

Haslingfield Endowed Primary School

High Street, Haslingfield, Cambridge, CB23 1JW

Inspection dates 25–26 February 2014

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Since the previous inspection, senior leaders, governors and staff have worked successfully to improve the quality of teaching and pupils' achievement.
- Pupils' achievement is now good. By Year 6 they reach above-average standards in reading, writing and mathematics.
- Teaching is now typically good and some is outstanding.
- Behaviour is good. Pupils generally behave well in lessons and around the school. They work hard and show enthusiasm for learning.
- Pupils feel safe at school. They say they are well cared for by the staff, and they know how to keep themselves safe.
- Pupils enjoy the subjects and topics they study. Themes selected by teachers enthuse and inspire learners and promote their spiritual, moral, social and cultural development well.
- Governors make a strong contribution to school improvement. They use their collective skills effectively to challenge and support the work of the school.

It is not yet an outstanding school because

- Not enough teaching is outstanding.
- Occasionally, teaching is not effective in helping the least able pupils to make good progress.
- The quality of pupils' work is sometimes held back by poor handwriting skills.
- Some leaders are not yet playing a full role in improving teaching and learning.

Information about this inspection

- Inspectors observed teaching and learning in all classes. They visited 18 lessons or parts of lessons, including two seen jointly with the headteacher. They observed group ‘catch up’ sessions led by teaching assistants and higher level teaching assistants. Inspectors attended an assembly.
- Inspectors looked at pupils’ work in books and classroom displays. They listened to pupils reading.
- Inspectors met with groups of pupils and talked to pupils during lessons, in the playground, in the lunch hall, and as they moved around the school.
- Meetings were held with the headteacher, subject leaders and governors. Inspectors also gathered views from a representative of the local authority.
- Inspectors took account of the 50 responses to the online questionnaire (Parent View) and spoke informally with parents and carers at the start of the day.
- Questionnaires completed by 17 members of staff were taken into consideration.
- A wide range of school documents were reviewed. These included development plans, policies, the school’s own judgement of its strengths and weaknesses, various monitoring, safeguarding and planning records, information for families, and governing body documents.

Inspection team

Ruth Dollner, Lead inspector

Additional Inspector

Lynn Lowery

Additional Inspector

Full report

Information about this school

- Haslingfield Endowed Primary School is a smaller-than-average primary school, serving the villages of Haslingfield and Harlton in Cambridgeshire.
- Most pupils are White British. The proportion of pupils from minority ethnic groups is well below the national average, as is the proportion of pupils who speak English as an additional language.
- The proportion of pupils eligible for the pupil premium is well below average. This is additional government funding for pupils who are known to be eligible for free school meals, in the care of the local authority or who have a parent in the armed services.
- The proportions of disabled pupils and those who have special educational needs supported at school action, and at school action plus or through a statement of special educational needs, are below average.
- The school runs a breakfast club and an after-school club.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in reading, writing and mathematics.
- The deputy headteacher was absent during the inspection.

What does the school need to do to improve further?

- Make more teaching and learning outstanding, by:
 - sharing the outstanding practice that exists in the school
 - making sure the least able pupils make good progress during additional 'catch up' sessions
 - teaching handwriting skills consistently well across the school.
- Make leadership and management outstanding, by making sure that:
 - all leaders have the skills they need to support the senior leaders in making accurate judgements about how well the school is doing, and in planning for improvement.

Inspection judgements

The achievement of pupils is good

- Children join the Reception class with knowledge, skills and understanding which are slightly below the levels expected for their age. They are currently making good progress, particularly in their understanding of the sounds letters make. This is because teaching has improved and is now good.
- Standards at the end of Key Stage 1 are consistently above average in mathematics, reading and writing. The more-able pupils do better than similar pupils nationally in all subjects.
- Results at the end of Key Stage 2 are also consistently above national averages. The proportion of pupils achieving the higher levels is above average in all subjects, and the more-able pupils are doing particularly well in reading. In 2013 the proportion of pupils who had exceeded nationally expected progress during Key Stage 2 was well above average. Since September Year 6 pupils have already made the progress expected nationally by the end of the year.
- The school's accurate data on pupils' attainment and progress and the work in books show that the gap between the attainment of pupils eligible for pupil premium funding and their classmates is closing. They generally make the same good progress as their classmates and some individuals make outstanding progress. When this is not the case, leaders swiftly intervene and make sure that teachers provide further support.
- Disabled pupils and those who have special educational needs are making similar progress to their classmates. Some individuals across the school make uneven progress. Senior leaders have recognised this and are making appropriate plans to ensure that these pupils receive the support they need to catch up. Pupils in the current Year 6 class who are disabled or have special educational needs have made at least good progress during their time at Haslingfield.

The quality of teaching is good

- Teaching is typically good and has improved significantly since the last inspection. Some teaching is outstanding.
- In a Year 5/6 mathematics lesson, the teacher's skilful questioning and prompting led to pupils of all abilities solving division problems. Pupils listened intently to each other and learnt from each other, as well as from the teacher. Outstanding support and care provided by teaching assistants led to disabled pupils and those who have special educational needs making exceptional progress.
- Pupils enjoy their learning because of the interesting and stimulating activities and topics teachers provide for them. In a Year 1 lesson which typified the best teaching in the school, pupils were asked to 'wash a woolley mammoth' and then compose instructions for the teacher on how to do it! This subject highly motivated the pupils; they had fun but also made very good progress in their spoken language and in understanding how instructions need to be written.
- More-able readers are taught by the Key Stage 2 leader. They work in small groups to develop deeper understanding of texts. Excellent subject knowledge and expert questioning skills lead to outstanding progress and high attainment for these pupils.
- There is a clear focus across the school on improving the teaching of phonics. Teachers have worked effectively to improve their subject knowledge and skills so that class teaching of phonics

is now good and is leading to good progress. However, when lower ability pupils are taught outside the classrooms by higher level teaching assistants and teaching assistants, the progress made by some of the pupils who have the most to learn is uneven.

