



Haslingfield Endowed Primary School

Inspection Report

Unique Reference Number 110796
Local Authority CAMBRIDGESHIRE
Inspection number 288779
Inspection date 16 October 2006
Reporting inspector Keith Sadler

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Primary	School address	High Street
School category	Voluntary controlled		Haslingfield, Haslingfield
Age range of pupils	4-11		Cambridgeshire CB3 7JW
Gender of pupils	Mixed	Telephone number	01223870457
Number on roll (school)	136	Fax number	01223873131
Appropriate authority	The governing body	Chair	Mrs Doreen Houghton
		Headteacher	Mr Graeme McLeod
Date of previous school inspection	22 April 2002		

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Introduction

The inspection was carried out by an Additional Inspector in one day.

Description of the school

This is a small primary school. Pupils come from Haslingfield and also the neighbouring village of Harlton. Almost all the pupils are from white British backgrounds and there are a few pupils from each of seven minority ethnic backgrounds. None of the children is at an early stage of learning English. Pupils have a range of economic backgrounds though the number of parents that are highly educated is above that found nationally. The proportion of pupils entitled to free school meals is well below average. The number with learning difficulties and disabilities is below average. Attainment on entry is at levels expected. Children's personal, social and emotional development is above average.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 2

Haslingfield has had many staff changes in the past two years. Throughout this time, good standards in teaching and learning have been maintained. It is an effective school on an upward trend. Leadership and management are strong. The new headteacher has quickly identified the right priorities and is already moving the school forward. He is very ably assisted by the new deputy head and key stage coordinators, who have considerable expertise. Working together with the effective governing body, they have successfully come through a difficult period. The school has a team of capable staff who have the vision, skills and determination to continue the school's improvement and take it to the next level. For example, by working closely together they correctly identified the need to adjust the school's good curriculum to provide even better opportunities to study subjects through topic themes.

Parents are overwhelmingly supportive of most aspects of the school. In particular they say that their children make good progress because teaching is good. Almost all say that their children are safe, well cared for and enjoy school. This is confirmed by the inspection findings, which indicate that pupils love school and appreciate their lessons. As one pupil explained, 'All the adults are nice and the teachers make you feel good.' Another said, 'We do some really fun things.' These comments echo the good quality teaching and learning that is consistent through the school. Children get off to a flying start in the reception class. As one parent stated, 'The Foundation teacher is giving my child imaginative and stimulating teaching combined with affectionate support and discreet discipline.' Children settle well and the teacher and nursery nurse work closely together to ensure that children are happy and secure, and are positive about school. Progress is good throughout the school for most ability groups. The exception is the small proportion of capable pupils who do not gain the higher levels in reading and writing that they should at end of Year 2. Apart from this, all pupils achieve well, attaining above average standards by the time they reach Year 6.

Care, guidance and support are excellent. As a result of the positive atmosphere and high quality support, pupils thrive and their personal development and well-being are outstanding. For example, behaviour is excellent, and attendance is well above average. Pupils develop very positive attitudes because the school is very responsive to their views. Two examples of this are the recently re-energised school council and the very good new behaviour policy which was developed by staff and pupils working together to identify 'golden rules'. Other innovations that support pupils' positive views include the very good range of additional activities. As one parent commented, 'The new after-school club is excellent and has changed my children's life quite incredibly. They truly love it.' Such opportunities strengthen the range of opportunities for all pupils to feel included and to thrive.

What the school should do to improve further

- Improve the proportion of pupils gaining the higher levels in the assessments at the end of Year 2.

- Strengthen opportunities for pupils to learn across a number of subjects when studying the topic themes.

Achievement and standards

Grade: 2

After settling quickly, pupils' learning in the Foundation Stage is boosted by good quality provision and, by the time that they enter Year 1, most attain the expected goals. Good progress is maintained in the other classes. Pupils achieve well in the infant classes because the quality of teaching and learning is good: lessons are exciting and capture pupils' interests. Progress is good for all groups except those that find learning easy in Years 1 and 2. This is shown through the small number of pupils that reach the higher levels in Year 2 assessments. In 2005, attainment was weaker in reading and in 2006 it was in writing. Apart from this, pupils' achievement is consistently good. By the time they reach Year 6, standards are significantly above average in English, mathematics and science.

