

Inspection of Haversham Village School

The Crescent, Haversham, Milton Keynes, Buckinghamshire MK19 7AN

Inspection dates: 1 and 2 November 2022

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

The school was last inspected 12 years ago and judged 'Outstanding' under a previous inspection framework. This reflected the school's overall effectiveness under the inspection framework in use at the time.

From then until November 2020, the school was exempted by law from routine inspection, so there has been a longer gap than usual between inspections. Judgements in this report are based on the current inspection framework and also reflect changes that may have happened at any point since the last inspection.

What is it like to attend this school?

Pupils are truly happy at Haversham. Dedicated staff aim to 'bring out the best in everyone'. Parents and carers are delighted with how the school cares for their children. Pupils feel secure and safe at school. They very much enjoy school life. Leaders have created a vibrant place with spacious and attractive grounds to get pupils active and play freely.

Children in early years settle quickly and comfortably. Haversham's ethos is one where pupils behave and work hard. Adults teach the youngest children the rules and routines to establish a calm and positive environment. Older pupils act as great role models through their words and actions. As a result, nobody worries about bullying. Where there might be the odd fall-out, staff soothe any anxieties. This results in friendly pupils who see the good in people.

Staff focus on developing the character of pupils. The school council provides an insightful voice to share views and bring about change for the better. Pupils love the many enrichment clubs. They can explore their talents in sport, music, cooking and gardening. Pupils cannot wait for the restart of the residential trips in key stage 2 that had to pause because of the COVID-19 pandemic.

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

During the past four years, the school has gone through significant change. Admirably, the new headteacher and governing body have steered Haversham through this period, including supporting the school through the challenges of COVID-19. There is a renewed vision at the school. Staff and parents speak highly about the school's strategic direction. Staff, governors and parents are united in their ambition for a high-quality education for pupils. This is recognised in how excited pupils are to come to school each day.

Governors have a clear understanding of the school's strengths and what the current priorities need to be. They actively test out what they hear in meetings from leaders. They see first-hand the local authority's visit reports on the impact on pupils' education. Governors firmly hold leaders to account as well as caring deeply about staff's well-being.

Curriculum development has taken great shape. Each subject has ambitious end points to prepare pupils well for when they leave Year 6. Subject leaders have worked collaboratively with professionals outside of school to select the essential content and knowledge pupils will learn. Leaders know this curriculum journey begins when children start Reception. However, in some subjects, knowledge is not coherently sequenced between early years and across key stages 1 and 2.

Pupils read widely and leave school as confident, fluent readers. Last year, the school implemented a new phonics programme to ensure greater consistency in teachers' practice. Pupils learn to read with books that closely match the sounds

they know. Leaders have timetabled additional sessions for pupils who need extra reading practice. Here, adults help pupils read at greater speed by recapping previously taught sounds. Leaders recognise that all staff would benefit from further enhanced training to deliver the full programme to a higher standard.

Teachers explain new material to pupils with clarity. Their explanations are presented in clear steps to help pupils remember more. Teachers are skilled at revisiting earlier content in the curriculum. These checks on learning help concepts 'stick' firmly in pupils' minds. Pupils' vocabulary is excellent. They can explain their thinking using language relevant to a particular subject.

Staff quickly identify pupils who may have special educational needs and/or disabilities (SEND). Specific support is put in place where needed. This enables all pupils to fully access the school's curriculum. However, teachers' expertise in ensuring that all pupils learn the planned knowledge needs strengthening. From time to time, teachers can over-adapt tasks for pupils with SEND. This can lead to activities not achieving curricular goals and overloading pupils' memory.

Senior leaders are growing teachers' capacity to be leaders. Through ongoing training, subject leaders are learning how best to check the impact of their curriculum area. These leaders are passionate about their roles and determined to provide an excellent education. However, not all subject leaders can spot where classroom practice may not enable pupils to learn the planned content successfully.

Pupils learn a high-quality personal development curriculum. They show kindness and empathy towards one another. Pupils' contributions to school life evoke this. They look to do their utmost. In lessons, pupils focus well by listening to their teacher and only talking to classmates when exploring their learning.

Safeguarding

The arrangements for safeguarding are effective.

Keeping children safe is at the forefront of staff and governors' minds. Leaders ensure that every adult is appropriately trained to know what to do if they have any concerns regarding the safety and well-being of a pupil. When leaders are made aware of a possible worry, they probe and act swiftly. They work proactively with external agencies to secure the help that pupils may need. Governors execute their safeguarding duties with rigour.

Leaders are astute to pupils transferring to secondary school. The school's curriculum educates pupils strongly about risks within the local area. Pupils are well informed about how to navigate the online world safely.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some subjects and areas of learning, not all component knowledge is precisely identified. This means pupils are sometimes not acquiring new information in the right order. Leaders need to ensure that across all subjects, knowledge is well sequenced from the beginning of Reception through to the end of Year 6.
- Subject leaders' skills in checking the quality and impact of the curriculum are at an early stage. Not all leaders are clear about what they should be looking for when monitoring standards. Senior leaders need to continue with the professional development programme in place to enhance subject leaders' knowledge.
- On occasion, teachers can set work which does not closely align to what pupils must know within a subject. This can particularly affect some pupils with SEND. Leaders need to further develop teachers' understanding of how best to deliver the ambitious curriculum to enable all pupils to learn well.

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 information from Ofsted Parent View 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.

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	110231
Local authority	Milton Keynes
Inspection number	10241509
Type of school	Primary
School category	Community
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	164
Appropriate authority	The governing body
Chair of governing body	Melanie Ridgeway
Headteacher	David Ley
Website	www.havershamvillageschool.co.uk
Date of previous inspection	30 September and 1 October 2010, under section 5 of the Education Act 2005

Information about this school

- In 2018, the infant school started its expansion to become a one-form entry primary school. Last academic year, the school had its first Year 6 class.
- The headteacher joined the school in January 2021 and the deputy headteacher recently joined in September 2022. Several governors are new in post.
- The school is not currently using any alternative provision.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.

- Inspectors met with the headteacher, deputy headteacher, staff and pupils. The lead inspector met five governors, including the chair. He also spoke with a school improvement partner from the local authority.
- The inspection team carried out deep dives into these subjects: early reading, mathematics, science and geography. To do this, they met with subject leaders, looked at curriculum plans, had discussions with staff and pupils, visited lessons and looked at pupils' work.
- Pupils across the school were observed reading to a familiar adult by the lead inspector.
- To evaluate the effectiveness of safeguarding, inspectors spoke with staff and pupils. The lead inspector met with the designated safeguarding lead to examine records and actions. This included sampling a range of safeguarding documentation. An inspector reviewed checks on the safer recruitment of adults.
- Inspectors talked to pupils from different year groups about their learning and experiences at school.
- The views of staff, pupils and parents were gathered through discussions and Ofsted's online surveys.
- The inspection team scrutinised a range of documentation provided by the school. This included leaders' self-evaluation and school development priorities, policies, curriculum documents, published information about pupils' performance, pupil premium strategy and minutes of governors' meetings.

Inspection team

James Broadbridge, lead inspector	His Majesty's Inspector
Lorraine Greco	Ofsted Inspector

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

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at <http://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2022