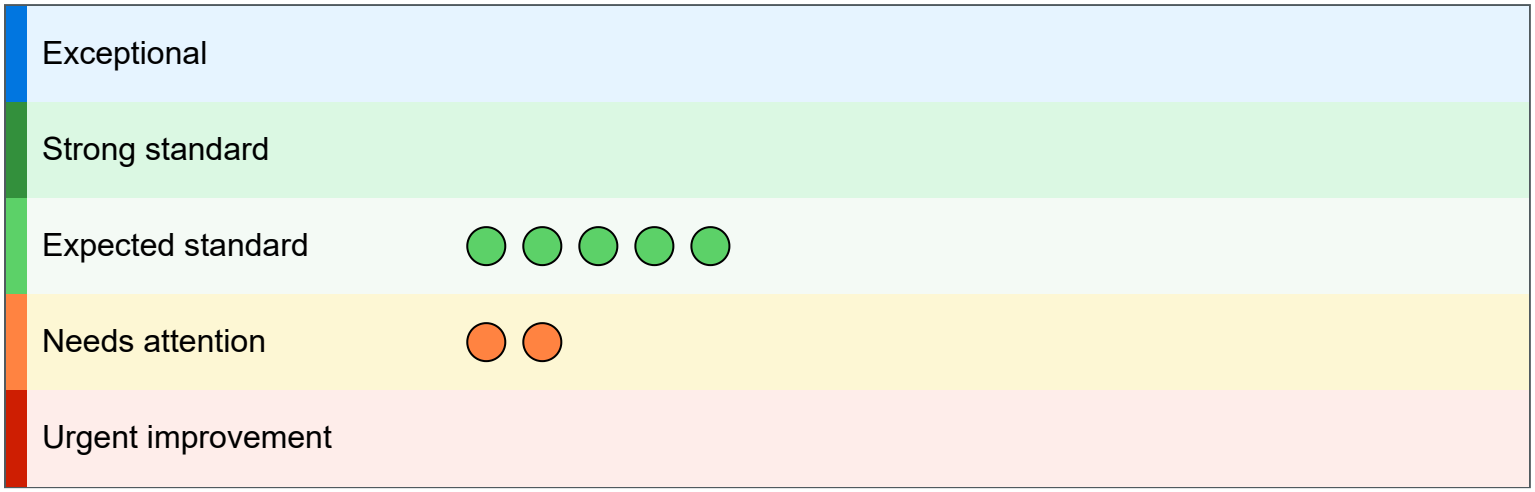
Heathlands Primary Academy

Address: Springwater Road, Bournemouth, Dorset, BH11 8HB

Unique reference number (URN): 142101

Inspection report: 20 October 2026



Safeguarding standards met

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, pupils are made safer and feel safe.

How we evaluate safeguarding

When we inspect schools for safeguarding, they can have the following outcomes:

- Met: The school has an open and positive culture of safeguarding. All legal requirements are met.
- Not met: The school has not created an open and positive culture of safeguarding. Not all legal requirements are met.

Expected standard

Curriculum and teaching

Expected standard

Leaders have taken decisive action to improve the curriculum. It is well sequenced and includes all the necessary information. Lessons are usually purposeful and well structured. Teachers use a range of strategies to help pupils recall important information. For example, staff emphasise subject-specific vocabulary and refer to prior teaching content. This helps pupils to remember and understand what they learn across the wider curriculum.

The deliberate focus on improving staff's subject knowledge, teaching skills and their expectations of what pupils can achieve in core subjects is proving effective. For example, staff use consistent teaching methods when teaching phonics. This ensures that pupils at the early stages of reading build up their fluency. Staff ensure that teaching is focused on minimising pupils' current gaps in learning and addressing any remaining areas of underachievement, including in mathematics. Targeted support for pupils with special educational needs and/or disabilities and for those who are disadvantaged is usually matched to their individual needs and supports them well.

Staff assess what pupils know and understand. However, there are occasions when some staff are not as skilled as others in using assessment information to identify errors in pupils' work or when they are ready to secure more complex knowledge.

Early years

Expected standard

Early years staff are skilled and caring. Children feel safe and settle quickly. Statutory duties are met. The curriculum is designed and implemented well from Nursery upwards. It prepares children for Year 1 effectively. Staff instil a love of stories and reading by putting early language development at the heart of the early years. For example, the school's initiative 'sharing a story' exposes children to rich vocabulary. Well-thought-out activities support children's mathematical development, giving them a firm grounding in number.

