

# Hanslope Primary School

Long Street Road, Hanslope, Milton Keynes MK19 7BL

**Inspection dates** 14–15 January 2016

**Overall effectiveness** **Outstanding**

Effectiveness of leadership and management	Outstanding
Quality of teaching, learning and assessment	Outstanding
Personal development, behaviour and welfare	Outstanding
Outcomes for pupils	Outstanding
Early years provision	Outstanding
Overall effectiveness at previous inspection	Good

## Summary of key findings for parents and pupils

### This is an outstanding school

- Almost all pupils reach the expected standards in reading, writing and mathematics at the end of Key Stage 1 and Key Stage 2. Pupils leave the school highly prepared for the next stage in their education.
- Governors, leaders and staff work very well together to build on successes and drive further improvements in the school. Consequently, pupils of all ages make strong progress.
- The new headteacher and deputy headteacher are committed to sustaining the school's strengths and making judicious changes for the better. The deputy headteacher has ensured that teaching and learning has continued to thrive after the previous headteacher left.
- Middle leaders are an asset to the school. Progress is consistently strong across all subjects because they make incisive changes to the curriculum that improve learning.
- Teachers use assessment very well to match learning to pupils' needs. Teachers know their pupils well and have high expectations of what they can achieve.
- Teaching assistants provide excellent support to pupils. They work very effectively with pupils to facilitate learning and help them to overcome difficulties.
- Reading is systematically taught through the school. Pupils read very well and almost all pupils met the expected standard in the phonics check last year.
- Governors have significant expertise. The governing body is ambitious and robustly holds senior leaders to account.
- The meticulously planned curriculum is immersive, engaging and inspiring. Exciting topics and a broad range of literature help to capture pupils' interest.
- Pupils are happy, self-assured and confident learners. From the start, adults build strong relationships with children and encourage them to succeed.
- Pupils' attitudes to learning are exemplary. Around the school they demonstrate a high standard of behaviour. They rightly take pride in all they do.
- Children leave the Reception class well prepared for Year 1. Most reached a good level of development last year. All children achieved the expected level in personal, social and emotional development.
- Parents value the school as a caring community. However, a small minority do not feel that they receive helpful information about their child's progress.

## **Full report**

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

- Improve the quality of information that parents receive about their child's progress.

## Inspection judgements

### Effectiveness of leadership and management is outstanding

- Leadership is a collective responsibility at Hanslope Primary School. Everyone works very well together and plays an active part in ensuring a high standard of education for pupils across the school. There is a shared understanding that there is no room for complacency. Staff and governors seek not only to drive further improvements but to build on successes too.
- The new headteacher and the deputy headteacher are thoroughly committed to sustaining the school's strengths and making judicious changes to further develop provision. They have worked closely to ensure a smooth handover of leadership over the past term. The deputy headteacher has provided effective support and challenge to teachers as the interim headteacher. Consequently, teaching and learning has continued to thrive since the previous headteacher left in July.
- All teachers have opportunities to lead improvement projects and develop leadership skills. Staff receive valuable training that closely matches the needs of the school, links well to their appraisal and supports their personal ambitions. As a result, teachers, subject leaders and middle leaders are enthusiastic drivers of improvement.
- All leaders have a detailed and accurate understanding of the school's performance. They make extremely effective use of pupils' progress information to maximise the impact of their work and identify further improvements. For example, the English leader has introduced some effective changes to the teaching of reading because fewer pupils in Year 2 secured the higher level of attainment last year than in previous years. The English leader has targeted these changes not only in Key Stage 1 but also in Year 3 to enable those pupils to make accelerated progress. Leaders plan thoroughly to raise achievement for all pupils.
- Each subject leader is involved in checking the quality of teaching, learning and assessment. From this, they are able to provide any necessary training or support to teachers. These very effectual leaders ensure that there is high-quality teaching in their subject and that the balance of each subject in the curriculum is even. Therefore, achievement is consistently high in each subject across the school.
- The deputy headteacher has set up an effective assessment system that enables teachers to quickly identify and help pupils who are not on track to reach the expected standards for their age. Teachers keep a close eye on all pupils, particularly those who are at the greatest risk of underachievement. This rigorous approach ensures that all groups of pupils are making similarly strong progress.
- Pupil premium funding is used very effectively. Disadvantaged pupils receive small-group support from two dedicated teachers and the teaching assistants that closely matches their learning needs. Consequently, disadvantaged pupils are making the same or better progress than their classmates.
- Disabled pupils and those who have special educational needs receive valuable support that helps them to make progress that is similar to other pupils. The special educational needs leader ensures that staff are knowledgeable about and able to respond to the range of pupils' needs. Regular special educational needs 'surgeries' provide parents with the opportunity to discuss concerns and check the progress that their child is making.
- The meticulously planned curriculum is immersive, engaging and inspiring. Pupils learn a broad range of subjects through topics such as 'time travel' in Year 6. Different novels are linked to each topic to broaden pupils' reading habits. Every year, one subject is a particular focus and special lessons are planned to enable pupils across the school to work together. For example, it is currently the 'Year of Science' and pupils have enjoyed participating in activities such as 'kitchen science' experiments. Extra-curricular activities provide further opportunities to extend and enrich pupils' learning. Pupils take part in clubs such as choir, cooking, chess and origami. The curriculum is wide ranging and relevant to pupils.
- Spiritual, moral, social and cultural development and British values are interwoven into the curriculum. Leaders actively seek to promote tolerance and mutual respect by inviting in leaders from a range of faiths to speak to pupils and celebrating festivals from other cultures, such as Chinese New Year. Through regular debates, pupils learn to appreciate different viewpoints. Reflection time takes place each week across the school, further developing pupils' spiritual understanding. Pupils take responsibility for agreeing class rules that correspond with the school's 'golden rules'. Pupils are very well prepared for life in modern Britain.
- Additional sports funding is spent very effectively to provide pupils with expert teaching and experience of a range of physical activities. The dedicated sports coach works closely with teachers to increase their confidence and expertise. Lessons involving sports such as wheelchair rugby help to promote equal opportunities. Pupils of all ages benefit from extra-curricular clubs such as tag rugby, multi-sports,

