

Inspection of a good school: Haslingfield Endowed Primary School

High Street, Haslingfield, Cambridge, Cambridgeshire CB23 1JW

Inspection dates:

2 and 3 March 2023

Outcome

Haslingfield Endowed Primary School continues to be a good school.

What is it like to attend this school?

Pupils enjoy their learning at Haslingfield. They have access to a wide range of curriculum opportunities – for example, a visit to the forest and a whole-school quiz. These experiences complement and deepen their learning. Pupils rise to the high expectations set by all adults.

Pupils show their 'SPARKLE' values such as perseverance, kindness and loyalty whenever they can. They behave well and are safe. They quickly learn the rules and routines from the moment they start school. Bullying does not happen often, but if it does adults are quick to resolve any issues. Pupils use worry boxes in their classes if they have concerns.

Throughout lunch and playtimes, pupils take on extra responsibilities to look after each other's well-being. They make sure that younger children feel settled and welcome. Pupils set up sports activities and check if anyone needs a friend.

Pupils' talents are thoroughly considered. Many pupils benefit from the sports, music, and arts clubs on offer to develop their interests. Pupils engage with members of the local community through opportunities such as a computer coding club and theatre group. These experiences help prepare pupils well for the next stage of their education.

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

Leaders have made recent changes to the curriculum and the arrangements for its delivery. Where possible, pupils are taught in single-age groups for some subjects, such as mathematics. Other subjects have been thoughtfully planned to take account of the mixed-aged classes.

The curriculum design includes content that builds on pupils' previous learning. Over time, pupils typically remember the key knowledge and skills that leaders want them to learn. Staff have strong subject knowledge and present this confidently. However, teachers do not use systems consistently to check what pupils have remembered throughout the

school, including in early years. Pupils are not given enough opportunities to show what they have learned. This means that gaps in pupils' knowledge are not always identified.

The development of pupils' reading skills is evident throughout the curriculum. Leaders have ensured that high quality phonics teaching and building pupils' love of reading are given equal importance. Children in the early years get off to a strong start, using the sounds they have learned to help them to read words accurately. As pupils progress across key stage 1, they become fluent readers. Very few pupils need extra help to catch up with their reading. If they do need extra reading sessions, trained staff or volunteers deliver these well.

The curriculum in the early years prepares children well for the skills and knowledge they need in key stage 1. Leaders have focused on children's social and emotional skills following the impact of the pandemic. Children complete 'challenges' linked to their current learning. This helps adults check children have remembered new and previous learning. For example, children link historically famous people and family members, using words such as old, history, past and present.

Leaders have developed a much-improved system for identifying and monitoring pupils with special educational needs and/or disabilities (SEND). External support is accessed in a timely manner. Pupils have specific targets that are regularly reviewed and adapted to ensure that they are able to access the same curriculum as others. As a result, pupils with SEND achieve well from their starting points.

Pupils behave well. Staff consistently follow the newly implemented behaviour policy. Pupils enjoy the reward of receiving house points. Pupils have high expectations of their own and others' behaviour. Effective staff training makes sure that staff are confident to plan for and support pupils with more challenging needs. This is enabling these pupils to make progress and develop a sense of belonging alongside their peers.

The school's offer of wider opportunities to pupils is at the heart of the school's work. Members of the community support the school including the vicar, the parish council and many volunteers. With a sense of pride, pupils recall singing at local events and raising money for national charities.

Leaders and those responsible for governance have ensured that there have been necessary improvements to the curriculum and the provision for pupils with SEND. Staff have mixed views about these changes. Some parents have indicated that they would welcome more information from the school. Leaders and those responsible for governance were not wholly aware of these views, therefore communication systems are not as effective as they could be.

Safeguarding

The arrangements for safeguarding are effective.

All staff are trained to notice and report any signs of potential abuse. Any concerns are quickly followed up. Staff make sure the correct support for pupils and families is accessed from external agencies, when needed. Staff know families well.

Pupils learn how to keep themselves and others safe through assemblies, circle time and listening to adults. Pupils know the potential dangers both on and offline. They know how to find support if they are worried.

All necessary checks on adults working in school are in place to make sure staff are vetted and suitably qualified.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- There is not a consistent approach to checking what pupils have learned and remembered. This means that some move on to new learning before they are ready, and this leads to gaps in their understanding. Leaders must ensure that staff are trained so that they apply a consistent approach, in all subjects, when checking what pupils know and understand.
- Senior leaders have not sought the views of staff and parents about recent changes in the school. Consequently, not all stakeholders share leaders' vision for improvement. Leaders and those responsible for governance need to establish improved and regular systems to gain the views of stakeholders. This is so that staff and parents understand the need for change when it happens and feel able to contribute to shaping the school's development.

Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called an ungraded inspection and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the second ungraded inspection since we judged the school to be good in February 2014.

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	110796
Local authority	Cambridgeshire
Inspection number	10255251
Type of school	Primary
School category	Maintained
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	152
Appropriate authority	The governing body
Co-chairs of governing body	Paula Durrant and Pieter Hall
Headteacher	James Hayward
Website	www.haslingfield.cambs.sch.uk
Date of previous inspection	11 October 2017, under section 8 of the Education Act 2005

Information about this school

- The headteacher was appointed in September 2021.
- The number of classes has reduced from seven classes to five, due to a fall in pupil numbers.
- The school now has some mixed-aged classes.
- Leaders do not use any alternative provision.

Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with leaders and has taken that into account in their evaluation of the school.
- The inspector met with the headteacher, the deputy headteacher, the school improvement partner and the specialist SEND advisor from the local authority.
- The inspector met with the co-chairs of the governing board.
- Deep dives were carried out in these subjects, early reading, mathematics, and history. For each deep dive, the inspector discussed the curriculum with subject leaders, visited

a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.

- To inspect safeguarding, the inspector spoke to pupils, staff and the headteacher, who is also the designated safeguarding officer. The inspector looked at records and files and scrutinised the single central register of staff recruitment checks.
- The inspector visited the lunch hall, the playground and the forest school provision.
- The inspector spoke to parents at the start of the school day. They also considered 57 responses to Parent View, Ofsted's online questionnaire, including 55 responses to the free-text facility.
- The inspector took account of 18 responses to the Ofsted online staff survey. The inspector spoke to a wide range of pupils throughout the inspection.

Inspection team

Isabel Davis, lead inspector

His Majesty's Inspector

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