

# Inspection of a school judged good for overall effectiveness before September 2024: Heathfields Infant Academy

Saxon Close, Wilnecote, Tamworth, Staffordshire B77 5LU

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Inspection dates:

22 and 23 October 2024

## Outcome

Heathfields Infant Academy has taken effective action to maintain the standards identified at the previous inspection.

The Executive headteacher is Kelly Williams and the Head of School is Ian Melloy. This school is part of Fierte Multi-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, Maria Hamblin and overseen by a board of trustees, chaired by Zoe Insley.

## What is it like to attend this school?

Pupils at Heathfields Infant Academy are well-behaved. Staff make sure that they follow the school rules of 'kind hands, kind feet, kind words'. Pupils learn how to recognise and manage their feelings. Staff listen to and act on any worries or concerns pupils have. This means pupils are ready to learn. The 'earth, moon, stars' behaviour management system motivates pupils to behave well. Staff encourage pupils to reflect on the impact of their behaviour on others. Pupils are happy and safe.

Pupils enjoy taking on responsibilities in school. For instance, milk monitors and class librarians. This helps them to be active citizens. At social times pupils enjoy playing games or chatting with friends. Play leaders support pupils to play well together. Pupils enjoy attending clubs where they learn new skills or interests. These include archery, crafts, football, gardening and choir club.

The school sets high expectations for all pupils. Pupils meet these expectations. They achieve well in school, particularly in reading. Pupils work hard in lessons and want to do their best. Pupils deepen their learning during a visiting theatre, trips to a castle, the beach and a farm. Most parents and carers are very positive about the quality of education their children receive.

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

Reading is a school priority right from the start of Reception Year. Staff are highly skilled in teaching phonics and early reading. Pupils read books that match the sounds they learn. This builds confidence and fluency. Any pupil that falls behind receives targeted support to catch up quickly. Pupils learn to read with the confidence and accuracy expected for their age.

The school's curriculum has been carefully thought through so that important knowledge and skills build up over time. Teachers receive training and support to boost their subject knowledge. Pupils have regular opportunities in lessons to recall and build on previous learning. However, some pupils do not retain important knowledge in mathematics. They do not build on their prior learning well enough. Teachers do not consistently teach the curriculum in the way the school intends. In lessons, misconceptions are not always identified or addressed swiftly enough. As a result, pupils do not always receive timely support to correct and improve their work. This means some pupils develop gaps in their understanding.

Pupils with special educational needs and/or disabilities (SEND) achieve well and are successful in school. Any additional needs are promptly identified and pupils receive effective support. For example, well-thought-through adaptations to learning or support from external professionals. This ensures that pupils with SEND are able to access the curriculum. They participate well in all aspects of school life. The school does all it can to ensure all pupils, including pupils with SEND and disadvantaged pupils, attend school regularly. The school's rigorous and relentless work to identify and overcome any barriers to school attendance is highly successful. Most pupils attend school regularly.

Children in the early years have settled into their daily routine. They enjoy opportunities to explore their new environment. Children develop early mathematical understanding when counting in the mud kitchen. They share and take turns when balancing on equipment, using scooters or climbing. Children develop their drawing skills when creating personal portraits. Language and communication are strongly promoted. Adults reinforce important vocabulary and encourage conversation, such as singing number songs and rhymes. Children are well prepared for the next stage of their education.

Pupils learn about different cultures and beliefs. They learn about different celebrations such as Shabot, Diwali, Christmas and Easter. This helps them to develop tolerance and respect for others. The school council helps pupils to learn about democracy. They vote and take on councillor roles in school. Pupils learn about healthy and safe relationships. They know the qualities of a good friend. Pupils are well-prepared for life in modern Britain.

The trust provides effective support to the school. It rigorously holds the school to account. Leaders at all levels are ambitious for all pupils. They make sure staff have the support they need to undertake their roles effectively. Staff are positive about the support

from leaders to manage their workload and well-being. They value the coaching support they receive which helps them to reflect on their practice and improve further.

## **Safeguarding**

The arrangements for safeguarding are effective.

## **What does the school need to do to improve?**

- Teachers do not routinely build pupils' mathematical knowledge on prior learning. This means that some pupils struggle to remember important mathematical knowledge. The school should ensure that teachers fully understand the mathematical knowledge that pupils need to know so that pupils consistently learn and remember more in mathematics.
- Misconceptions in pupils' learning and written work are not always identified or addressed swiftly enough. Some pupils develop gaps in their knowledge. The school should ensure that staff consistently identify and address errors.

## **Background**

Until September 2024, on a graded (section 5) inspection we gave schools an overall effectiveness grade, in addition to the key and provision judgements. Overall effectiveness grades given before September 2024 will continue to be visible on school inspection reports and on Ofsted's website. From September 2024 graded inspections will not include an overall effectiveness grade. This school was, before September 2024, judged good for its overall effectiveness.

We have now inspected the school to determine whether it has taken effective action to maintain the standards identified at that previous inspection. 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's work has improved significantly or that it may not be as strong as it was at the last inspection, then the next inspection will be a graded inspection. A graded inspection 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.

This is the first ungraded inspection since we judged the predecessor school, Heathfields Infant School to be good for overall effectiveness in March 2020.

## 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

<b>Unique reference number</b>	147571
<b>Local authority</b>	Staffordshire
<b>Inspection number</b>	10344166
<b>Type of school</b>	Infant
<b>School category</b>	Academy converter
<b>Age range of pupils</b>	4 to 7
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	215
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	Zoe Insley
<b>CEO of the trust</b>	Maria Hamblin
<b>Executive Headteacher</b>	Kelly Williams
<b>Website</b>	<a href="http://www.hiwj.fierte.org">www.hiwj.fierte.org</a>
<b>Date of previous inspection</b>	26 April 2022, under section 8 of the Education Act 2005

## Information about this school

- The school joined Fierte Multi-Academy Trust in March 2020.
- The school does not use 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 routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- The inspector visited a sample of lessons, spoke to some pupils about their learning and looked at samples of pupils' work.

- 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 observed informal times of the day as part of their evaluation of safeguarding and pupils' behaviour.
- The inspector held meetings with the executive head teacher, head of school and other senior leaders. The lead inspector met with the chief executive officer, trustees and members of the local governing board. The inspector also talked to pupils, staff, parents and carers to gather information about school life.
- The inspector considered responses to Ofsted Parent View and the free-text comments. The inspector also considered the responses to Ofsted's staff survey.

### **Inspection team**

Lorraine Lord, lead inspector

Ofsted Inspector

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