

Heycroft Primary School

Address: Benvenue Avenue, Eastwood, Benvenue Avenue, LEIGH-on-SEA, Essex, SS9 5SJ

Unique reference number (URN): 150361

Inspection report: 9 September 2026

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 ●

Early years

Strong standard ●

Pupils in the early years benefit from a strong start that enables them to flourish and prepares them for the next stage of their development. Leaders have a clear knowledge of the core skills and attributes that children need to gain in order to be successful. Leaders make astute decisions about the placement and structure of activities. As a result, children become familiar with routines and expectations rapidly. This, alongside high-quality resources and meaningful interactions, ensures that children make accelerated progress from their starting points. Children enjoy spending time in the well-resourced 'home area' and building blocks in the thoughtfully designed outdoor space. The layout of this space ensures that children are gradually integrated with Year 1 while continuing their usual activities. Children talk about how they are keen to vote for the book of the day or how many activities they have until they can choose their own learning.

Staff in the early years are proactive in their approach to communicating with feeder nurseries and internal school staff. This ensures that children are known well and any barriers to learning that they may have are thoughtfully considered and overcome.

Children benefit from strategic decisions and oversight from staff and leaders to ensure that they have a solid start to life at Heycroft.

Leadership and governance

Strong standard ●

Leaders, the trust and those responsible for governance have identified and prioritised areas of the school to improve and develop. They have achieved this through cohesive and harmonious working relationships between all stakeholders. This results in a culture of professional challenge where decisions are scrutinised in the best interests of the school and its pupils. Consequently, pupils are happy and proud to attend.

Leaders have used staff training alongside collaboration with the trust to improve the school and the quality of its provision. As a result, staff feel valued and part of the school's improvement journey. They are confident in leaders' decision-making around their professional development and the quality of their practice. Their workload and wellbeing are prioritised by leaders and the wider trust through surveys, training days and an approachable and supportive senior leadership team. This means that pupils benefit from well-trained and supported staff in classrooms.

Leaders' work has resulted in rapid improvement across the school. They are proactive in ensuring that any changes are carefully considered and implemented gradually.

All stakeholders responsible for leadership and governance remain devoted to the school's continual improvement.

Relationships between stakeholders are rooted in mutual respect. Those responsible for governance are actively involved in decisions that affect pupils and consistently place their needs and experiences at the centre of their work.

Expected standard

Achievement

Expected standard 

On the whole, pupils achieve well from their starting points. In the past, pupils have not achieved as well as they should at the end of key stage 2. However, this is not reflected in the quality of the work that they produce now. Leaders continually review the progress that pupils are making to ensure that timely and appropriate interventions are put in place. They also continually review the curriculum to ensure that it allows pupils to achieve well and modify their practice where necessary. This ensures that pupils who need additional support receive it effectively.

The curriculum is well sequenced and allows pupils to progress well through it. Pupils talk well about their achievements and are well prepared for the next stage in their learning.

Staff are confident in adapting their practice for pupils with special educational needs and/or disabilities, vulnerable pupils and those from disadvantaged backgrounds.

Attendance and behaviour

Expected standard 

Pupils are proud to attend this school, and, consequently, they attend well. Leaders have prioritised this area of their work to ensure that all stakeholders are aware of the importance of attendance. They are aware of pupils and families who may have barriers to attendance and work closely with them to overcome these. Leaders have implemented systems that identify early patterns in attendance and use this information to be proactive in their approach. The school works with external agencies and the local authority to ensure that pupils and their families benefit from a collaborative and supportive approach. This work has an ongoing positive impact on overall attendance at the school.

Leaders' work on behaviour has transformed the school's culture and ethos. Foundations for behaviour and expectations start in the early years. This means that pupils are respectful, happy and collegiate. Their behaviour in class and at social times is considerate and mature. Pupils are aware of why the school's values are important, and this has a significant impact on their daily interactions.

