

Inspection of Slip End Village School

Ross Way, Slip End, Luton, Bedfordshire LU1 4DD

Inspection dates: 3–4 October 2019

Overall effectiveness **Good**

The quality of education	Good
Behaviour and attitudes	Good
Personal development	Outstanding
Leadership and management	Good
Early years provision	Good
Overall effectiveness at previous inspection	Outstanding

What is it like to attend this school?

Pupils are happy, safe and well cared for in this small primary school. They attend well and very few pupils are regularly absent. Many pupils hold positions of responsibility. They enjoy being school council representatives, eco warriors, digital leaders or health and safety monitors. Pupils perform their roles seriously.

Staff encourage pupils to behave well and to follow the school's expectations. Pupils' conduct is good in lessons and around the school. Pupils are polite to each other and adults. Adults have positive, nurturing relationships with pupils. Pupils say that bullying happens rarely. Parents and staff agree.

Leaders provide exceptionally well for pupils' personal development. They have prioritised developing pupils' positive mental health. In lessons, pupils use Coco the caterpillar to explain their emotions and feelings. Many older pupils use the phrase, 'I don't understand it yet', when they explain work that they find difficult.

Pupils enjoy many wider experiences outside the classroom. The breakfast and after-school clubs are well attended. Pupils say they like the sporting experiences during these times. They also enjoy other clubs that teachers run for them. Leaders make sure that older pupils have residential trips to Norfolk and Germany.

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

Children get off to a good start in Nursery and Reception. They are happy and settle quickly into the school routines. Leaders prioritise teaching children to read and write. Children choose to practise their writing skills often. They are not as keen to choose activities to practise their mathematics skills.

Leadership of the early years is strong. Staff know children's abilities and talents well. Adults organise the indoor and outdoor environments carefully. They provide good-quality resources and activities that cover all the areas for learning in the early years. They set clear targets for individuals so that children can achieve well. Most children are well prepared for Year 1.

The school's curriculum allows pupils to study the full range of subjects. It provides well for pupils' English and mathematics education. In most subjects, leaders organise the curriculum so that teaching builds on what pupils have learned before. This is more successful in key stage 2 than in key stage 1. There is still more to do to ensure that teaching by the end of key stage 1 builds systematically on the good start children have in Reception.

Pupils are achieving well by the end of key stage 2. Leaders have high ambitions for pupils. Leaders have changed the way that pupils are taught English and mathematics in upper key stage 2. These changes are making a difference. Teachers deliver the curriculum particularly well in reading, writing and mathematics. Pupils'

written work is of a very good quality. Pupils are well prepared for the move to secondary school.

Leaders promote a love of reading. Pupils enjoy choosing their books from the well-stocked library. Where pupils need extra help and support, skilled teaching assistants provide timely and useful activities to help pupils learn. Most pupils become fluent readers by the end of key stage 2. However, pupils' understanding of words and phrases, together with their use of phonics, is not taught in a coherent and systematic way from the end of key stage 1.

Pupils enjoy mathematics. In line with curriculum plans, teachers provide pupils with demanding tasks. Most teachers deal well with pupils' misconceptions as they arise. Pupils have many opportunities to practise their knowledge and understanding in mathematics.

In upper key stage 2, pupils present their work well. They work hard, ask questions and stick at their work even when it is very demanding. However, in a small number of classes, adults do not demand a high enough standard of presentation and handwriting.

Pupils with special educational needs and/or disabilities (SEND) achieve well. Leaders consider pupils' needs carefully. This starts in early years and results in pupils receiving precise support that helps them settle and learn. Teachers understand the difficulties that some pupils with SEND have with their learning. They adapt activities so that these pupils can achieve.

Leaders work well with parents and carers. For example, leaders invite parents to come to school each Friday to listen to their children read in class. The school is a hive of activity during this time and pupils enjoy reading to adults. Leaders have strong and effective links with their federation school. Teachers benefit from sharing ideas and plans. Subject leaders are shared across the two schools.

Safeguarding

The arrangements for safeguarding are effective.

Leaders place the highest priority on keeping pupils safe. Leaders check that adults who work with pupils are suitable. Induction and ongoing training are in place and in line with statutory guidance.

Staff know how to spot concerns about a pupil's welfare. They are confident to report any concerns using the school's systems. Records show that pupils get the help and support they need.

Through the school's personal, social and health education programme, pupils learn well about how to keep themselves safe. In their computing lessons, they learn about keeping safe online.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Leaders have raised expectations of what pupils can achieve. However, pupils are not achieving as well as they should by the end of key stage 1. Leaders need to ensure that the curriculum and the quality of teaching build more systematically on the good start from the early years. They need to ensure that the teaching of the curriculum is consistent and effective and helps pupils be better prepared for key stage 2.
- The vast majority of pupils read with accuracy and understanding by the end of key stage 2. However, there is not the same sharp focus on pupils using and applying their knowledge of phonics and spelling. Pupils' understanding of words and phrases is not taught in a systematic way in reading lessons. Leaders need to ensure that the teaching of spelling is more coherent and builds logically on pupils' understanding.
- Adults do not insist on the same high standard of presentation and handwriting from pupils in some classes. Leaders need to ensure that all adults apply the school's policies and practices consistently and effectively.

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 Ofsted Parent View information 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.

If you're not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	109440
Local authority	Central Bedfordshire
Inspection number	10110329
Type of school	Primary
School category	Maintained
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	141
Appropriate authority	The governing body
Chair of governing body	Helen Houldcroft
Headteacher	Sue Teague (Executive headteacher), Helen Brind (Head of school)
Website	www.slipend.beds.sch.uk
Date of previous inspection	11□12 February 2010

Information about this school

- Since the previous inspection in 2010, the school has undergone significant change. In the previous inspection, it was a lower school. It is now a primary school.
- In 2014, the school joined with a local middle school as part of a hard federation. Both schools have one governing body which oversees the effectiveness of both schools.
- The head of school took up her post in September 2017.

Information about this inspection

We carried out this inspection under section 8 of the Education Act 2005. We deemed the inspection a section 5 inspection under the same Act.

- Inspectors met with the executive headteacher, head of school, other senior staff, the special educational needs coordinator, class teachers and two governors. The lead inspector also met with a representative of the local authority.
- Inspectors visited lessons, looked at pupils' work and spoke to them about their

experience at school.

- The inspectors concentrated on reading, writing, mathematics and history. Inspectors also talked to pupils and staff about other areas of the curriculum.
- A wide range of documentation was reviewed. This included the school website; school policies; curriculum documents; safeguarding information; checks that leaders make on staff prior to appointment and published information about pupils' achievement.
- Inspectors spoke with parents over the course of the inspection. They reviewed 56 parents' responses to a recent survey carried out by the school.

Inspection team

Kim Hall, lead inspector

Her Majesty's Inspector

Nick Templeton

Ofsted Inspector

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