badminton, football and athletics. Pupils are also able to suggest clubs that are of interest to them. As a result, pupils' participation in sports has increased.

- The local authority recognises the strengths in the school and has provided light touch support over the past few years. Recently, advisers have provided helpful training and advice to support the change in leadership.
- The very large majority of parents would recommend the school. Parents appreciate the caring community and almost all feel that their child is happy at school. However, a small minority of parents do not feel that the school provides them with valuable information about their child's progress.
- **The governance of the school**
  - The governing body provides highly effective strategic leadership. Every year, governors and staff meet to review their aims, celebrate successes and plan for the future. Governors lead by example and have refined the way that they work to maintain a strong focus on driving improvements in teaching and learning. They set high expectations for school leaders and hold them to account by carefully checking progress against the school development plan.
  - Governors have relevant and significant experience that enables them to carry out their duties rigorously. Nevertheless, governors are not complacent and seek training and external advice to strengthen their work. Newer governors are supported to chair each committee to further their skills and expertise.
- The arrangements for safeguarding are effective. A culture of vigilance is maintained. Through systematic training and as a result of clear procedures, staff know what to do if they are concerned about a child. Leaders show due diligence and monitor any concerns about pupils' well-being carefully.

### Quality of teaching, learning and assessment is outstanding

- Pupils across the school make considerable progress because teaching is outstanding.
- As a result of careful and frequent assessment, teachers know each pupil's needs well and all pupils succeed. In lessons, teachers regularly check on pupils' learning and use this to adjust their teaching to provide appropriate challenge or support to individuals or groups. For example, in a Year 3 writing lesson, the teacher worked closely with a group of pupils to secure their understanding of the task once the rest of the class had started to plan their fantasy story.
- Teachers have high expectations of pupils. Pupils benefit from taxing lessons that extend their skills, knowledge and understanding. In a Year 1 phonics class, it was evident that expectations were high as pupils succeeded in reading and writing increasingly complex sounds.
- Inventive lessons capture pupils' interest and foster curiosity. The Year 6 class thoroughly enjoyed a lesson in the outdoor classroom where they were told that they were in a fantasy land and needed to work in groups to build a shelter to survive. Pupils responded with a collective gasp when they learned there were no mobile telephones! One group of boys thought carefully about constructing their shelter in a tree, asking the teacher if they needed to avoid dangerous animals. Teachers work together to plan lessons such as this to give pupils experiences to relate to when writing imaginatively.
- Pupils read well because reading is taught systematically throughout the school. Pupils receive daily focused phonics lessons in the Reception class and Key Stage 1. Whole-class reading of books, in Key Stage 2, such as *The Lion*, *The Witch and The Wardrobe*, is used effectively to further develop pupils' understanding of texts and extend their reading skills.
- Teachers have excellent subject knowledge and use this to very good effect. For example, in a Year 2 writing lesson, pupils were able to meet the teacher's expectations and use extended noun phrases in their story to improve their descriptive writing. Across the school, pupils write very well.
- Pupils' work books show that investigative work and problem solving is a regular feature of mathematics teaching. For example, in a Year 5 lesson, pupils worked independently to prove that numbers that are divisible by three are not always divisible by six. Later in the lesson, the most-able pupils wrote their own complex word problems whilst the rest of the class practised solving two-step problems. This allowed the teacher to ensure that all pupils understood the task and also effectively extend the learning of the most able.
- Teaching assistants provide excellent support to pupils. They work with a range of individuals and groups to break down tasks and help them to overcome difficulties. Adults work closely together to plan lessons.

