

Heath Hayes Primary Academy

Address: Wimblebury Road, Heath Hayes, Cannock, Staffordshire, WS12 2EP

Unique reference number (URN): 140490

Inspection report: 18 November 2025

Exceptional	
Strong standard	
Expected standard	
Needs attention	
Urgent improvement	

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.

Strong standard ●

Inclusion

Strong standard ●

Inclusion is at the heart of the school's work. Leaders are committed to creating an environment where every pupil, especially the most vulnerable, feels valued and supported to succeed. Leaders address barriers to learning through the use of tailored strategies, reasonable adjustments and a 'whatever it takes' approach. They carefully track pupils' progress and the impact of the support in place. Leaders make adjustments when needed to help pupils with special educational needs and/or disabilities to flourish. All of this is underpinned by high expectations and very positive relationships.

The school has highly effective systems to identify pupils' needs early, using information from parents and assessments to create personalised plans. Leaders review these plans regularly to ensure that they remain effective. Staff provide targeted support during lessons so pupils can access and complete tasks successfully. Appropriate adaptations and resources help pupils to concentrate on their work and regulate their emotions.

Leaders invest in high-quality training for staff and work closely with parents and external specialists to meet complex needs. They use funding wisely to ensure that vulnerable pupils are fully included in school life and achieve alongside their peers. This commitment ensures that every child can thrive academically and socially.

Personal development and wellbeing

Strong standard ●

Leaders place a significant emphasis on pupils' personal development and overall wellbeing, ensuring that every child is prepared for life beyond school. The programme is broad and progressive, revisiting key themes, including personal safety, healthy relationships, mental and physical health, online awareness and inclusivity. Pupils can explain how inappropriate content is managed and how to protect personal information. The school teaches these themes in age-appropriate ways so that pupils develop a detailed understanding of how to keep themselves safe and make positive choices.

The personal, social, health and economic education curriculum and religious education help pupils understand fundamental British values, respect for others and the importance of equality and diversity. Pupils learn about protected characteristics and demonstrate inclusive attitudes, accepting and valuing differences in others. The school promotes equality through opportunities including football, where girls and boys compete together. All this prepares them very well for future life.

Pupils' opportunities for leadership are plentiful. Pupils take on roles such as school councillors, eco-warriors and attendance heroes. These help them develop confidence and responsibility. Learning is enriched through trips, themed days and visits from external speakers, alongside a wide range of extra-curricular clubs. Leaders ensure equal access for all pupils, including those who are disadvantaged, by tracking participation of all pupils. They target and fund provision for these pupils.

Pastoral care is a strength of the school. The school takes action to ensure that pupils feel valued and heard. The 'Rainbow Room' offers a safe space for pupils to regulate emotions

and reinforce safeguarding messages, for example the NSPCC 'PANTS' programme and Childline. Pupils speak confidently about healthy relationships and diversity. They feel proud of their school, value the opportunities available and know that their views are heard. This comprehensive approach ensures that pupils leave school as resilient, respectful and active citizens, ready to contribute positively to society.

Expected standard

Achievement

Expected standard 

Pupils achieve well across all subjects and key stages, meaning they are well prepared for the next stage of their education. By the end of key stage 2, the proportion of pupils reaching the expected standard in reading, writing and mathematics, including those who are disadvantaged, is in line with national averages. Year 1 pupils also perform well in phonics and Year 4 pupils in the multiplication check.

Over time, pupils tend to do slightly better in mathematics than in English. Those who start with lower attainment, progress very well in reading, writing and mathematics. However, while pupils with higher prior attainment achieve above-average outcomes in reading and mathematics, they achieve less well in writing. Pupils with special educational needs and/or disabilities and disadvantaged pupils achieve well from their starting points. Overall, pupils leave school with the age-appropriate knowledge and skills they need for future learning.

Attendance and behaviour

Expected standard 

Leaders monitor attendance rigorously to ensure that pupils attend school regularly and benefit fully from their education. Attendance is broadly in line with national averages, including for pupils with special educational needs and/or disabilities and those who are disadvantaged. Leaders act quickly when pupils' attendance starts to dip, offering early support to families and working closely with them to overcome barriers. Their tenacious approach has led to a significant reduction in persistent absence. This demonstrates that the school's strategies are effective.

Behaviour across the school is positive. Pupils have enthusiastic attitudes to learning, respond promptly to instructions and move around the school sensibly. They are polite and welcoming to visitors. Pupils understand what bullying is and know how to report it. Staff act swiftly to prevent any issues from escalating. Any form of discrimination or harassment is not tolerated. Leaders have established clear expectations through a well-defined behaviour policy. Staff apply this consistently well. While most pupils meet these expectations, a small number struggle to manage their behaviour. Leaders use suspensions appropriately in line with school policy and review these carefully to check all is in place to meet pupils' needs.