Pupils are reminded to behave in line with the school's values by friendly and approachable staff. Pupils are confident that if they face barriers to their learning, they will be supported in a kind and efficient way.

Curriculum and teaching

Expected standard 

The curriculum is broad, well balanced and logically sequenced. Leaders have made rapid changes in this area to ensure that pupils benefit fully from it. This has resulted in pupils maximising their learning time and being creative in their approach to it. Leaders have devised a 'pillar' approach to teaching and learning. This means that teachers are clear about expectations and how learning should be modelled in smaller chunks. This modelling is applied alongside secure subject knowledge. Consequently, pupils are able to talk about

their learning and have opportunities to deepen their knowledge through reflection and discussion.

Pupils are guided through their learning in a friendly and supportive manner. The curriculum is designed to ensure that pupils with special educational needs and/or disabilities and those from disadvantaged backgrounds benefit from its approach and structure. Leaders have also introduced opportunities to recall and summarise learning to ensure that newly acquired knowledge is applied and remembered. As a result, pupils are able to talk about their achievements and key facts.

On occasion, assessment in foundation subjects could be planned more effectively. As a result, teaching is not always as precise as it could be. Leaders should now ensure that misconceptions are addressed effectively to ensure that they are not embedded into longer-term knowledge.

Inclusion

Expected standard 

There is an inclusive culture of care at Heycroft. Leaders and staff have a robust understanding of pupils and the individual barriers to learning that they have. This ensures that pupils are supported in a caring and friendly way. Leaders respond to the emerging needs of individual pupils, cohorts and their local context swiftly. This reflective approach ensures that needs are identified and appropriate solutions put in place, such as the management of transition times. Leaders ensure that staff have detailed information about individual pupils and groups of pupils. This, alongside a comprehensive programme of professional development, ensures that they are able to support their pupils appropriately and effectively. Teachers implement knowledge from this programme to facilitate adaptations and ensure pupils benefit fully from the well-considered curriculum. This, coupled with warm and meaningful relationships, results in pupils being happy to learn and overcoming barriers.

The school works effectively with other organisations and external professionals to ensure that pupils are supported fully. Leaders call upon external advice and support where necessary to benefit pupils who need it.

Leaders make efficient use of the pupil premium funding to support pupils from disadvantaged backgrounds. This ensures that these pupils are able to participate in all aspects of school life fully and thrive in the school environment.

Personal development and wellbeing

Expected standard 

Pupils are proud of their school and what it means for the local community. They benefit from a well-structured personal development and wellbeing programme. Leaders have thoughtfully developed a varied and dynamic offer that responds to the needs of their cohort and context. It enables pupils to become well-rounded and responsible citizens.

Pupils are involved in shaping the facilities and personal development and wellbeing curriculum. They are immensely proud of their award for outdoor play, which they helped establish. This includes climbing frames, a digging area and a swimming pool. This allows pupils to benefit from regular swimming and water safety lessons as part of the personal

development and wellbeing offer. This is particularly important given the coastal nature of the school.

Leaders have devised a comprehensive programme of clubs. They monitor participation in these to ensure that all pupils attend and benefit from them. These include opportunities for science, engineering, technology and mathematics, sports and music. Opportunities to make the curriculum relevant in everyday life include visits to farms, the beach and the zoo. Pupils value these opportunities to link their classroom learning to the real world.

High-quality pastoral care contributes to the happy and harmonious atmosphere at Heycroft. This is regularly reviewed to ensure that it is appropriate and having the desired impact. This is available throughout the day, including at social times. This means that pupils are able to continue to benefit from the provision on offer.

Pupils can articulate the school's values confidently. They understand how they link into fundamental British values and life in modern Britain. This promotes a sense of cohesion and harmony among the school community.

Pupils are well prepared for key transition points in their education and future. The school makes the most of being part of the South East Essex Academy Trust to develop and offer opportunities for its pupils outside the school. This includes its participation in singing, sports and academic events.