Teaching assistants use their understanding of lessons well to question pupils and facilitate learning.

- Teachers provide feedback to pupils in line with the school's marking and feedback policy. Pupils find this feedback helpful. One pupil said, 'Little by little, it helps me to improve.'

## **Personal development, behaviour and welfare**

**is outstanding**

### **Personal development and welfare**

- The school's work to promote pupils' personal development and welfare is outstanding.
- Pupils are happy, self-assured and confident learners. They work exceptionally well together and demonstrate a keen attitude to all aspects of school life. Pupils show respect for and pride in each other's achievements following the excellent example set by adults.
- Records indicate that bullying is extremely rare. Pupils know the difference between bullying and unkind behaviour, recognising bullying as something that happens 'several times'. Pupils were confident that adults would help them if they had a problem at school. Pupils feel very safe at school. They view school as a nurturing environment and greatly appreciate this.
- Pupils have many opportunities to learn how to stay safe. The older pupils have opportunities to learn how to safely make a fire in the outdoor classroom, as well as learning how to stay safe on the roads through the popular 'bikeability' lessons. Trips to the local safety centre provide all pupils with the chance to practise what they have learned and further their understanding of how to stay safe.
- Almost all parents feel that their child is safe and well cared for at school. Both parents and pupils appreciate the new reception area and believe it provides a much safer entrance to the building.

### **Behaviour**

- The behaviour of pupils is outstanding.
- Pupils' attitudes to learning are exemplary. In each class, pupils show that they can quickly follow instructions and take responsibility for their own work. Consequently, pupils make rapid gains in their learning.
- Around the school, pupils of all ages demonstrate a high standard of behaviour. There are very few recorded incidents of poor behaviour. Pupils themselves state that moving down the 'behaviour ladder' is very rare. There have been no exclusions over the past three years.
- Attendance is slightly above the national average. No group of pupils is disadvantaged by poor attendance. Almost all pupils arrive on time. There have been some improvements in punctuality and attendance for a very few pupils since senior leaders have provided effective support to their families.

## **Outcomes for pupils**

**are outstanding**

- Pupils, including those from different groups, make substantial progress from their starting points across the range of subjects.
- Pupils' attainment in reading, writing and mathematics at the end of Key Stage 2 has been significantly above the national average for the past five years. The overwhelming majority of pupils achieve the expected level in all subjects. Pupils are very well prepared for the next stage in their education.
- At the end of Key Stage 2, the proportions of pupils making and exceeding expected progress in all subjects are high, compared to those nationally.
- Attainment at the end of Key Stage 1 is equally high. The proportion reaching the expected level in Year 2 is well above others nationally. For the past four years, attainment in all subjects has been significantly above the national average.
- Children in the early years make strong progress. Some slight variations in the rate of progress are reducing because leaders have made shrewd changes to the curriculum.
- Disadvantaged pupils make progress that is equal to or better than their classmates. All disadvantaged pupils in Year 6 in 2015 achieved the expected level in reading, writing and mathematics. In Key Stage 1, the gap between disadvantaged pupils and others is narrowing. Disadvantaged pupils in the early years achieved a good level of development. Those in Year 1 met the expected standard in the phonics check.

Disadvantaged pupils benefit from tailored, additional support.

- Across the school, pupils make sustained progress in all other subjects. The vast majority are working at or above expectations for their age across the curriculum. This is because leaders place a strong emphasis on securing high achievement in all subjects.
- The very large majority of pupils in Year 1 met the expected standard in the national phonics check in 2015. This proportion has risen over the past three years because leaders improved the quality and increased the frequency of phonics teaching. Leaders are determined that pupils secure this important knowledge. All pupils who resat the check in Year 2 met the expected standard.
- Disabled pupils and those with special educational needs make progress that is similar to their classmates. The extra support that these pupils receive enables them to achieve well from their starting points.
- The most-able pupils are achieving very well, and are making strong progress in all year groups. The proportion achieving higher levels at Key Stage 2 in reading, writing and mathematics is above the national average. This is because teachers challenge these pupils effectively.

