

# Inspection of Hauxton Primary School

Jopling Way, Hauxton, Cambridge, Cambridgeshire CB22 5HY

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Inspection dates: 13 and 14 June 2023

**Overall effectiveness** **Good**

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The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Early years provision **Good**

Previous inspection grade Good

## **What is it like to attend this school?**

Pupils at Hauxton Primary School are happy, polite and welcoming. They are proud of their school and want to show it off to visitors. Pupils benefit from being part of an inclusive and supportive community. They feel cared for, both by their peers and adults. They feel safe. Bullying is extremely rare because pupils believe it is unacceptable to be unkind to others. If it does happen, pupils are confident it will be dealt with quickly.

Pupils are avid and passionate readers. They love literature and books. Pupils become engrossed in the stories they read. They enjoy how the words they read spark their imagination and elicit a full range of emotions.

Pupils understand their school's values. They know that there are high expectations of their behaviour and conduct. Pupils know how they should behave to meet these expectations, and they do. They benefit from learning in classrooms that are quiet and free from disruption. Pupils play together safely in well-ordered social spaces.

Pupils enjoy a range of extra-curricular activities, including multi-sports and gardening club. Older pupils speak enthusiastically about their recent residential trip. They recount, with zeal, their experiences on high ropes and learning bush craft. They appreciate the opportunity they had to deepen their friendships.

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

Leaders have designed a curriculum that is ambitious for all pupils. In most subjects, leaders have identified the exact knowledge pupils need to know. They have carefully planned the best order for pupils learn this information. Teachers use this information to design lessons that help pupils learn. High-quality resources support pupils to learn these precisely defined bits of knowledge.

Pupils use what they have previously been taught to help them learn new things. Teachers carefully assess what pupils know and can remember to determine a starting point for new learning. They ask probing questions to establish what pupils understand and if they are ready to move on. Teachers carefully use precise explanations to describe new concepts. They use exact instructions and well-crafted examples to introduce learning activities. As a result, pupils understand what they have to do and enthusiastically engage in tasks. They produce high-quality work.

In some subjects, planning is not as advanced. In these subjects, there is less consistency in how lessons are designed. Leaders are already taking effective action to address this.

Pupils with special educational needs and/or disabilities (SEND) generally access the same curriculum as their peers. Leaders have the same high expectations of these pupils. Teachers successfully make adaptations to their teaching. These adaptations help many SEND pupils to make progress in line with their peers. Some pupils with

SEND struggle to integrate into lessons and at times cause some interruptions. However, other pupils do not get frustrated by these interruptions. They understand and are sensitive to their friends' needs.

Subject leaders have developed high levels of expertise in the subjects they oversee. They have a deep understanding of the taught content and how pupils best learn their subject. However, they do not have the capacity to regularly monitor the delivery of the curriculum. They are unable to support other colleagues to increase their individual subject expertise. This results in some inconsistencies in pupils' learning experiences.

Children embark on learning to read from an early stage in Reception. High-quality training helps teachers deliver the adopted phonics programme consistently. Teachers check pupils' progress regularly. The books that pupils read are suitable for their level of phonics knowledge. Many pupils become fluent readers. For those who struggle, leaders put well-thought-out and effective interventions in place.

The early years curriculum has been carefully considered. Leaders have balanced formal learning and play effectively. Children engage and learn well. Thought has been given to the knowledge and language children need to be ready to learn in English, mathematics and science in Year 1. This is not so well developed in other subjects. This means early years teachers are not able to ensure that pupils know all they need to access the key stage 1 curriculum. Pupils find it difficult to link some new information to previous learning.

Most pupils' behaviour is exemplary in lessons and around the school. They have a positive attitude to learning and try their best.

Pupils learn in personal, social and health education about key values of tolerance, liberty and respect. They celebrate diversity. Pupils demonstrate these values in their attitudes and daily interactions.

Governors have a clear understanding of the school and its community. Staff value how governors and leaders consider their well-being and manage their workload. They are proud to work in the school.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders ensure that safeguarding is embedded into the school culture. Staff have a detailed knowledge of pupils and their families. Staff use this knowledge and regular training to rapidly identify and report indicators that suggest pupils need help. Leaders swiftly respond to these concerns. They engage with external agencies to get pupils the support they need.

Pupils are taught how to keep themselves and each other safe, including knowing not to talk to strangers or give out information to someone they do not know online.

Governors check leaders' work to ensure that policy and practice remain effective in keeping pupils safe.

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

### **(Information for the school and appropriate authority)**

- Subject leaders do not have the capacity to monitor the curriculum effectively and support all teachers to deliver the curriculum with the precision and exactness that leaders intend. This leads to inconsistencies in the delivery of the curriculum, and pupils' learning is not secure in some areas. Leaders should ensure that subject leaders have capacity to monitor the curriculum to identify strengths and areas that need to be developed. Leaders should ensure that subject leaders can work with teachers to increase the consistency and exactness of teaching.
- Leaders have not considered how some elements of the early years curriculum lead into key stage 1. This means that teachers are not clear about the exact knowledge, skills and language that children need to be ready to access the curriculum in Year 1. Leaders should ensure they set out the specific words, concepts and skills pupils should learn in the early years to improve transition into Year 1.

## **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

<b>Unique reference number</b>	110673
<b>Local authority</b>	Cambridgeshire
<b>Inspection number</b>	10255087
<b>Type of school</b>	Primary
<b>School category</b>	Maintained
<b>Age range of pupils</b>	4 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	96
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Simon Burgin
<b>Headteacher</b>	Emma-Jayne Stevens
<b>Website</b>	<a href="http://www.hauxtonprimary.org">www.hauxtonprimary.org</a>
<b>Date of previous inspection</b>	31 October 2017, under section 8 of the Education Act 2005

## Information about this school

- School leaders do not make use of any alternative provision for any pupils.
- There is childcare provision available on the school site. This is run by a separately registered and inspected childcare provider.

## Information about this inspection

The inspector(s) 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 held meetings with leaders, including the headteacher, the assistant headteacher, the early years leader and the special educational needs coordinator. They met with governors and a representative from the local authority.
- Inspectors conducted deep dives in these subjects: early reading, mathematics and geography. For each deep dive, inspectors discussed the curriculum with leaders, visited a sample of lessons, spoke to staff, spoke to some pupils about

their learning and looked at samples of pupils' work. The lead inspector also listened to a sample of pupils read to a familiar adult.

- To further inspect the curriculum, inspectors looked at examples of pupils' writing, reviewed curriculum documentation for art and science, and reviewed documentation setting out support for pupils with SEND.
- To inspect safeguarding, the lead inspector met with the designated safeguarding lead to review safeguarding records as well as the administrative coordinator to scrutinise the single central record of recruitment and vetting checks. To further evaluate safeguarding, inspectors also spoke to governors, staff, pupils and parents, and reviewed surveys.
- To gather pupils' views, inspectors spent time observing and speaking to pupils. The lead inspector reviewed the 24 responses to the pupil survey.
- Inspectors spoke with several staff and reviewed the seven responses to Ofsted's staff survey.
- To gather parents' views, inspectors reviewed the 25 responses and 24 free-text responses submitted to the online survey, Ofsted Parent View.

### **Inspection team**

Dave Gibson, lead inspector

His Majesty's Inspector

Kristian Hewitt

His Majesty's Inspector

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