Leaders ensure that staff take deliberate action to minimise gaps in children's knowledge and experiences, including for disadvantaged children and those with special educational needs and/or disabilities. Staff in Nursery and Reception are swift to assess children's individual needs, and they use their ongoing assessments to plan experiences for children that develop their speaking, their physical development and self-confidence.

Children relish exploring the many enticing learning environments that are full of inviting resources that support all 7 areas of learning. Children learn important life skills, such as taking turns and changing into their outdoor clothes and wellies independently. A programme of training has started to refine the quality of the interactions between staff and children even further.

Inclusion

Expected standard

Leaders ensure that the ongoing needs of pupils with special educational needs and/or disabilities (SEND) are assessed accurately and regularly. Leaders work closely with

parents and carers and external agencies when necessary to ensure that pupils get timely support. Ongoing training develops staff expertise in supporting disadvantaged pupils and those with SEND. The school's work to support pupils who are known to social care is particularly effective.

Leaders use additional funding effectively. Their close oversight of what the school calls 'class action plans' ensures that there is a sharp eye on raising disadvantaged pupils' attainment, and any allocated teaching resource is used to address barriers to pupils academic learning and wellbeing. Leaders track disadvantaged pupils' engagement in wider experiences. Staff work together to analyse the impact of any interventions. Increasingly, this enables staff to identify pupils' needs and adapt any support to ensure that these pupils needs are met over time.

Leadership and governance

Expected standard

Leaders, including the trust, have an accurate understanding of what the school is doing well and what it needs to improve. Over a sustained period, leaders have made important decisions in the best interest of pupils, including for young carers and the most disadvantaged. As a result of leaders' actions, the school has improved a lot already. For example, teaching is effective and focused on the right things, and the school's approach to supporting pupils personally is effective. The trust commissions external evaluations to measure the impact of school improvement initiatives. Leaders use the outcomes of these visits to further inform their action plans. This strategic and informed approach to school improvement means that pupils' achievement across the school is improving quickly.

Staff value the wide-ranging training, support and coaching they receive, from developing their pastoral skills to the continuous focus on improving teaching. Staff appreciate how leaders consider their workload and wellbeing effectively.

The trust has strengthened local governance. This has improved the level of challenge governors provide about raising pupils' achievement and increasing staff expectations. They fulfil their statutory responsibilities. Parents and carers are very positive about the school. They recognise the improvements that have gone into place. Many cite the significant efforts that staff go to support their children.

Personal development and wellbeing

Expected standard

Leaders have carefully considered the programme for pupils' personal development and wellbeing. It is implemented effectively. Pupils learn a lot about themselves and how to become increasingly independent. Effective pastoral support is responsive to pupils' needs. The whole-school approach to supporting pupils' mental health is well established, and pupils rightly recognise the positive impact it has on their wellbeing.

The personal, social, health and economic education is comprehensive. Pupils benefit from a wide range of opportunities that help them to prepare for later life. The curriculum includes a specific focus on safety, ensuring that pupils learn how to look after themselves and others. The programme teaches pupils about the rule of law, democracy and why discrimination is wrong. However, their knowledge of cultural diversity is less well developed.

The relationships and sex education and health education programme includes everything it should. Leaders ensure that any necessary adjustments are proactively thought through so that all pupils, regardless of their individual needs, can access all aspects of the programme. Leaders adapt the curriculum as issues arise. For example, leaders have made changes to address the use of mobile phones. Pupils report that the curriculum prepares them well to understand the changes in their bodies as part of puberty and about how to keep healthy relationships.

The school tracks pupils' participation in activities beyond the academic. This ensures that pupils, including those who are disadvantaged, access the opportunities that the school provides, including early careers work in conjunction with a local university and learning how to manage money. Pupils have a range of opportunities to participate in school life, for example as anti-bullying ambassadors. However, pupils do not consistently show self-discipline, behave with integrity and show respect for one another.

Needs attention

Achievement

Needs attention

Over time pupils have not been well prepared for secondary school. This is reflected in pupils' attainment in published outcomes at the end of key stage 2. Leaders have introduced changes to the curriculum to address these weaknesses. However, they are only midway through their work to resolve pupils' prior underachievement. As a result, some current pupils need to learn necessary English knowledge that they should have learned in previous years. A deliberate focus on handwriting and sentence structure is helping pupils to improve the fluency of their writing. However, too few pupils write with the complexity expected for their age. The school's work on prioritising basic skills is paying off. For example, pupils now enter Year 5 with suitable knowledge of multiplication tables. Over time pupils learn to use their phonics well to read accurately. Recently, the progress of disadvantaged pupils has improved markedly.

