Inspection of a school judged outstanding for overall effectiveness before September 2024: Caroline Haslett Primary School

Faraday Drive, Shenley Lodge, Milton Keynes, Buckinghamshire MK5 7DF

Inspection dates: 25 and 26 February 2025

Outcome

Caroline Haslett Primary School has taken effective action to maintain the standards identified at the previous inspection.

What is it like to attend this school?

Pupils arrive at school each morning with enthusiasm, eager to begin their day. They love being at school, where they feel happy, safe and supported. Their relationships with both peers and staff are built on mutual respect. Pupils actively engage in their learning with enthusiasm and determination. Staff set high expectations for behaviour and effort, and pupils consistently meet these standards, rising to the challenge. Pupils are exceptionally well prepared for their next steps.

In lessons, pupils demonstrate positive attitudes and behave very well. Their conduct is calm and orderly, both in the classroom and during playtime. They collaborate effectively with one another, regularly showcasing teamwork and cooperation through paired activities and group work.

The school's commitment to pupils' personal development and well-being is remarkable. Leaders ensure that every pupil benefits from a wide range of enriching experiences, including visits to parks and museums and participating in various clubs and competitions with local schools. Pupils take great pride in their leadership roles such as tour guides, digital leaders, junior park rangers and the worm patrol. They understand the value of these responsibilities and how they contribute to making the school an even better place.

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

The school's curriculum is ambitious and well structured. It exceeds national curriculum expectations. The school has carefully considered some pupils' low starting points. It has thoughtfully incorporated learning opportunities that broaden pupils' understanding and

experiences. The curriculum is regularly reviewed and adapted to ensure it meets the needs of pupils, including those with special educational needs and/or disabilities (SEND). As a result, pupils achieve exceptionally well.

The school has responded positively to the increase in the number of pupils who speak English as an additional language and those with SEND by designing a language-rich curriculum. For example, in mathematics, pupils' learning is enhanced through books, songs and rhymes. Key vocabulary is introduced before lessons and revisited frequently. In geography, pupils understand the difference between climate and weather and can reflect on this in their lessons.

All staff receive tailored, ongoing professional development. This equips them with strong subject knowledge and the ability to deliver the full curriculum with confidence and clarity. Staff regularly check pupils' understanding. They swiftly identify and address any misconceptions. Lessons are skilfully adapted to ensure pupils with SEND receive the support they need to succeed. Most of the time, this is done in whole class sessions, but, on occasion, pupils are grouped and access a tailored curriculum. The school regularly reviews this to ensure its success in building pupils' confidence and supporting their progress. The school works well to identify pupils with SEND. Staff work closely with parents, carers and external agencies to ensure that all pupils with SEND make strong progress in all areas.

Reading is a top priority. The school is committed to ensuring that every pupil learns to read. Pupils who fall behind are identified quickly and provided with targeted support to help them catch up. Phonics is introduced from the very start of Reception and remains a focus throughout key stage 1. Staff actively promote a love of reading, and pupils enthusiastically share their favourite books and authors.

Early mathematics is equally well considered. Children in the early years regularly practise foundational number skills, building on their knowledge year after year. This strong foundation ensures pupils are well prepared for the next stage of their education.

The school is committed to providing pupils with a wide range of enriching experiences that enhance their learning. A vast number of lunchtime and after-school clubs are available, ensuring every pupil can find something they enjoy. Pupils learn the importance of good citizenship through charity work and growing plants in the local area. They have a strong understanding of equality and take pride in being part of a school where everyone is respected and valued.

Pupils also learn how to maintain both physical and mental well-being. They know they can speak to any member of staff about their worries and are taught how to stay safe both in and outside of school, including online.

Staff are extremely proud to be part of the school. They appreciate the ongoing training and support they receive and feel they are listened to. Governors have a deep understanding of the school. They provide both support and challenge to leaders. Parents

are overwhelmingly positive. They value the dedication of staff and the opportunities provided to help their children thrive.

Safeguarding

The arrangements for safeguarding are effective.

Background

Until September 2024, on a graded (section 5) inspection we gave schools an overall effectiveness grade, in addition to the key and provision judgements. Overall effectiveness grades given before September 2024 will continue to be visible on school inspection reports and on Ofsted's website. From September 2024, graded inspections will not include an overall effectiveness grade. This school was, before September 2024, judged outstanding for its overall effectiveness.

We have now inspected the school to determine whether it has taken effective action to maintain the standards identified at that previous inspection. 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's work has improved significantly or that it may not be as strong as it was at the last inspection, then the next inspection will be a graded inspection. A graded inspection 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 outstanding for overall effectiveness in June 2019.

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' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the definition of children in need of help and protection; pupils receiving statutory local authority support from a social worker; and

pupils who otherwise meet the criteria used for deciding the school's pupil premium funding (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	110394
Local authority	Milton Keynes
Inspection number	10341290
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	417
Appropriate authority	The governing body
Chair of governing body	Kath Keillor
Headteacher	Paul Quinton
Website	www.haslett.org.uk
Dates of previous inspection	25 and 26 June 2019, under section 5 of the Education Act 2005

Information about this school

- The school is not currently using any alternate provision.
- The school operates a before- and after-school provision.

Information about this inspection

- Inspections are a point-in-time evaluation about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the school and has taken that into account in their evaluation of the school.
- The inspector spoke to school leaders, including the headteacher and the deputy headteacher. In addition, the inspector spoke to governors, including the chair of governors.
- The inspector visited a sample of lessons, spoke to some pupils about their learning and looked at samples of pupils' work.

- To evaluate the effectiveness of safeguarding, the inspector reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- The inspector observed pupils' behaviour in lessons and around the school site.
- The inspector gathered the views of pupils and staff through discussions and from the online surveys.
- The inspector gathered the views of parents spoken to at the school gate and through the responses to the online survey for parents, Ofsted Parent View.

Inspection team

Aliki Constantopoulou, lead inspector	His Majesty's Inspector

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