

# Inspection of Heathlands Primary Academy

Springwater Road, Bournemouth, Dorset BH11 8HB

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Inspection dates: 7 and 8 June 2022

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Early years provision	<b>Good</b>
Previous inspection grade	Requires improvement

## **What is it like to attend this school?**

Pupils enjoy coming to this inclusive school. They feel safe and enjoy positive relationships with staff and one another.

Leaders ensure that there are high expectations for pupils' behaviour. The 'Heathlands Way' is known and understood by everyone. The shared language means that staff manage any incidents of poor behaviour with consistency. Leaders ensure that strong provision is in place for all pupils. Exclusions have reduced and are used appropriately where necessary. Pupils say bullying is very rare. When it does happen, they say teachers are good at sorting it out.

Pupils have a good understanding of equality and difference. They respect other viewpoints and cultures. Pupils say you can 'be yourself' at Heathlands and you will be accepted. Leaders nurture this ethos through the focus on well-being and mental health following the pandemic.

Pupils have opportunities to take responsibility and are proud to represent the school in a variety of roles. Leaders set up visits, such as the recent one to Bournemouth University, to encourage pupils to aspire academically.

Parents are overwhelmingly positive about the school. Teachers provide parents with information to help them support their children. Parents in the early years enjoy coming in to share activities with their children.

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

Leaders at all levels are ambitious for every pupil. They are determined to remove any barriers and support all pupils to achieve their potential.

Leaders' curriculum thinking is clear. Across all subjects, they have identified the knowledge they want pupils to learn. This knowledge is well sequenced. Leaders have made sure that they consider any missed learning due to the pandemic. This means that pupils know more and remember more across the curriculum. However, the way teachers deliver the curriculum is not always as leaders intend. Sometimes, the work teachers set for pupils is not helping them reach ambitious curriculum goals.

Leaders have made learning to read a priority. Pupils enjoy reading and having adults read to them. They read a range of books and develop secure reading skills. Leaders ensure that pupils experience a variety of genres and themes that broaden their understanding. Teachers use the phonics programme consistently to ensure that younger pupils learn to read well. They identify pupils who might be falling behind and put support in place to help them to catch up quickly. Pupils confidently read books that match the sounds they are learning. Children in the early years who experienced a slow start to their reading are catching up due to the help they receive.

Pupils, including children in the early years, develop fluency in number. They learn to reason and explain their thinking. Teachers successfully develop pupils' ability to talk about their thinking using mathematical vocabulary.

Pupils with special education needs and/or disabilities (SEND) have their needs met well. Leaders ensure that staff are skilled in understanding the individual needs of pupils. Teachers adapt the curriculum effectively so that pupils with SEND are able to secure key knowledge. These pupils are fully included in all aspects of school life.

Leaders' want to develop pupils who are able to communicate, feel part of a community and apply their knowledge and skills. They have successfully made this part of daily life in the school. Pupils have many varied activities within and beyond the curriculum. Many of these opportunities develop their understanding of relationships, cultural difference and well-being. AFC Bournemouth, the local police and the library service all contribute to these experiences.

Trust leaders and governors have a secure understanding of the school's strengths and areas for improvement. They have secured stability in staffing and enabled leaders to focus on ensuring a good quality of education for pupils. Staff appreciate the support from leaders. They are proud to work at the school.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders are vigilant in keeping pupils safe. They know the pupils and their families well. Leaders work well with a range of outside agencies to make sure families get the right support at the right time. Leaders manage the recruitment and employment of staff rigorously.

Regular training means that all staff know the signs of abuse. They log concerns in a timely manner so that leaders can act quickly.

Pupils know how to keep themselves safe. They learn about ways to stay safe when using the internet and within their community. Pupils are clear about how to raise any concerns they have.

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

### **(Information for the school and appropriate authority)**

- In a few subjects, teachers do not present learning as clearly or effectively as they do in core subjects. This means that pupils' work can lack rigour and does not match the standards of knowledge set out in the curriculum intent. Leaders need to ensure that all teachers have a clear and shared understanding of how to present learning effectively across the curriculum so that pupils achieve the ambition of the curriculum intent.

- On occasions, pupils' attitudes to their learning are not consistently positive. Where teaching is not precise enough, pupils can lose focus and engagement in their learning. Leaders need to continue with their work in developing highly positive attitudes to learning. This is so that pupils are consistently motivated to learn and produce work that is of a high standard.

## 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.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

## Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

## School details

<b>Unique reference number</b>	142101
<b>Local authority</b>	Bournemouth, Christchurch & Poole
<b>Inspection number</b>	10227350
<b>Type of school</b>	Primary
<b>School category</b>	Academy converter
<b>Age range of pupils</b>	3 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	191
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	Louise Ellis
<b>Headteacher</b>	Janine Harries
<b>Website</b>	<a href="http://www.heathlandsprimarybournemouth.co.uk">www.heathlandsprimarybournemouth.co.uk</a>
<b>Date of previous inspection</b>	26 and 27 June 2018, under section 5 of the Education Act 2005

## Information about this school

- The school joined the Coastal Learning Partnership in March 2020.
- The headteacher was appointed in May 2020.
- There have been a number of staff changes in this academic year including the secondment of a new early years leader in April 2022 and a new deputy headteacher, also in April 2022.
- The school has a breakfast and after-school club on site.
- The school has governor-run nursery provision for three- and four-year-olds on site
- The school uses one registered alternative provider.

## Information about this inspection

The inspectors carried out this inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- The inspectors carried out deep dives in these subjects: early reading, mathematics, computing and religious education. For each deep dive, the inspectors 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 inspectors held meetings with the headteacher, deputy headteacher, assistant headteacher and special educational needs coordinator, curriculum leaders and teaching and support staff. They also met with representatives of the trust, including the chief executive officer (CEO), the head of learning and achievement and the lead practitioner.
- The lead inspector met with the designated safeguarding leads to discuss how they keep pupils safe in school. They considered the school's recruitment procedures, staff induction and training, records of concerns and their engagement with external agencies. The inspectors also spoke with staff and pupils throughout the inspection.
- The lead inspector listened to pupils read to an adult.
- Inspectors observed pupils' behaviour in lessons and around the school site. In addition, they met with pupils informally and formally to hear their views.
- Inspectors considered responses to Ofsted's online questionnaire, Parent View, including free-text responses. Inspectors also took into consideration responses to the staff and pupil surveys.
- Inspectors examined a range of documentation provided by the school, including the school's self-evaluation document, evaluation reports and documentation relating to safeguarding.

## Inspection team

Angela Folland, lead inspector

Her Majesty's Inspector

Jo Walker

Ofsted Inspector

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