Attendance and behaviour

Needs attention

The school is relentless in its work to improve pupils' attendance. Leaders and staff work together to find the root cause of any non-attendance. The school works closely with external agencies, including health professionals and welfare officers. Leaders' dogged approach to working through complex circumstances with pupils and families is bringing about steady improvement. However, there remains a considerable number of pupils who are persistently absent over time. This non-attendance impacts pupils' access to learning. Suspensions are used appropriately and are reducing over time.

Pupils benefit from early morning routines and the caring support of staff. This ensures that pupils usually get off to a calm start to the day. When pupils find it difficult to manage their emotions, skilled staff support pupils effectively to re-engage them into school routines and learning. Staff model the expectations set out in the school's behaviour policy increasingly effectively in class. Pupils typically behave well in lessons. However, some pupils do not behave well or show respect at social times. When this happens, staff do not routinely

intervene or address it. So, it continues. Pupils recognise that behaviour is not as good as it could be.

What it's like to be a pupil at this school

Well-established routines at the start of the day ensure that pupils settle quickly and feel safe. Staff provide caring support. They know pupils as individuals. Everyone is treated fairly. If bullying happens it is sorted out properly. Leaders take deliberate actions to ensure that pupils, including the most vulnerable, get equal access to everything the school has on offer. This includes day and residential visits, sporting and musical events and playing a musical instrument. There are lots of clubs on offer, including art. Older pupils are proud to undertake roles such as sports leaders. This develops their leadership skills and confidence.

Pupils and parents and carers recognise that the school is improving a lot. However, over time some pupils have not secured the basic skills in English and mathematics they need to be well prepared for secondary school. Leaders recognise this and are working systematically to address it. Expectations of how well pupils achieve are certainly on the rise. Over a sustained period, improvements to curriculum and teaching are making a palpable difference. Pupils are learning much more now. Pupils' gaps in their English and mathematical skills are beginning to close as a result. Pupils recognise the positive changes. For example, the school's approaches are helping them to learn their multiplication tables and improve their writing skills. Children now get off to a great start in the early years. They are thriving personally, socially and academically.

Pupils typically behave well in lessons and are keen to learn. Leaders set high expectations of how well pupils behave at social times. However, not all staff model these expectations to the full. There are incidences of careless behaviour that remain unaddressed. For example, staff do not challenge pupils when their behaviour falls short of the school's expectations at lunchtimes and around school.

Next steps

- Leaders and the trust should continue to raise pupils' achievement in English and mathematics to ensure that any remaining underachievement is addressed fully and pupils are well prepared for their next stage of education.
- Leaders should ensure that all staff use assessment information astutely, so that learning activities focus on the precise knowledge that pupils need to learn next.
- Leaders need to ensure that there is stringent adherence to the school's behaviour policies so that any issues at social times are resolved promptly and do not reoccur.
- Leaders should continue to improve pupils' attendance to maximise pupils' access to learning time.

About this inspection

This school is part of Coastal Learning Partnership, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer (CEO), Paul Howieson, and overseen by a board of trustees, chaired by Martin Copsey.

Inspectors carried out this full inspection under section 5 of the Education Act 2005.

Following our renewed inspection framework, all inspections are now led by His Majesty's Inspectors (HMIs) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

Inspectors spoke with the headteacher, the deputy headteacher and a range of other staff. An inspector met with the CEO, a trustee, 2 members of the local governing body and 2 members of the central team from the trust.

The inspectors confirmed the following information about the school:

There is a breakfast and after-school club.

The school does not currently make use of unregistered alternative provision.

Headteacher: Janine Harries

Lead inspector:
Julie Carrington, His Majesty's Inspector

Team inspectors:
Carl Thornton, Ofsted Inspector
Jyotsna Paranjape, Ofsted Inspector

Facts and figures used on inspection

This was the data available at the time of the full inspection, taken from different sources. More recent data may have been published since the full inspection took place.

The inspector(s) used this data during the full inspection on 20 October 2026

School and pupil context

Total pupils

164
Below average

What does this mean?

The total number of pupils currently at this school and how this compares to other schools of this phase in England.

National average: 268

School capacity

226
Close to average

What does this mean?