- When teaching assistants support pupils in lessons alongside the teacher, they make a considerable difference in terms of improving pupils' progress and self-esteem. They support, prompt and challenge pupils to help them feel and be successful in their learning.
- Teachers use marking and assessment well to make sure all ability groups make good progress. Pupils are aware of what they need to do to improve their learning and they respond well to teachers' feedback. Marking comments reflect the caring, supportive relationships between teachers and pupils. One remark in a mathematics book from a pupil whose teacher had been absent the previous day states, 'I hope you are feeling better'. The teacher replies, 'Thanks, but I was rather hoping you would comment on your maths!'
- Teaching continues to improve rapidly. There are still occasions when teaching does not promote good progress. In a Year 3 lesson focused on writing an alternative ending to a myth, pupils' progress was limited because the activities did not relate clearly to the task in developing their writing skills.

The behaviour and safety of pupils are good

- The behaviour of pupils is good in lessons and around the school. All ages mix together well in the after-school club. Pupils are friendly and polite.
- Pupils' attitudes to learning are almost always good. They are keen to do well in lessons and work together enthusiastically, enjoying the 'fun topics' they are learning.
- Teachers, teaching assistants and mid-day supervisors handle behaviour well and pupils say that 'everyone is equal and is treated the same'. Pupils respect the system used to manage behaviour and say that it works well.
- The school's work to keep pupils safe and secure is good. School records show that there are a small number of incidents of bullying or poor behaviour, but senior teachers deal with these incidents quickly and effectively. No such behaviour was observed during the inspection.
- Pupils say they feel safe and well cared for, and that 'teachers are really caring and really nice to everyone.'
- Attendance is above average, which reflects how much pupils enjoy going to school.
- Most responses to the online survey Parent View were positive. The school's own parental survey was also positive. Most of the parents who spoke with the inspectors praised the school and felt that there had been significant improvements in communication and the quality of teaching since the last inspection. A small minority raised concerns about incidents of poor behaviour.

The leadership and management are good

- The senior leadership team have successfully improved teaching and learning since the last inspection. This has had impact on achievement, which is now good.

- Key to this improvement has been the actions taken by the deputy headteacher and the leading senior teacher to improve the teaching of reading, writing and mathematics. As a result of effective support and training provided by these two leaders, most teaching is now good and leading to pupils' good progress in all areas.
- Pupils' progress is carefully checked by the headteacher to ensure that any pupils at risk of falling behind are given extra support with their learning. Gaps in attainment are closing.
- Leaders take effective action to deal with rare instances of bullying. During the inspection, inspectors pointed out some inconsistencies with the way staff record and report incidences. The school responded immediately and headteacher has taken suitable action to resolve this issue.
- The early years foundation stage team and the special educational needs co-ordinator are not using information about how well pupils are doing to help them influence the quality of teaching or learning in the school. Senior leaders plan to develop their roles through additional support and training.
- Teachers' performance is well managed, and this process is linked appropriately to decisions about pay and promotion. Staff do not yet have enough chance to observe each other in action to share the most effective teaching skills.
- The new topic-based curriculum provides pupils with many opportunities to develop social, moral, spiritual and cultural skills and understanding. Assemblies have a strong spiritual focus. In one assembly which the inspectors attended, the Key Stage 2 leader used drama to involve all pupils in the story about Jesus. The children sang beautifully and enjoyed sharing the experience.
- The primary school sports funding has been used effectively to employ specialist sport coaches to work alongside teachers and demonstrate good teaching. New equipment has also been purchased. Pupils say that teachers make physical education, 'safe and fun'. They see physical education as a strength of the school and show good awareness on the impact it has on their well being.
- Pupils enjoy a range of clubs and activities before and after school. These include a range of activities including sports, dance and a Spanish club which is run by a parent.
- Leaders have deployed teaching assistants well in classrooms to support groups and individuals alongside class teachers. This leads to good progress for pupils. When teaching assistants are left solely in charge of groups of pupils in catch-up sessions outside the classroom, the impact on pupils' progress is not always clearly good.
- The local authority has provided a good level of support to the school since the last inspection, and rightly considers that it has improved significantly.
- **The governance of the school:**
 - As a result of significant changes to the membership and leadership of the governing body since the last inspection, the governors now have an accurate view of the school's performance. They understand how pupils are achieving in comparison to national averages and have a very clear understanding of the quality of teaching. They now provide good challenge as well as support.
 - Governors manage finances well. They know exactly what the school's budget is used for and rigorously check the impact of spending, including the pupil premium and sports funding.

- New governors seek out appropriate training and share training materials with other governors.
- Governors reach out to all parents and keep them informed about the school through a range of activities such as 'tea and chat' meetings and attending parent workshops.
- The governors make sure that safeguarding procedures meet current national requirements.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	110796
Local authority	Cambridgeshire
Inspection number	430733

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	147
Appropriate authority	The governing body
Chair	Carol Bennett
Headteacher	Graeme McLeod
Date of previous school inspection	20–21 March 2012
Telephone number	01223 870457
Fax number	01223 873131
Email address	admin@haslingfield.cambs.sch.uk

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