

Haslingfield Endowed Primary School

Inspection report

Unique reference number	110796
Local authority	Cambridgeshire
Inspection number	378173
Inspection dates	20–21 March 2012
Lead inspector	Emma Merva

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	160
Appropriate authority	The governing body
Chair	Martin Reade
Headteacher	Graeme McLeod
Date of previous school inspection	16 October 2006
School address	High Street Haslingfield Cambridge CB23 1JW
Telephone number	01223 870457
Fax number	01223 873131
Email address	office@haslingfield.cambs.sch.uk

Age group	4–11
Inspection date(s)	20–21 March 2012
Inspection number	378173



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.ofsted.gov.uk

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 Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

[Piccadilly Gate](#)
[Store St](#)
[Manchester](#)
[M1 2WD](#)

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012



Introduction

Inspection team

Emma Merva

Additional inspector

Allison Dawes

Additional inspector

This inspection was carried out with two days' notice. Inspectors spent almost eight hours observing teaching and learning in 14 lessons or part-lessons involving eight teachers. Four observations were carried out jointly with members of the senior management team. Meetings were held with the headteacher, members of the governing body, staff, pupils, and parents and carers. The inspectors took account of the responses to the online questionnaire (Parent View) in planning the inspection. They observed the school's work, and looked at its monitoring, assessment and attendance records, improvement plans, minutes of meetings of the governing body and safeguarding documents. In addition, they analysed questionnaires from 63 parents and carers, 71 pupils and four staff.

Information about the school

Haslingfield Endowed Primary School is smaller than the average-sized primary school. The largest group of pupils are of White British heritage. The proportion of pupils who are from minority ethnic groups is well below average, as is the proportion of pupils who speak English as an additional language. The proportion of pupils known to be eligible for free school meals is below average. The proportion of disabled pupils and those who have special educational needs is also below average. The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress. The school has gained Healthy Schools status.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness	3
Achievement of pupils	3
Quality of teaching	3
Behaviour and safety of pupils	2
Leadership and management	3

Key findings

- Haslingfield Endowed School is a satisfactory school that is a safe and happy place to be. Despite some developing strengths, it is not yet good because its monitoring and evaluation systems are not rigorous enough to ensure that teaching is consistently good in each class, so that pupils make better progress.
- Pupils' attainment is above average and they make satisfactory progress across the school. Too few make good progress, because teachers do not always use assessment information sufficiently well to guide pupils on how to improve their work. Younger pupils have good reading skills due to their secure understanding of letters and sounds.
- Teaching is satisfactory. In the best lessons, pupils work at a fast pace and are independent learners, and work is set with just the right level of challenge. The rate of pupils' learning slows when teachers do not plan work that matches their needs well enough, and planning of activities and targets does not take enough account of what they already know.
- Pupils behave well and they feel safe. They demonstrate that they are polite, respectful and enjoy school. They develop harmonious relationships because of their especially strong social, moral, spiritual and cultural development.
- The leadership of teaching and management of performance are satisfactory. The headteacher and staff have a clear understanding of the areas for development. However, the headteacher has many roles and the accountability and areas of responsibility of other leaders are not fully clear. Communication with parents and carers sometimes by-passes formal channels, so they are not fully informed about what is happening in school.
- Schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

What does the school need to do to improve further?

- By December 2012, improve the overall quality of teaching and learning to be consistently good by:
 - making better use of the information from assessments to plan the next steps in pupils' learning
 - ensuring that targets are set based on pupils' starting points, and that pupils know what levels they are expected to get
 - sharing the best practice in teaching and learning across the school.
- By July 2012, improve the consistency and impact of leadership and management by:
 - developing the roles of senior and middle leaders so that they are all fully accountable for clear areas of responsibility
 - ensuring that lesson monitoring is more rigorous and focuses on the impact of teaching on pupils' learning
 - ensuring that all parents and carers get regular updates about the school's work and know how to access formal channels of communication.

Main report

Achievement of pupils

Attainment is typically above average and, for most pupils, this represents satisfactory progress from their starting points. This was seen in pupils' work and in lessons. Children in the Early Years Foundation Stage start school with skills that are typical for their age. They make good progress in developing communication and number skills as well as in early reading skills in the Reception class. Children were observed sounding out 'jam, jack and six' and checking their spelling. They were able to discuss their current class reading book and to empathise with the main character. Attainment in reading is above average by the end of Year 2 and Year 6. A few parents and carers expressed concern that their children are not making enough progress. Inspectors found that in some lessons, the information about pupils' prior learning is not used well enough to plan work and progress slows as a result.

Disabled pupils and those with special educational needs are making similar progress to their peers. Sometimes the most able pupils do not make the progress they are capable of. This was evident in a mathematics lesson, where the slow pace and lack of attention to work previously covered prevented these pupils from making good progress. However, pupils do use numeracy with confidence, because the planned curriculum encourages them to use their mathematical skills in different contexts. For example, in a whole-school assembly all pupils participated by counting coins.