## Early years provision

**is outstanding**

- Children join the Reception class with skills and abilities that are typical for their age. All groups of children make strong progress from their starting points. By the end of the year, most children, including the disadvantaged, reach a good level of development. Children are very well prepared for Year 1.
- The early years leader is striving for excellence. The leader makes incisive use of children's progress information to improve the provision. For example, in 2015, not enough children exceeded the expectation for their age in mathematical understanding. Therefore, the leader has increased activities to extend children's understanding in this area of learning. Already, more children are on track to exceed expectations in 2016. The proportion of children reaching a good level of development has increased as a result of this very effective leadership.
- Teaching in the early years is highly focused, imaginative and wide ranging. In one lesson, children learned how to make an emergency call. The teacher introduced an extensive range of vocabulary, exploited opportunities to develop children's mathematical understanding and captured their interest. After talking about when to make an emergency call, the teacher disappeared into her 'amazing cupboard' while the children seamlessly turned towards it and counted to 20. As if by magic, the teacher reappeared dressed as an ambulance service telephone-operator. The children delighted in this and enjoyed practising their own calls later, while friends acted as operators and made careful notes.
- Strong teamwork enables children to make rapid progress in the early years. Adults work well together to check children's learning and use their knowledge of each child to pose them challenging questions. Parents are able to contribute information about their child's learning through 'wow' moments.
- Children are very well prepared socially and emotionally for Year 1. Last year, every child reached the expected level in personal, social and emotional development. Staff get to know each child and celebrate each child's successes in the classroom, such as learning to write their name. Adults set clear boundaries for children's behaviour. Consequently, children are happy, confident and extremely well behaved.
- Adults' expectations for children's writing are high. Writing is practised every day both with and without adult support. As a result, children can all form recognisable letters and many are able to write in simple sentences.
- Children's safety is rightly prioritised in the Reception class. From the outset, adults show children how to use equipment safely. Lessons in the outdoor classroom provide further opportunities for children to learn how to keep safe. Activities such as building vehicles out of logs provide children with the chance to use hammers and nails with close teaching from adults.

## School details

<b>Unique reference number</b>	110230
<b>Local authority</b>	Milton Keynes
<b>Inspection number</b>	10003477

This inspection was carried out under section 8 of the Education Act 2005. The inspection was also deemed a section 5 inspection under the same Act.

<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	233
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Nigel Stacey
<b>Headteacher</b>	Ryan Fensham-Brown
<b>Telephone number</b>	01908 510245
<b>Website</b>	<a href="http://www.hanslopeschool.co.uk">www.hanslopeschool.co.uk</a>
<b>Email address</b>	<a href="mailto:admin@hanslope.milton-keynes.sch.uk">admin@hanslope.milton-keynes.sch.uk</a>
<b>Date of previous inspection</b>	22–24 September 2010

## Information about this school

- Hanslope is an average-sized primary school.
- A very small minority of pupils are known to be disadvantaged and eligible for the pupil premium (additional government funding for pupils eligible for free school meals or who are looked after by the local authority).
- Most pupils are White British. Very few pupils are from minority ethnic groups and almost no pupils have English as an additional language.
- The proportion of pupils who are disabled or have special educational needs is below the national average.
- Children in the Reception class attend school full time.
- A new headteacher joined the school in January 2016. The previous headteacher left in July 2015. The deputy headteacher provided interim leadership in the intervening term.

## Information about this inspection

- Inspectors observed nine lessons and parts of lessons, five of which were conducted jointly with senior leaders.
- Meetings were held with senior leaders, middle leaders, staff, pupils, three members of the governing body and a representative of the local authority.
- Inspectors spoke to 14 parents on the playground and took into account 52 responses, including 30 comments, to the online questionnaire (Parent View). They also considered 17 responses to the staff questionnaire.
- A range of documents were looked at including the school's information about pupils' achievement, records concerning pupils' attendance, behaviour and safety.

## Inspection team

Caroline Dulon, lead inspector	Her Majesty's Inspector
Christopher Crouch	Ofsted Inspector
Alison Ashcroft	Ofsted Inspector



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