.

The governing body and trustees understand their roles and work together to ensure that pupils at the school have every opportunity to be successful. There are some new leaders across the school. Leadership roles have not always been clearly defined. As a result, priorities are not always identified and acted upon swiftly and effectively. Staff at the school value the support from the trust. They appreciate the opportunities to work with other schools and the career development opportunities that they have access to. Staff are proud to work at the school and many stated that they feel part of an 'extended family'.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In a small number of subjects, teachers do not routinely provide pupils with work that will further develop their knowledge and understanding. As a result, pupils are not consistently able to deepen their learning and develop the sophistication of their understanding. The school should ensure that pupils have regular opportunities to extend their learning.
- Some pupils have low attendance. This includes some disadvantaged pupils and pupils with SEND. This means they are not routinely benefiting from the curriculum enrichment opportunities offered by the school. The school must continue to do all it can to improve pupils' attendance and support those who have fallen behind due to absence.

- The school has not ensured that leaders have clarity about their roles and responsibilities. This means that priorities and areas for development are not always identified in a timely manner. The school should ensure that leaders have clearly defined roles and responsibilities so that the school's improvement priorities are identified and solutions implemented.

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	143607
Local authority	Leicester
Inspection number	10298509
Type of school	Primary
School category	Academy converter
Age range of pupils	2 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	179
Appropriate authority	Board of trustees
Chair of trust	Jeffrey Knight
CEO of trust	John Henrys
Principal	Claire Beach
Website	www.heatherbrook.co.uk
Date of previous inspection	4 January 2021, under section 8 of the Education Act 2005

Information about this school

- The school does not make use of any alternative provision.
- The school runs an on-site breakfast club.

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 judgement about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors met with the CEO, headteacher and curriculum leaders. The lead inspector held a meeting with trustees and members of the governing body.

- Inspectors carried out deep dives in reading, mathematics, geography and modern foreign languages. For each deep dive, inspectors held discussions about the curriculum, 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 leaders responsible for pupils' behaviour and attendance, and pupils' personal development. They also met leaders responsible for the provision for pupils with SEND.
- Inspectors met with the leader responsible for the early years, visited the early years and spoke with children.
- Inspectors met formally and informally with groups of pupils.
- 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 considered responses received in Ofsted Parent View, including free-text responses. They also considered responses to the Ofsted surveys for school staff and pupils.

Inspection team

Roxanne Fearn-Davies, lead inspector His Majesty's Inspector

Linda Azemia Ofsted Inspector

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