

Heathlands Primary School

URN: 148857 | Inspected: 02 December 2025

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.

Achievement

Expected standard

Pupils make secure progress through the curriculum from the early years to Year 6. Their work shows a development in their knowledge and skills across subjects and year groups. Older pupils demonstrate their depth of understanding when talking about their learning. Published outcomes demonstrate that pupils achieve close to others nationally. Where this is not the case for some pupils who have additional barriers to their learning, leaders' actions are addressing the gaps in pupils' knowledge. This work is ongoing. Pupils with special educational needs and/or disabilities and those eligible for pupil premium access the full curriculum and receive targeted support. This helps them to secure the basic knowledge they need to succeed. Pupils are suitably prepared for their

next steps

in education. Leaders continue to focus on embedding the school's new approach to writing, particularly handwriting, to raise achievement further.

Curriculum and teaching

Expected standard

The school's curriculum is carefully designed to build pupils' knowledge and understanding across all subjects. For example, in mathematics, pupils develop secure skills in number. Teachers provide clear explanations and model strategies effectively. Pupils understand how their new learning builds on what they already know. With these basic skills secure, problem-solving in mathematics becomes accessible to all pupils.

The school's new approach to writing places a focus on building the essential foundations of communication, language, reading, spelling and handwriting. Lessons are generally delivered well. Leaders are aware where inconsistencies remain, particularly in the teaching of handwriting. They are taking steps to address these. Staff demonstrate secure subject knowledge in both mathematics and English. Reading and phonics are a clear priority. Pupils read books matched to the sounds they know and successfully use strategies to read and spell unfamiliar words. The phonics programme is systematic and consistent. Targeted support helps every pupil become a fluent reader and writer. Across the wider curriculum, teachers adapt their practice to meet the needs

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of individuals. They use a range of resources to support inclusion. Checks made on pupil's learning are generally used effectively. However, at times, the feedback that pupils receive does not successfully address their misconceptions or clearly model expectations.

Early years

Expected standard

Children in the early years benefit from a warm, inclusive environment that helps them feel safe and ready to learn. Staff know the children well. They provide support tailored to children's needs. This includes children with additional barriers such as special educational needs and/or disabilities, those who speak English as an additional language and others who are identified as disadvantaged. The curriculum is carefully designed to ensure that children make the right progress across all areas of learning. There is a keen focus on developing communication and language. Teachers model subject-specific vocabulary effectively during focused teaching, helping children develop their language skills. However, during times when children are exploring the learning environment or following their own interests, these high-quality interactions from staff do not always have the same positive impact. Reading is a clear priority. Phonics teaching in the Reception Year is systematic and sequenced. This ensures that children secure early reading and writing skills. Children enjoy playing with and speaking to one another. Daily routines are well established, ensuring that children develop their independence. This prepares them well for their transition into Year 1. Leaders work closely with parents and carers to support learning at home. Initiatives such as 'Stay and Play' help to build important partnerships from the outset.

Inclusion

Expected standard

The school ensures that every pupil gets the support they need to succeed. Staff know the pupils and their families well. They swiftly identify when a pupil may need additional support to access learning. Teachers regularly check what pupils know and remember. They use this information to carefully plan

next steps

. Consequently, pupils make secure progress from their starting points.

Leaders work closely with families, professionals and outside agencies. This collaborative approach informs the support in place for pupils and raises their aspirations. Pupils with special educational needs and/or disabilities get the help they need. Leaders ensure there is a calm and adapted space for those with the most complex needs to learn. Teachers make changes to activities and provide different resources so that all pupils experience success. Pupil premium funding is used well. Leaders ensure that teachers consider the needs of disadvantaged pupils and those known or previously known to social care. Staff benefit from regular training. Leaders acknowledge that the focus to support disadvantaged pupils could be more effective in some subjects. Pupils with complex social, emotional and mental health needs receive tailored pastoral support. Staff recognise pupils'

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feelings and support them to start to manage their own emotions.

Leadership and governance

Expected standard

Leaders have a clear and accurate understanding of the school's strengths and areas for development. Leaders at all levels, as well as staff, know the school's priorities well. The school recognises that there is further work to do to address inconsistencies in the curriculum and teaching. Decisions are made in the best interests of pupils. This includes pupils who are disadvantaged, pupils with special educational needs and/or disabilities or those who face other barriers to their learning and wellbeing. Inclusive practices and targeted support are central to leaders' work. Governance is effective. Trustees and local governors meet their statutory duties. They provide leaders with effective support and challenge. Those responsible for governance understand the school's context. They hold leaders to account for managing the school's resources and ensure that any improvements made are sustained. Local governors and the trust work closely with leaders to secure positive outcomes for all pupils. Professional learning is a clear priority for leaders. All staff access high-quality, evidence-informed training that builds their expertise. Collaboration across the trust enhances opportunities for training and ensures consistency in practice. Leaders manage staff's workload and wellbeing thoughtfully. They operate an open-door policy and offer practical support to equip staff to do their job well. Parents and carers value the visibility of leaders and are positive about the communication they receive. Parents would highly recommend this school. The school reflects a collaborative culture of care and ambition.