Curriculum and teaching

Expected standard 

Leaders have developed an ambitious and carefully designed curriculum called the 'Hero's Curriculum'. This curriculum is tailored to meet the needs of all pupils and ensures that

learning is exciting, progressive and well sequenced. Each theme is planned to build knowledge step by step, helping pupils to make connections and deepen their understanding. The curriculum includes creative adventures that bring learning to life, making lessons engaging and memorable.

Leaders regularly review how well the curriculum is taught and provide ongoing training to ensure that staff have the subject knowledge needed to maintain expectations. Teachers adapt lessons so that all pupils, including those with special educational needs and/or disabilities, can access the same curriculum as their peers.

Leaders place a particular emphasis on reading, writing and mathematics, ensuring that pupils develop secure foundational knowledge and skills. Early reading is prioritised, with regular assessments and targeted support for any child who falls behind. The school focuses on helping pupils to 'keep up rather than catch up'. While reading and mathematics are strengths, writing is less well developed and embedded. Some pupils struggle to apply their writing skills across different subjects. Leaders understand the need to develop this and are striving for more pupils to be able to write at the greater depth standard through carefully considered approaches.

Early years

Expected standard 

Children in Nursery and Reception benefit from a nurturing and well-structured start to their education. Leaders and staff prioritise language and communication. Staff interact positively, modelling clear speech and encouraging vocabulary development through stories, songs and regular conversations.

The curriculum is carefully planned to support children's progress across all areas of learning, with a particular focus on early reading and phonics. From the start of Reception, children begin phonics lessons and most secure the skills they need to read and write confidently. Staff provide opportunities for children to practise and consolidate learning through play and structured activities. They ensure that resources are chosen to develop key skills effectively. By the end of Reception, most children achieve well and are prepared for Year 1.

Provision for nursery children supports their personal, social and emotional development, helping them to build confidence and independence. Leaders work closely with parents through home visits and workshops. This ensures that staff understand children's starting points and meet children's individual needs. Adaptations are made for disadvantaged children and those with special educational needs and/or disabilities so that they can thrive.

Leadership and governance

Expected standard 

Leaders have a clear and accurate understanding of the school's strengths and prioritise the right areas for development. They make decisions that are in the best interests of pupils.

Leaders have clearly defined roles and responsibilities, with well-developed communication and delegation across all levels. Leaders use monitoring and evaluation effectively to drive improvement, maintain high expectations and meet their statutory duties. The trust supports the school through high-quality training and networking opportunities, enabling staff to share

expertise and develop professionally. A structured training approach ensures that staff benefit from a wide range of development opportunities, including leadership roles beyond the school.

Governors play an active role in overseeing the quality of education and shaping the school's strategic direction. They are committed to ensuring that all pupils, but particularly the most vulnerable, receive the care and support they need to thrive.

Staff appreciate leaders' efforts to manage their workload and promote wellbeing. This contributes to a positive and collaborative culture. While there are many strengths in leadership, leaders have a clear understanding of the aspects of the school's work that could be even more successful and are working to secure further improvements in the right areas.

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

Being a pupil at this school means feeling included, valued and supported every day. Leaders place inclusion at the heart of everything they do, ensuring that every pupil, especially those with special educational needs and/or disabilities and those who are disadvantaged, can succeed. Staff know pupils well and provide tailored support so that everyone can access learning. Simple but effective adaptations, such as larger fonts, quiet spaces and writing aids, help pupils to concentrate and feel comfortable.

Learning is exciting and purposeful. The bespoke 'Hero's Curriculum' provides 'adventures' that make lessons memorable while building knowledge step by step. Reading, writing and mathematics are priorities. Pupils who need extra help receive it quickly, so they can keep up. Consequently, at the end of each key stage, pupils are well equipped with the skills and knowledge needed for the next stage of education.

Trips, themed days and clubs enrich learning and give pupils opportunities to explore their interests. Pupils feel safe and cared for, with very effective pastoral support for emotional wellbeing in spaces like the 'Rainbow Room'. They learn about healthy relationships, online safety and respect for others, developing confidence and resilience. Leadership roles, such as school councillors, help pupils grow as responsible citizens.

Pupils generally behave well and have positive attitudes to learning. They understand what bullying is and say that staff deal with concerns quickly when reported. Attendance is secure overall, with occasional absences for genuine reasons. Pupils learn key values that prepare them well for life in modern Britain.

