

Inspection of a good school: Headlands Primary School

Oak Tree Lane, Holly Tree Meadows, Haxby, York, North Yorkshire YO32 2YH

Inspection dates:

7 to 9 December 2022

Outcome

Headlands Primary School continues to be a good school.

What is it like to attend this school?

Staff at Headlands School have high expectations for all pupils. The values of kindness, respect and resilience are a strong feature of the school. Pupils help one another inside and outside lessons. Older pupils act as play leaders and organise games at lunchtimes. Student librarians help to inspire a love of reading across the school. Digital leaders promote e-safety and run competitions for their fellow pupils throughout the school.

Pupils are respectful of differences and understand that everyone is unique. Bullying is rare. If pupils fall out, staff help them to make up quickly. Pupils' behaviour is generally very good. When pupils' behaviour does not meet expectations, staff are quick to address this. Staff understand the challenges that pupils face inside and outside school. They encourage pupils to try their best and become resilient. Pupils feel safe and know that there is always someone to talk to if they are worried.

The school council provides pupils of all ages with leadership opportunities. Pupils are proud to attend the school and of the responsibilities they have. School council members organise charity events and select new equipment for pupils to enjoy at lunchtimes. Older and younger pupils compete together as part of the school's house system. This creates a strong sense of community at the school.

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

Leaders have created a well-thought-out curriculum at the school. The order in which pupils learn each topic has been carefully considered. Leaders have set out the important skills they want pupils to develop over time. However, the precise knowledge that pupils will learn in some foundation subjects, such as art and design, is not as clearly identified. Curriculum planning begins in early years. Leaders have ensured that children in Reception get off to a quick start in reading and mathematics. The early years curriculum also develops children's understanding of the wider world, for example through forest-school activities.

Staff have strong subject knowledge. They understand why pupils might struggle to understand certain topics. Most staff use questioning effectively to find out what pupils do and do not understand. Staff help pupils to make connections between the subjects they study. The majority of pupils gain a strong understanding of the curriculum that leaders have developed.

The curriculum includes regular opportunities for pupils to revisit what they have previously been taught. This ensures that any gaps in pupils' knowledge are quickly addressed by staff. Leaders have created assessments that help to identify whether pupils are learning the curriculum. In subjects such as reading and mathematics, assessment is used well. Staff provide additional support to prevent pupils falling behind. However, in some foundation subjects, leaders have not established the precise knowledge they want to be assessed. Consequently, assessment is not as effective as it might be at identifying gaps in pupils' knowledge.

A new scheme to help pupils learn to read has recently been implemented. This scheme is quickly becoming embedded at the school. Leaders plan a variety of opportunities for pupils to become confident and fluent readers. Staff ensure that pupils' misconceptions are addressed when saying and writing new words. Pupils who need extra help in learning to read receive this quickly. This helps them keep up with their peers. Staff get regular training to ensure that phonics is taught consistently.

Pupils with special educational needs and/or disabilities (SEND) are well supported at the school. Staff consider the needs of each pupil when planning and teaching lessons. Pupils with SEND learn the same ambitious curriculum as their peers. Staff ensure that whatever barriers pupils may face, they get the opportunity to thrive at the school.

Leaders place a strong focus on pupils' wider development. They have thought carefully about how to develop pupils' talents and interests. A range of extracurricular activities including sports, wild gardening and musical tuition, is available. Pupils are tolerant of those who are different from themselves. They know about a variety of faiths and religions. Pupils have a strong sense of right and wrong. They are keen to help others less fortunate than themselves. Pupils learn about the impact of homelessness and organise charity events at school.

Staff are well supported by leaders. They value the regular opportunities for professional development and training they receive. Leaders consider the well-being of staff in all decisions they make. Engagement with parents and carers and the local community is a strong feature of the school. Parents value the regular updates they get from staff. Governors support and challenge school leaders effectively. They understand their role well.

Safeguarding

The arrangements for safeguarding are effective.

Staff know pupils well. They understand when pupils may be at risk of harm. Leaders have created a strong culture of safeguarding at the school. This includes appropriate

checks on adults working with children. Pupils are taught how to keep themselves safe in person and when online. Leaders help parents understand the risks that pupils may face outside school.

Leaders have put in place new systems for staff to report any concerns they may have about a pupil's well-being. These systems are used well. Pupils who are at potential risk of harm are quickly identified. Leaders work with the appropriate agencies to secure support for vulnerable pupils quickly.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some foundation subjects, such as art and design, the important knowledge leaders want pupils to know and how this will be assessed are not clearly set out. This makes it difficult for staff to assess what pupils remember over time in these subjects. Leaders should ensure that the curriculum in all foundation subjects clearly sets out the important knowledge that pupils must learn and how this will be assessed.

Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. 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 would now receive a higher or lower grade, then the next inspection will be a graded inspection, which 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 second ungraded inspection since we judged the school to be good in June 2013.

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'](#) 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

Unique reference number	121367
Local authority	York
Inspection number	10241880
Type of school	Primary
School category	Community
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	281
Appropriate authority	The governing body
Chair of governing body	Ronald Smith
Headteacher	Ruth Ellis
Website	www.headlandsprimary.org.uk
Date of previous inspection	3 October 2017, under section 8 of the Education Act 2005

Information about this school

- Since the previous inspection, several middle leaders are new to post.
- The school does not use alternative provision.

Information about this inspection

- 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.
- This inspection was paused on 8 December 2022 due to a burst water main at the school. This led to the school being closed for the day. The inspection resumed on 9 December 2022.
- Inspectors met with the headteacher, senior leaders and a representative of the local authority. Inspectors spoke to teaching and non-teaching staff, in addition to representatives of the governing body.

- To evaluate the quality of education, deep dives were carried out in early reading, mathematics, and art and design. Inspectors spoke with curriculum leaders, visited lessons, looked at books and spoke to pupils and staff.
- Inspectors met with the special educational needs coordinator. The lead inspector reviewed individual plans for pupils with SEND.
- Inspectors examined a range of school documentation, including leaders' self-evaluation, improvement plans and documentation relating to attendance and behaviour.
- Inspectors observed pupils' behaviour throughout the inspection. They spoke to pupils about their experience of attending the school. Inspectors also met with leaders to discuss the personal development curriculum.
- Inspectors checked the school's safeguarding policies and procedures, including checks made on all adults who come onto the school site. Inspectors spoke with pupils and staff to gauge their understanding of safeguarding procedures. An inspector met with the designated safeguarding lead to check on their work to keep pupils safe in school.
- Inspectors considered responses to Ofsted's parent, pupil and staff surveys, including free-text comments.

Inspection team

John Linkins, lead inspector

His Majesty's Inspector

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Piccadilly Gate
Store Street
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