

Inspection of Heymann Primary and Nursery School

Waddington Drive, Wilford Hill, West Bridgford, Nottingham, Nottinghamshire NG2 7GX

Inspection dates:	1 and 2 October 2024
The quality of education	Good
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Good
Early years provision	Outstanding
Previous inspection grade	Good

The headteacher of this school is Lynda Noble. This school is part of The Equals Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Philip Palmer and overseen by a board of trustees, chaired by Peter Foale.

What is it like to attend this school?

Heymann Primary and Nursery School opens its doors wide to welcome all pupils. Every pupil in this school is known exceptionally well. Pupils, staff and parents describe the school as, 'the Heymann family.' Relationships between staff and pupils are built on kindness and respect. Adults model these attributes exceptionally well. In turn, pupils are keen to help each other. Older pupils are appointed as 'peer mentors.' They keep a close eye on the well-being of others and are on hand at social times to offer support.

Pupils are enthusiastic learners. They work hard and do not give up if learning becomes challenging. Leaders have high expectations for all pupils. Pupils are well prepared to move to the next stage in their education. By the time pupils leave the school in Year 6 they achieve highly.

From the early years, children are polite and considerate of one another. Across the school, pupils keep the school rules and strive to earn a 'purple token.' Their exemplary behaviour makes a significant contribution to the school's calm and purposeful learning environment.

Parents and carers hold the school in high regard. They praise the approachable staff who go 'above and beyond' to keep their children safe and make every school day count.

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

The curriculum is ambitious, broad and balanced. The most important knowledge that pupils need to learn is clear. From the early years to Year 6 the curriculum is logically sequenced. Pupils' learning builds up step by step over time. For example, in mathematics children in the Nursery sing number songs. In the Reception Year children learn to count confidently and practise this skill in their play. Year 2 pupils develop their understanding of number further by comparing and ordering numbers. By Year 6 pupils use their knowledge of number to tackle long division with confidence.

Staff have secure subject knowledge. Teachers design lessons that help pupils to learn the curriculum. They routinely check that pupils remember prior learning. These checks are key to the school's success. Staff waste no time in addressing pupils' misconceptions or gaps in their learning. The school has clear systems in place to identify pupils with special educational needs and/or disabilities (SEND). Staff provide expert support for pupils with SEND. As a result, they thrive and achieve well across the curriculum.

The school prioritises reading. Its importance is displayed around the school. Reminders for pupils include, 'The only thing that you absolutely have to know is the location of the library.' Children in the early years enjoy story-time. They listen attentively as their teachers read to them. Staff closely follow the school's phonics programme as they deliver daily lessons. Pupils who struggle to keep up with their reading receive carefully targeted support to make sure they do not fall behind. Pupils who arrive at the schools with English as an additional language receive well-considered reading interventions. This helps them to access the full curriculum as quickly as possible.

Leaders are relentless in their pursuit of excellence. Staff receive regular training to develop their expertise as teachers and in their roles as subject leaders. The school has systems in place to review the work they have done. Nevertheless, sometimes this work does not successfully identify the key areas to further improve the curriculum. For example, leaders have not identified that, in a small number of subjects, pupils' written work in the wider curriculum does not match the high quality work seen in English.

The school's personal development offer is exceptional. Pupils are offered a carefully crafted range of meaningful and exciting opportunities. These add significantly to the school's curriculum. Pupils learn to become responsible citizens. They develop leadership skills by becoming part of the junior road safety team, the 'site squad,' representatives on the school council and as librarians.

Pupils recognise the importance of the fundamental British values such as the rule of law and democracy. They relate these to their school rules and opportunities to vote in school. Pupils respect diversity and joyfully celebrate the wide range of cultures and faiths that make up their school community. The school's extensive offer of clubs and activities is open to all. Pupils can attend Spanish, chess and sports clubs. Pupils support their local communities and raise money for charities. They learn to care for their own physical and mental health. Pupils benefit highly and leave the school with personal skills and qualities that will prepare them well for life.

The trust and governors work closely with leaders. They provide effective support and challenge. Staff appreciate that leaders are approachable. They universally agree that the school is a great place to work.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Some of the schools' monitoring activities are not fully effective. Leaders do not consistently draw together the information gathered as a result of monitoring activities to identify areas for further development. The school should ensure that those monitoring the work of the school gather a range of evidence which is then co-ordinated, to fully inform the actions the school needs to take to further improve.

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	143296
Local authority	Nottinghamshire County Council
Inspection number	10347639
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	659
Appropriate authority	Board of trustees
Chair of trust	Peter Foale
CEO of the trust	Philip Palmer
Headteacher	Lynda Noble
Website	www.heyman.notts.sch.uk
Date of previous inspection	30 April 2019, under section 8 of the Education Act 2005

Information about this school

- The school joined the Equals Trust in 2016.
- A breakfast club and after-school club are provided. These are managed by the school.
- The school does not make use of alternative provision.

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. The 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 headteachers and other senior leaders. The lead inspector met with representatives of the trust, including the chief executive officer and chair of the trust. She also met with four governors, including the co-chairs of the local governing body.
- Inspectors carried out deep dives in these subjects: early reading, mathematics, computing, geography and history. 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 also considered the delivery and impact of the English curriculum and reviewed examples of pupils’ work for science and art and design. The lead inspector listened to pupils reading to a familiar adult.
- Inspectors reviewed a range of documents, including behaviour logs, attendance records, records of governor and trustee meetings, the school development plan and school self-evaluation documents.
- To evaluate the effectiveness of safeguarding, the inspectors reviewed the single central record and took account of the views of leaders, staff and pupils. They also 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, at playtime and lunchtime and around the school. They spoke with groups of pupils about their experiences at school. They considered the views of pupils shared through Ofsted’s online pupil survey.
- Inspectors spoke with staff about their workload and well-being. They considered the views of staff shared through Ofsted’s online staff survey.
- Inspectors spoke with parents at the start of the school day. They considered the responses to Ofsted Parent View. This included the free-text responses.

Inspection team

Caroline Poole, lead inspector	His Majesty's Inspector
Phil Abbott	Ofsted Inspector
Kyna Adkins	Ofsted Inspector
Stephen Long	Ofsted Inspector

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