

Inspection of Headley Park Primary School

Headley Lane, Headley Park, Bristol BS13 7QB

Inspection dates:	1 and 2 October 2024
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Outstanding
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Not previously inspected under section 5 of the Education Act 2005

The headteacher of this school is Jessica Swain. This school is part of the Cathedral Schools Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Neil Blundell, and overseen by a board of trustees, chaired by Sir David Eastwood.

Ofsted has not previously inspected Headley Park Primary School under section 5 of the Education Act 2005. However, Ofsted previously judged Headley Park Primary School to be outstanding for overall effectiveness, before it opened as an academy.

What is it like to attend this school?

Pupils are proud to attend this inclusive and welcoming school. The school has high expectations for what all pupils can achieve. Pupils rise to meet these expectations and achieve well. They understand how the 'Headley Park habits' enable them to be ambitious, responsible and show respect.

The school promotes positive behaviour. Pupils are polite and well mannered. They confidently recite the school's 'kindness pledge' and understand how this helps them to be understanding of others. Pupils behave well in lessons and around the school. This starts in the early years where children take turns and follow instructions well.

Pupils feel safe. They build warm and respectful relationships with adults. Pupils know they can speak to trusted adults, such as a member of the 'safeguarding team' or use 'worry boxes' to share any worries or concerns.

Pupils enjoy the wealth of experiences they have, which go beyond the academic curriculum. They participate in a wide range of clubs, such as choir, film and pottery. Pupils relish the opportunities they have to become play leaders, house captains and to represent the school in sporting competitions. They say these roles give them confidence and make them feel trusted.

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

With the support of the trust, the new headteacher has brought stability to the school following a period of leadership change. Pupils learn an ambitious curriculum which identifies the precise knowledge that they need to learn from the early years to year 6.

The school's work to support pupil's personal development is exceptional. Pupils develop a mature understanding of equality and diversity. The school organises events to inspire pupils about their possible future careers. The 'Headley Park passport' offers all pupils an opportunity to develop their character, for example, by helping to improve their local community or taking part in a musical concert.

Reading is central to the school's work. This starts in Nursery where children build their knowledge of sounds through rhyme and songs. Children in the Reception Year learn and remember new sounds well. If pupils fall behind, they receive the support they need to help them to catch up quickly. Older pupils talk confidently about how the texts they listen to and read 'increases the words they know' and helps them 'to find out more about the world they live in.'

The school's mathematics curriculum is designed and sequenced well. Teachers routinely check on what pupils know. This helps pupils to build their mathematical understanding. Older pupils, for example, use their knowledge of number when solving more complex problems involving common factors and multiples.

Pupils learn well in most wider curriculum subjects. In geography, for example, teachers use their subject knowledge effectively to design activities so that pupils develop their understanding of geographical concepts and vocabulary. Older pupils use their prior knowledge of maps to talk in detail about tectonic plates. However, in some other subjects, staff do not yet have the secure subject knowledge they need to deliver the curriculum effectively. As a result, some pupils have gaps in their knowledge and do not build on what they already know.

The early years curriculum is designed well. Most staff provide opportunities for children to develop new skills and knowledge, both in and outside the classroom. However, some activities and adult interactions do not develop children's learning well enough. This means that some children do not develop their knowledge and skills as quickly as they should.

The school has put in place clear systems to meet the needs of pupils with special educational needs and/or disabilities (SEND). Staff adapt learning to meet the needs of pupils with SEND. One example of this is through the effective use of technology. As a result, most pupils with SEND develop their understanding of the curriculum alongside their peers.

Pupils display positive attitudes to their learning. They are eager to talk about their favourite lessons. Pupils behave well during social times and enjoy the range of activities on offer to them. The school has clear procedures in place to check patterns of attendance. If attendance becomes a concern, the school works closely with families to bring about necessary improvements.

Local governors and trustees have a clear vision for the school. They hold the school to account and fulfil their statutory responsibilities well. Staff talk positively about the team spirit that exists. They value the support they receive from the trust, which helps them to improve their practice. Parents and carers comment positively about the role the school plays in the local community and the care that staff show to pupils.

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 few subjects, teachers are less secure in their subject knowledge. In these subjects, teachers present learning less clearly and the checks they make on learning are less secure. Pupils find it difficult to remember their learning and have gaps in their

knowledge because of this. The trust needs to ensure that teachers continue to receive appropriate support to strengthen their subject knowledge further.

- The curriculum in the early years is not yet implemented as the school intends. Some activities and adult interactions are not sharply focused on exactly what children need to learn. As a result, some children do not develop important knowledge and skills as well as they could. The trust should continue to ensure that all children benefit from a carefully implemented early years curriculum and that staff receive the support they require to do this.

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	144864
Local authority	Bristol City of
Inspection number	10322312
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	429
Appropriate authority	Board of trustees
Chair of trust	Sir David Eastwood
CEO of the trust	Neil Blundell
Headteacher	Jessica Swain
Website	www.headleypark.bristol.sch.uk/
Date of previous inspection	Not previously inspected

Information about this school

- The headteacher has been in post since September 2024.
- The school has pre-school provision for three- and four-year olds.
- There is a before- and an after-school club, which is managed by the governing body.
- The school uses one registered alternative provider.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005. During a graded inspection, we grade the school for each of our key judgements (quality of education; behaviour and attitudes; personal development; and leadership and management) and for any relevant provision judgement (early years and/or sixth form provision). Schools receiving a graded inspection from September 2024, will not be given an overall effectiveness grade.

- 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 headteacher, deputy headteacher, assistant headteacher, subject leaders, the special educational needs coordinator, staff, and pupils.
- The lead inspector met with the director of education. He also held telephone conversations with the chief executive officer, representatives from the trust and the local governing board.
- Inspectors carried out deep dives in the following subjects: reading, mathematics, geography and physical education (PE). For each deep dive, the inspector discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, looked at samples of pupils' work and spoke to pupils about their learning.
- The lead inspector spoke to leaders about the curriculum in some other subjects.
- The lead inspector listened to pupils in Years 1, 2 and 3 read to an adult.
- To evaluate the effectiveness of safeguarding, 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 observed pupils' behaviour in lessons and around the school site. Additionally, the inspector spoke to pupils to discuss their views about the school.
- Inspectors considered the responses to the online survey, Ofsted Parent View. They also took into consideration the staff and pupil surveys.

Inspection team

Ben Jordan, lead inspector

His Majesty's Inspector

Malcolm Willis

Ofsted Inspector

David New

Ofsted Inspector

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