Personal development and wellbeing

Expected standard

Pupils benefit from a rich and varied personal development programme that prepares them well for life in modern Britain. The relationships, sex and health education curriculum is well planned and sequenced. It ensures that pupils develop the knowledge and skills they will need for their future. Pupils learn about consent, different types of families and healthy relationships in an age-appropriate way. Pupils are taught to keep themselves safe, both in the community and online. Pupils understand and respect those with protected characteristics. They speak confidently about the meaning of school events such as 'Wearing Red for Racism' and 'Odd Socks Day'. Pupils learn about other faiths and cultures. They can explain similarities between religions, such as Christianity and Islam. They understand the importance of respect, which they demonstrate in their day-to-day care of one another. Pupils explain how the school value of 'kindness' links to the fundamental British values. Pupils show a mature understanding of social and cultural equalities. Leaders plan curriculum enhancements and trips that build up pupils' wider experiences. Pupils enjoy a wide range of leadership roles, such as classroom helpers, delivering fruit and milk for younger pupils or acting as house captains or sports leaders. Pupils are proud of these responsibilities. Pupils also enjoy a wide range of after-school activities, including choir and football. Leaders track how well different groups of pupils engage with these additional experiences. However, current systems do not yet consistently ensure that all disadvantaged pupils benefit fully from the full range of

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opportunities. The school provides strong pastoral support for pupils. Staff know the pupils well and act quickly to support those who require extra help for their wellbeing.

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

Pupils enjoy all aspects of school life. They are happy and want to come to school. Attendance figures are improving. Pupils are proud of their school. They develop positive relationships with their peers as well as staff. The school's curriculum is ambitious. Teaching supports pupils to be well prepared for their

next steps

. By the end of Year 6, pupils achieve close to national expectations. Pupils show a determination to do their best. They live out the school's values. For example, during unstructured times, pupils are kind and show care for one another. Pupils say bullying is rare. If it does happen, it is dealt with quickly and effectively. Pupils recognise and celebrate positive behaviour among their peers. In lessons, they follow the school's high expectations for behaviour. They listen intently and work well independently or as part of a pair or group. Pupils show a commitment to their learning. Pupils with special educational needs and/or disabilities receive appropriate and timely support to help them learn alongside their peers. Pupils feel safe. They receive carefully tailored support for any worries or concerns. 'Butterfly boxes' help some pupils who feel less confident or face barriers to their learning to voice their concerns. Children develop a sense of belonging from the early years. The provision is nurturing and provides the youngest children with a smooth transition from home. As pupils move through the year groups, they enjoy being an active part of their school and local community. For example, reading leaders support their younger peers with reading. The school choir performs at the local residential care home. Pupils learn important character traits to ensure they are well prepared for life in modern Britain.

Next steps

- In the early years, leaders should ensure the consistent use of high-quality interactions from staff to extend children's vocabulary and deepen their understanding of important knowledge as they play.
- Leaders should ensure that all staff implement the new approaches to the teaching of writing consistently and effectively, with a particular focus on developing handwriting and transcription skills.
- Leaders should ensure that the checks made on pupils' learning are used by staff to improve and address any misconceptions pupils have.

Attendance and behaviour

Expected standard

Leaders ensure that any barriers to attendance are addressed so that pupils benefit from being in school every day. Their work is starting to have a positive impact. Robust systems are in place to monitor attendance and identify concerns quickly. When attendance is low or persistent absence occurs, leaders act swiftly and work closely with families to provide support and guidance. Well-built relationships with parents and carers are central

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to this success. This approach has led to a reduction in the number of pupils who are persistently absent. Reducing this further for disadvantaged pupils and pupils with special educational needs and/or disabilities continues to be a priority. Behaviour across the school is typically calm and respectful. Leaders have created a positive, values-based culture where pupils feel safe and cared for. Staff know the pupils well and apply behaviour policies consistently. Classrooms are purposeful. The vast majority of pupils show positive attitudes to their learning. There is no tolerance in the school for discrimination or harassment. Pupils understand the school's expectations and consequences clearly. Adaptations are made for pupils who require bespoke support to help them to meet the behaviour expectations successfully.

For detailed performance data including disadvantage gap analysis, historical trends, and comparison tables, visit the school's profile on WhatSchool:

<https://whatschool.ai/en/school/heathlands-primary-school-mansfield>