

# Inspection of Heygreen Primary School

Taunton Street, Wavertree, Liverpool, Merseyside L15 4ND

---

Inspection dates:	11 and 12 March 2025
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Outstanding</b>
Personal development	<b>Outstanding</b>
Leadership and management	<b>Outstanding</b>
Early years provision	<b>Outstanding</b>
Previous inspection grade	Good

The headteacher of this school is Nicola Rutter. This school is part of Rainbow Education Multi 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 (CEO), Gina Donaldson, and overseen by a board of trustees, chaired by Dave Cadwallader.

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

The school's mission, to 'flourish together, as we listen, learn, lead, lift and love', inspires staff to be ambitious for pupils. The school's aspirational curriculum encourages pupils to invest in their own academic success. Pupils achieve very well from their starting points. When pupils join the school later in their education, they make swift progress.

The school has created a culture that includes everyone. Pupils flourish academically and socially. Heygreen Primary School is a very happy place in which to learn.

The school has established a broad curriculum for pupils. Pupils acquire secure knowledge of the subjects that they study. The school enhances this curriculum by providing a range of opportunities that enrich pupils' experiences. For example, pupils go to the beach, visit art galleries and learn about dental hygiene. These experiences inspire pupils' curiosity and deepen their knowledge.

Pupils' behaviour and attitudes to learning are exemplary. Pupils know that their learning matters. From the early years onwards, pupils attend to this learning with care. Pupils are proud of their achievements and enthusiastically share the new things that they learn. Pupils are keen to do well and they attend school regularly.

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

Across the school, pupils' exemplary behaviour means that lessons are calm and focused. Pupils study an ambitious curriculum. The school has carefully identified the important knowledge that pupils need to learn. Staff check that pupils have understood new learning. For example, pupils explain their understanding of globalisation and trade, or the way that different biomes provide different habitats. In art and design, pupils link their deep understanding of the artists that they study to the new art techniques that they are practising.

Pupils with special educational needs and/or disabilities (SEND) are supported to learn the same curriculum as their peers. The school makes sure that pupils' additional needs are precisely identified and addressed. The support that pupils with SEND receive is exemplary. They master new knowledge quickly and use this independently.

Teachers build in frequent opportunities for pupils to practise their learning. In mathematics, children in the early years quickly master the foundations of number. Children explore different amounts using everyday objects. Older pupils build on this knowledge, for example, through securing their understanding of how to plot. However, in a small number of subjects, a few pupils have gaps in their prior knowledge. On occasion, teachers do not address these gaps in prior learning sufficiently well.

In the early years, children benefit from an exceptional curriculum. Staff use their expertise to help children to learn and use new vocabulary, and to extend their talk. Children use this language confidently and independently. Staff provide activities for children that inspire their curiosity. Children find this learning irresistible. In the two-year-

old class, children excitedly explore outdoors and talk about the creatures that they find in the soil. In Nursery, children explore textures and tastes, while in Reception children learn about mixing different colours. The school ensures that children gain the knowledge they need to be ready for Year 1 and beyond.

Staff expertly teach children to read, from the start of the early years. Pupils grasp phonics quickly and become fluent readers. If pupils struggle to read, the school provides excellent support to help them to catch up quickly. Staff routinely share high-quality texts and stories with pupils. Pupils use the example that their teachers set to read with expression and joy.

The school's work to promote pupils' personal development is exceptional. The school provides pupils with many opportunities to discuss their ideas. Pupils learn the language that they need to hold informed debates. They offer their well-reasoned ideas confidently. Pupils learn the importance of respect. This informs the way in which pupils celebrate each other's differences. Many pupils contribute as leaders in school. They are excellent role models for other pupils.

Pupils find out about different careers. For instance, pupils learn about midwifery, the roles that staff have in airports, or the skills needed to be a radio DJ. These opportunities are further enhanced by pupils' 'Rainbow Passports'. Each pupil undertakes a range of pre-planned enrichment activities to complete their passports. These experiences contribute significantly to pupils becoming confident, well-rounded individuals.

Those responsible for governance know their school well. They use their broad experience to challenge and support leaders. This has a positive impact on pupils' experiences in school. The school and the trust deliver highly effective professional development for staff. Leaders carefully consider the workload and well-being for all staff. Staff are very proud to work at this school.

## **Safeguarding**

The arrangements for safeguarding are effective.

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

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

- In a few subjects, from time to time, staff do not address the gaps that some pupils have in their prior learning sufficiently well. On occasion, this hinders these pupils from remembering knowledge as deeply as they could. The school should ensure that staff address these gaps in pupils' knowledge swiftly, so that pupils can build on the things that they already know.

## 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' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

## School details

<b>Unique reference number</b>	141330
<b>Local authority</b>	Liverpool
<b>Inspection number</b>	10337702
<b>Type of school</b>	Primary
<b>School category</b>	Academy sponsor-led
<b>Age range of pupils</b>	2 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	245
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	Dave Cadwallader
<b>CEO of the trust</b>	Gina Donaldson
<b>Headteacher</b>	Nicola Rutter
<b>Website</b>	<a href="http://www.heygreen.co.uk">www.heygreen.co.uk</a>
<b>Dates of previous inspection</b>	24 and 25 October 2023, under section 8 of the Education Act 2005

## Information about this school

- The school does currently use alternative provision.
- The school runs a free breakfast club for pupils in the school.

## Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005. During a graded inspection, we grade the school for each of our key judgements (quality of education; behaviour and attitudes; personal development; and leadership and management) and for any relevant provision judgement (early years provision). Schools receiving a graded inspection from September 2024 will not be given an overall effectiveness grade.

- Inspections are a point-in-time evaluation about the quality of a school's education provision.
- Inspectors discussed any continued impact of the pandemic with the school and have

taken that into account in their evaluation of the school.

- Inspectors met with senior leaders, subject leaders and teachers.
- The lead inspector held a meeting with governors, including the chair of the local academy council and the chair of the board of trustees. The lead inspector also held meetings with a representative of the local authority and the CEO of the trust.
- Inspectors carried out deep dives in these subjects: early reading, mathematics, geography, and art and design. For each deep dive, 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 lead inspector also listened to a sample of pupils read to a familiar adult.
- To evaluate the effectiveness of safeguarding, inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- Inspectors scrutinised a range of other documentation, including governor meeting minutes and leaders' evaluation of the school.
- Inspectors also spoke informally to pupils to gather their views on school life.
- To gather the views of parents and carers, inspectors took account of the responses to Ofsted Parent View, including the free-text comments. Inspectors also met with parents at the start of the school day.
- Inspectors met formally with staff to gather their views and took account of the staff survey.

### **Inspection team**

Jen Sloan, lead inspector

His Majesty's Inspector

Gaynor Rennie

Ofsted Inspector

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at <http://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2025