Pupils enjoy lessons because teachers make learning fun. They follow the school charter: 'Being Open, Being Kind, Being Brave, Believing and Being the Hero'. This underpins behaviour and builds character. Pupils say they feel unique, proud, included and inspired to do their best.

Next steps

- Leaders should ensure that pupils are given opportunities to apply their foundational writing skills more broadly across the curriculum to enhance and deepen their knowledge and improve their learning.
 - Leaders should continue with putting in place the appropriate support for those pupils who can struggle to meet the school's high behaviour expectations.
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About this inspection

The school is part of Reach2 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, Cathie Paine, and overseen by a board of trustees, chaired by Gavin Robert.

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

Following our renewed inspection framework, all inspectors 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 and members of the senior and middle leadership team. The lead inspector also had meetings with a member of the education, performance and standards committee of Reach2 Academy Trust and the deputy director of cluster one of the trust.

The lead inspector also met with governors, including the chair of the governing body, and spoke to the leader of an alternative provision used by the school.

The inspectors confirmed the following information about the school:

The school makes use of one alternative provision, which is registered.

The school has undergone a significant change since the last inspection. There has been a change of headteacher and chair of the governing body. The chair took up their post in March 2025. The current headteacher was appointed in September 2022.

Headteacher: Louise Johnson

Lead inspector:

Keri Baylis, His Majesty's Inspector

Team inspector:

Victoria Jordan, His Majesty's Inspector

Facts and figures used on inspection

The data was used by the inspector(s) during the inspection. More recent data may have been published since the inspection took place.



This data is from 18 November 2025

School and pupil context

Total pupils

197

Close to 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: 272

School capacity

240

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)

16.24%

Below average

What does this mean?

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

National average: 26.3%

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

4.06%

Close to 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: 3.5%

Pupils with special educational needs (SEN) support

17.26%

Close to average

What does this mean?

The proportion of pupils with reported special educational support needs 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	60%	61%	Close to average
2024/25 (revised)	61%	62%	Close to average
2023/24 (final)	57%	61%	Close to average
2022/23 (final)	62%	60%	Close to average

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	74%	74%	Close to average
2024/25 (revised)	71%	75%	Close to average
2023/24 (final)	75%	74%	Close to average
2022/23 (final)	77%	73%	Close to average

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	72%	72%	Close to average
2024/25 (revised)	71%	72%	Close to average
2023/24 (final)	71%	72%	Close to average
2022/23 (final)	73%	71%	Close to average

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	79%	73%	Close to average
2024/25 (revised)	79%	74%	Close to average
2023/24 (final)	71%	73%	Close to average
2022/23 (final)	88%	73%	Above

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	54%	46%	Close to average
2024/25 (revised)	63%	47%	Above
2023/24 (final)	50%	46%	Close to average
2022/23 (final)	50%	44%	Close to average

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	68%	62%	Close to average
2024/25 (revised)	75%	63%	Above
2023/24 (final)	63%	62%	Close to average
2022/23 (final)	67%	60%	Close to average

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	64%	59%	Close to average
2024/25 (revised)	63%	59%	Close to average
2023/24 (final)	63%	58%	Close to average
2022/23 (final)	67%	58%	Close to average

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	64%	60%	Close to average
2024/25 (revised)	63%	61%	Close to average
2023/24 (final)	50%	59%	Close to average
2022/23 (final)	75%	59%	Above

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	54%	68%	-14 pp
2024/25 (revised)	63%	69%	-7 pp
2023/24 (final)	50%	67%	-17 pp
2022/23 (final)	50%	66%	-16 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	68%	80%	-12 pp
2024/25 (revised)	75%	81%	-6 pp
2023/24 (final)	63%	80%	-17 pp
2022/23 (final)	67%	78%	-12 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	64%	78%	-13 pp
2024/25 (revised)	63%	78%	-16 pp
2023/24 (final)	63%	78%	-15 pp
2022/23 (final)	67%	77%	-11 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	64%	80%	-15 pp
2024/25 (revised)	63%	81%	-18 pp
2023/24 (final)	50%	79%	-29 pp
2022/23 (final)	75%	79%	-4 pp

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
2024/25 (1 term)	6.3%	5.1%	Above
2023/24 (3 term)	5.3%	5.5%	Close to average
2022/23 (3 term)	4.9%	5.9%	Below

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
2024/25 (1 term)	15.7%	14.3%	Close to average
2023/24 (3 term)	9.6%	14.6%	Below
2022/23 (3 term)	12.0%	16.2%	Below

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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