Pupils' progress in writing is satisfactory. It is not good because they do not have enough challenging opportunities to practise their writing skills in extended work

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

across the curriculum. Some Year 6 pupils used connectives effectively in their writing, but not all were able to use them confidently by the end of the lesson. Progress is more rapid in Years 1 and 2, where teaching is consistently good.

Quality of teaching

Most parents, carers and pupils have a positive view of teaching. Inspectors found the quality of teaching to be variable. They saw some good practice, particularly in the classes for younger pupils, but more typically it is satisfactory. In the stronger lessons the pace is fast, and the work is engaging and offers independent learning activities so that pupils make good progress. For example, Years 5/6 pupils could offer arguments for and against zoos, arguing passionately for their cause. In such lessons, teachers skilfully question and challenge pupils' thinking. Marking provides encouragement and good guidance on how to improve work.

However, teaching does not always consistently provide enough challenge for all. Occasionally teachers talk for too long, or miss good opportunities to encourage pupils to think for themselves, and in these cases pupils sometimes lose concentration and become distracted because the pace is too slow.

The planned curriculum encourages creative approaches to learning and includes opportunities for pupils to reflect. This promotes pupils' spiritual, moral, social and cultural development well. This was seen in Years 3/4 where, for example, pupils had the chance to participate in guided reading and discuss their books.

Behaviour and safety of pupils

Pupils told inspectors that the behaviour is typically good in lessons and around the school. The school has effective systems for promoting good behaviour and ensuring that learning is rarely disrupted. Some parents and carers commented that the school sets a very good standard of behaviour. A small number said that some pupils misbehave. Inspectors found that in a few lessons some pupils displayed inappropriate behaviour when activities lacked challenge and pace, but quickly returned to their work in response to teachers' reasonable requests.

Pupils say that they feel safe in school and that any kind of bullying is rare. Parents and carers comment that occasionally there has been some bullying but it is dealt with quickly and effectively. Pupils have a good understanding of how to keep themselves safe and what constitutes an unsafe situation, including the knowledge of cyber bullying. If they have any worries or fears, they know that there is an adult in school who they can ask for support. Enjoyment at school is evident in pupils' above-average attendance and good punctuality.

Leadership and management

Teaching and learning are monitored regularly. Teachers are offered appropriate individual training opportunities to improve their practice, although not enough of the

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

existing good practice is shared effectively among staff. Lesson observations by senior staff are not always focused on the impact of learning and pupils' progress. The headteacher is involved in most areas of the school and the leadership structure does not yet empower other leaders to take clear responsibility for their areas.

Leaders and managers at all levels, including the governing body, promote equality and tackle discrimination satisfactorily. The members of the governing body know the school's strengths and weaknesses adequately. All staff and governors receive appropriate training on child protection. The arrangements for safeguarding meet current government requirements.

The satisfactory curriculum is broad and supplemented with a wide variety of trips visits and clubs, from gardening to individual music lessons that help to promote pupils' personal development and cater for their individual needs and interests. Pupils are adequately prepared for their next phase of their education. Parent and carers comment that communication is not always clear between the school and home. In a few instances inspectors found this to be the case. A third of the parents and carers who returned questionnaires report issues regarding the continuity of staffing, and they are not convinced that the school has a robust plan to solve these issues quickly enough to improve the quality of teaching. Inspectors analysed the school's current working practice and due to some complex personnel issues, some positions are held by temporary staff. The school has made good progress on filling key posts.

Since the last inspection the school has maintained above average attendance and improved the curriculum. Despite challenging staffing situations, it has also successfully maintained teaching at a satisfactory level. As a result, the school demonstrates satisfactory capacity for improvement.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	46	46	8	0
Primary schools	8	47	40	5
Secondary schools	14	38	40	8
Special schools	28	48	20	4
Pupil referral units	15	50	29	5
All schools	11	46	38	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 31 August 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add exactly to 100.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Attendance	the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.
Behaviour	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the governors and headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.
Safety	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



22 March 2012

Dear Pupils

Inspection of Haslingfield Endowed Primary School, Cambridge, CB23 1JW

We very much enjoyed our visit to your school and seeing you at work and play. Thank you for making us feel so welcome and telling us your views, both in meetings and through your questionnaires.

- You go to a satisfactory school. This means it does some things well, but there are also some things to improve.
- You say your school is a safe place to be and that any rare instances of bullying are effectively dealt with by adults. We agree.
- You make satisfactory progress and leave school with results which are above those reached by pupils leaving Year 6 in most other schools.
- Your behaviour is good and you are polite and welcoming to each other and visitors.

We have asked your school to do the following things to make it even better:

- make communication between school and home easier
- ensure your teachers plan lessons to match all of your needs, and ensure you understand the next steps to take
- give you targets so you know what level you are working at
- help your teachers to share good practice, so you can make even better progress in your lessons
- establish clearly who is responsible for different subjects and each part of school.

You can all help by continuing to work hard and attending well.

Yours sincerely

Emma Merva
Lead inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone **0300 123 4234, or email enquiries@ofsted.gov.uk.**