The total number of pupils who can attend the school and how this compares to other schools of this phase in England.

National average: 300

Pupils eligible for free school meals (FSM)

71.43%
Well above average

What does this mean?

The proportion of pupils eligible for free school meals at any point in the last 6 years.

National average: 26.5%

Pupils with an education, health and care (EHC) plan

7.32%
Above average

What does this mean?

The proportion of pupils with an education, health and care plan. This covers pupils with more support than is available through special educational needs support.

National average: 4.1%

Pupils with special educational needs (SEN) support

30.49%
Well above average

What does this mean?

The proportion of pupils with reported special educational needs support at the school.

National average: 15%

Location deprivation

Well above average

What does this mean?

Based on the English indices of deprivation (2019) and the school's location, we have calculated whether the school is located in a more or less deprived area.

Resourced provision or SEND Unit (if applicable)

No resourced provision

What does this mean?

Whether school has Resourced provision or SEND unit (if applicable).

All pupils' performance

Pupils reaching the expected standard in reading, writing and mathematics

The percentage of pupils meeting the expected standards in a combined reading, writing and mathematics measure.

Year	This school	National average	Compared with national average
Latest 3 year average	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	38%	62%	Below

Year	This school	National average	Compared with national average
2023/24 (final)	41%	61%	Below

Pupils reaching the expected standard in reading

The percentage of pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	46%	75%	Below
2023/24 (final)	48%	74%	Below

Pupils reaching the expected standard in teacher-assessed writing

The percentage of pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	62%	72%	Below
2023/24 (final)	55%	72%	Below

Pupils reaching the expected standard in mathematics

The percentage of pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	46%	74%	Below
2023/24 (final)	55%	73%	Below

The Key Stage 2 data we used for this inspection has not yet been published; therefore, we have not provided it alongside this school's report card. ‘R’ in the table indicates that the data is not yet available. We will update the table when the Department for Education publishes the data for the latest academic year.

Disadvantaged pupils' performance

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	40%	47%	Close to average
2023/24 (final)	17%	46%	Below

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	50%	63%	Below
2023/24 (final)	17%	62%	Below

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	60%	59%	Close to average
2023/24 (final)	17%	58%	Below

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	45%	61%	Below

Year	This school	National average	Compared with national average
2023/24 (final)	25%	59%	Below

The Key Stage 2 data we used for this inspection has not yet been published; therefore, we have not provided it alongside this school's report card. ‘R’ in the table indicates that the data is not yet available. We will update the table when the Department for Education publishes the data for the latest academic year.

Disadvantaged pupils' performance gap

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after. The school disadvantage gap is the difference between the performance of the school's disadvantaged pupils compared to the performance of all non-disadvantaged pupils nationally.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics, including the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	40%	69%	-29 pp
2023/24 (final)	17%	67%	-51 pp

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	50%	81%	-31 pp
2023/24 (final)	17%	80%	-63 pp

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	60%	78%	-18 pp
2023/24 (final)	17%	78%	-61 pp

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	R	R	R

Year	This school	National non-disadvantaged score	School disadvantage gap
2025/26 (provisional)	R	R	R
2024/25 (final)	45%	81%	-36 pp
2023/24 (final)	25%	79%	-54 pp

The Key Stage 2 data we used for this inspection has not yet been published; therefore, we have not provided it alongside this school's report card. ‘R’ in the table indicates that the data is not yet available. We will update the table when the Department for Education publishes the data for the latest academic year.

Absence

Overall absence

The percentage of all possible mornings and afternoons missed due to absence from school (for whatever reason, whether authorised or unauthorised) across all pupils.

Year	This school	National average	Compared with national average
2025/26 (1 term)	9.8%	5.1%	Above
2024/25 (3 term)	9.2%	5.2%	Above
2023/24 (3 term)	7.7%	5.5%	Above

Persistent absence

The percentage of pupils missing 10% or more of their possible mornings and afternoons.

Year	This school	National average	Compared with national average
2025/26 (1 term)	37.2%	14.4%	Above
2024/25 (3 term)	31.8%	13.0%	Above
2023/24 (3 term)	28.1%	14.6%	Above

Our grades explained

Exceptional

Practice is exceptional: of the highest standard nationally. Other schools can learn from it.

Strong standard

The school reaches a strong standard. Leaders are working above the standard expected of them.

Expected standard

The school is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement

The school needs to make urgent improvements to provide the expected standard of education and/or care.

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