

Inspection of a good school: Haughton St Giles CofE Primary Academy

Prince Avenue, Haughton, Stafford, Staffordshire ST18 9ET

Inspection date: 14 March 2023

Outcome

Haughton St Giles CofE Primary Academy continues to be a good school.

What is it like to attend this school?

At Haughton St Giles, pupils come to school knowing that everyone will demonstrate the school values each day. Pupils respect and look out for one another. Pupils enjoy the atmosphere this creates. At all times of the day, pupils show these values in their activities. Pupils study each value, such as forgiveness, through learning about particular historical figures.

Pupils live up to the high expectations of staff. They behave well at all times of the school day. They are not concerned about the behaviour of other pupils. Pupils are keen to learn and they show positive attitudes to learning. At the end of the day, pupils listen intently to the stories read to them. They want to know how the story develops. Pupils benefit from an ambitious curriculum.

Leaders ensure that the school is a safe place in which pupils can learn and play. Pupils know that they can talk to staff about any concerns they have. There is a strong sense of mutual trust and respect. Pupils know what to do if bullying happens, and staff deal with any concerns well. Pupils are encouraged to take on a variety of leadership roles. They thrive on these opportunities.

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

Leaders make sure that all pupils learn the same ambitious curriculum. Teachers quickly work out how best to support any pupils, including those with special educational needs and/or disabilities (SEND), who struggle when learning. Sometimes, pupils are helped by rehearsing skills before the lesson takes place. At other times, they receive precise teaching. In a mathematics topic, for example, younger pupils spent more time than their classmates studying smaller numbers. The mantra of 'keep up rather than catch up' is plain to see.

Most pupils get off to a great start in their early reading. Pupils develop a love of reading from the start of the Reception year. Staff know what to teach and when. Staff assess pupils' progress in early reading accurately. They use this information to ensure that pupils only move on to more complex words and blends when they are ready to do so. Pupils are given books to take home which help them practise sounds and words that have been taught. This initial work prepares most pupils well in becoming fluent readers as they progress through the school. However, there are some inconsistencies in how early reading is taught, which means that a small number of pupils do not learn to read fluently as quickly as they could.

Leaders have carefully designed the curriculum. The curriculum begins in the early years. Subject leaders and early years' staff have carefully identified what pupils need to learn in each subject. Teachers are skilful in delivering this information well. In key stages 1 and 2, a two-year cycle enables pupils in mixed aged classes to only repeat work which is deliberately planned for. Pupils make links in learning. For example, pupils learn about how to create graphs in mathematics before they use this skill to help explore scientific aspects.

Some subjects, such as art and design, and mathematics, are extremely well developed. Leaders make it clear what needs to be taught. They give teachers resources that help them teach effectively. However, in a few subjects, pupils are not always building on their prior knowledge. This means that pupils do not fully grasp what has been taught.

Pupils learn about living in a modern, diverse society. Leaders deliberately plan for pupils to learn about role models. These role models, including scientists and artists, represent different ethnicities, cultures and sexual identities. For example, pupils learn about the contributions Alan Turing made to computing. As part of this, they also learn about the discrimination he experienced and the impact this had on his life. Pupils express thoughtful, balanced views showing respect for all. Consequently, pupils learn free from any poor behaviour.

Pupils, including those with SEND, flourish in learning about how to interact with each other. Many pupils take on leadership roles, including digital and eco leaders. Through these roles, pupils develop knowledge of compromise and negotiation. Pupils learn about their own spirituality, by reflecting on their learning about other religions as well as their own.

Trustees and governors understand the strengths of the school. Trust and school leaders work together to improve the school. Teachers' well-being is well supported by leaders. Staff appreciate the support that leaders provide when planning their teaching. This has reduced their workload.

Safeguarding

The arrangements for safeguarding are effective.

Any potentially vulnerable pupils are identified quickly and helped to keep safe. Knowledgeable leaders use external agencies, including the police, to ensure that pupils and families get the support they need. Leaders rigorously apply safer recruitment procedures when appointing new staff.

Staff understand how the curriculum helps pupils learn about keeping safe. Along with governors, staff benefit from frequent training. Staff know what to do should they have any concerns. They are aware of current national safeguarding priorities. They know that these can occur in this locality. Parents and carers rightly feel that Haughton St Giles keeps their children safe.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- There are some minor inconsistencies in the teaching of early reading. This means that not all pupils progress as well as they could. Leaders should make sure that all staff teach early reading effectively so that all pupils learn to read fluently.
- In a small minority of subjects, the planned curriculum does not always build on pupils' prior learning as effectively as it could. As a result, pupils do not make as much progress as they are capable of. Subject leaders in these areas should review their curriculums to make sure that pupils' learning builds on what they have learned before.

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 first ungraded inspection since we judged the school to be good in February 2018.

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	141783
Local authority	Staffordshire
Inspection number	10278838
Type of school	Primary
School category	Academy converter
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	105
Appropriate authority	Board of trustees
Chair of trust	Richard Pithers
Headteacher	Victoria Hulme
Website	www.haughtonstgiles.org.uk
Date of previous inspection	27 February 2018, under section 8 of the Education Act 2005

Information about this school

- Currently, no pupils attend alternative provision.
- The school has a before and after school club on site. This provision is managed by the school.
- The school is a Church of England faith school. It is attached to the Diocese of Lichfield.

Information about this inspection

- This was the first inspection the school had 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.
- The inspectors met with the headteacher, trust colleagues and senior leaders. They also met with members of the local governing board and trustees.
- The inspectors carried out deep dives in reading, mathematics and modern foreign languages. For each deep dive, inspectors met with subject leaders, visited lessons, spoke with teachers and pupils and looked at samples of pupils' work. Pupils were observed reading to members of staff. Other subjects were considered as part of the inspection.

- The inspectors checked the arrangements for keeping pupils safe. They reviewed a range of documentation and spoke with leaders, staff, pupils and parents about the school's safeguarding arrangements.
- The inspectors observed pupils' behaviour in lessons and around the school. They spoke with pupils about their experiences in school, including how safe they feel.
- The inspectors considered the views of parents through Ofsted Parent View, an online survey. Inspectors considered the views of staff and pupils through surveys and discussions.
- The inspectors reviewed a range of documents shared by school leaders.
- The inspectors spoke to staff about their workload and well-being.

Inspection team

Jeremy Bird, lead inspector

Ofsted Inspector

Helen Forrest

His Majesty's Inspector

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