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

Pupils are proud to attend this happy and dynamic school. Their wellbeing and success are the cornerstone of its work. This results in a cohesive sense of community that is visible in all aspects of school life. Pupils talk positively about adults who help them. They learn through the well-planned and considered curriculum. Pupils talk fondly about opportunities such as visits linked to the curriculum, after-school clubs and well-chosen reading materials that deepen their knowledge. Pupils' pride also extends to the impressive outdoor facilities, which include climbing frames, scooters and an on-site swimming pool. They benefit from regular use of these facilities. Positive interactions with adults mean that pupils enjoy attending school. Pupils behave well, and the school community is mutually respectful.

The curriculum is methodically planned. Consequently, pupils achieve well from their starting points. It allows pupils, including those with special educational needs and/or disabilities and those from disadvantaged backgrounds, to develop core knowledge easily and effectively. This allows them to progress well to the next stages in their education.

Children in the early years benefit from carefully structured routines and thoughtfully considered activities. High expectations for behaviour and the establishment of the school's core values start early. This ensures that behaviour is respectful and mature across all key stages. Pupils can talk about the importance of behaviour and the positive impact that it has on their learning.

Pupils develop holistically through a well-sequenced programme of personal development and wellbeing. This ensures that they are ready for life in modern Britain, respectful and

caring. Pupils feel part of an inclusive, caring community. They benefit from planned visits linked to the topics that they are covering in their learning. These include visits to local parks, farms and local libraries.

Next steps

- Leaders should refine assessment systems in foundation subjects so that teachers can identify pupils' needs more precisely and tailor their teaching accordingly.
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About this inspection

This school is part of the South East Essex Academy Trust (SEEAT), which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer (CEO), Andrew Cooper, and overseen by a board of trustees, chaired by Neal Misell. The chair of the local governing board is Katy Watson.

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, CEO, chief education officer, trustees, the local governing body and other school leaders during the inspection.

The inspectors confirmed the following information about the school:

The school does not use any alternative provision.

The school formally joined SEEAT on 1 January 2024.

Headteacher: Andy Abel

Lead inspector:

Ross Marks, His Majesty's Inspector

Team inspectors:

Joseph Figg, Ofsted Inspector

Alice Early, 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 9 September 2026

School and pupil context

Total pupils

349

Above 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

420

Above 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)

18.05%

Below 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

2.29%

Below 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

11.46%

Below average

What does this mean?

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

National average: 15%

Location deprivation

Well below 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		61%	
2024/25 (final)	43%	62%	Below
2023/24		61%	
2022/23		60%	

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

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%	
2024/25 (final)	58%	72%	Below
2023/24		72%	
2022/23		71%	

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		73%	
2024/25 (final)	63%	74%	Below
2023/24		73%	
2022/23		73%	

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		46%	
2024/25 (final)	15%	47%	Below
2023/24		46%	
2022/23		44%	

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		62%	

Year	This school	National average	Compared with national average
2024/25 (final)	38%	63%	Below
2023/24		62%	
2022/23		60%	

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		59%	
2024/25 (final)	31%	59%	Below
2023/24		58%	
2022/23		58%	

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		60%	
2024/25 (final)	54%	61%	Close to average
2023/24		59%	
2022/23		59%	

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		68%	
2024/25 (final)	15%	69%	-54 pp
2023/24		67%	
2022/23		66%	

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		80%	
2024/25 (final)	38%	81%	-42 pp
2023/24		80%	
2022/23		78%	

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		78%	
2024/25 (final)	31%	78%	-47 pp
2023/24		78%	
2022/23		77%	

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		80%	
2024/25 (final)	54%	81%	-27 pp
2023/24		79%	
2022/23		79%	

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 (3 term)	5.5%	5.2%	Close to average
2023/24 (3 term)	6.0%	5.5%	Close to average

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 (3 term)	14.2%	13.0%	Close to average
2023/24 (3 term)	17.2%	14.6%	Close to average

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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