Personal development and well-being

Grade: 1

The school ensures that pupils' spiritual, moral, social and cultural development is extremely good. By Year 6, pupils display admirable levels of maturity. Their enjoyment of school life is reflected in their highly positive attitudes to learning and their excellent behaviour. They enthusiastically share personal knowledge and understanding and show good levels of awareness for their safety and well-being. They are well prepared for the next stages in their education. The active school council has a positive influence on developing the school's policies and provision, such as the new behaviour policy and the resources for break and lunchtimes. The school's emphasis on helping pupils develop life skills is reflected in the pupils' good contributions made to the school community, such as being buddies to younger pupils, captains of sports teams and helpers in assemblies. They gain good knowledge of a healthy lifestyle through the wide variety of physical activities and a well planned personal education programme. Pupils are aware that their snacks and lunchboxes do not always represent healthy eating. In this school, every child matters.

Quality of provision

Teaching and learning

Grade: 2

Learning gathers momentum from when children enter school. This is because the quality of teaching and learning is consistently good and there are some outstanding features. In consequence, progress is good. Above all, teachers make lessons interesting and exciting, their relationships are excellent and this gives the pupils confidence. Questioning of pupils is good and makes pupils think. They are challenged well both

by this and by the high quality activities that teachers prepare. The only exception has been for more able pupils in Years 1 and 2. Assessment is consistently used well to help teachers to check pupils' understanding and to pitch the work at a challenging level. As one Year 6 pupil said, 'We enjoy the help that we are given and our teacher knows that we enjoy working independently.' Skilled teaching assistants make a good contribution to the pupils' progress, particularly for those that find learning hard.

Curriculum and other activities

Grade: 2

The curriculum provides well for the pupils' wide range of learning needs and contributes well to their personal development and progress. The Foundation Stage curriculum is particularly effective because the children have so many exciting and interesting things to do. The school has continued to plan well for the different age groups in each class. However, teachers do not plan robustly enough to develop basic skills in literacy and information and communication technology (ICT) when teaching topics in science, history and geography. A wide range of clubs appeals to the interests of many pupils and adds much to their enjoyment of school. There are many sports and musical opportunities and the pupils benefit from making educational visits, including a residential visit. In addition, pupils have the opportunity to learn Spanish.

Care, guidance and support

Grade: 1

The school's care for its pupils is outstanding. It takes its responsibilities in safeguarding pupils very seriously. All staff are sensitive to pupils' feelings and anxieties, particularly of the most vulnerable. Teachers and their assistants strongly promote learning in groups and pairs so that pupils have the opportunity to take joint responsibility for what they do. This has a positive impact on their personal development and well-being. Pupils are supervised well both in and out of school. The school provides a secure, healthy working environment, ensuring that external agencies are promptly referred to as and when required. There are now excellent systems in place to check and maintain the pupils' progress and from this a wide range of targets are set which the pupils are aware of and relish talking about.

Leadership and management

Grade: 2

Leadership and management are good. The headteacher's quiet leadership is effective. He has built on the success of his predecessor by introducing more rigour and effective procedures to check on how well the school is doing, both through observation of teaching and whole school self-evaluation. This has been used well to pin-point improvements needed in the school's provision. He is ably supported by all the other members of staff. Three of these have only been in the school since the beginning of this term and have brought further enthusiasm, commitment and leadership skills. Taken together, the leadership and management of the school is set fair to be excellent

though, as yet, the changes have to bed down to show impact on pupils' achievement. School improvement since the last inspection is good. The governing body is knowledgeable and dedicated, and members give their time generously. They meet their responsibilities well. The school has good capacity to improve because it has effective leadership, good governance and dedicated and caring management. The school continues to provide good value for money.

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Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2
How well does the school work in partnership with others to promote learners' well-being?	2
The quality and standards in the Foundation Stage	2
The effectiveness of the school's self-evaluation	2
The capacity to make any necessary improvements	2
Effective steps have been taken to promote improvement since the last inspection	Yes

Achievement and standards

How well do learners achieve?	2
The standards ¹ reached by learners	2
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and disabilities make progress	2

Personal development and well-being

How good is the overall personal development and well-being of the learners?	1
The extent of learners' spiritual, moral, social and cultural development	1
The behaviour of learners	1
The attendance of learners	1
How well learners enjoy their education	1
The extent to which learners adopt safe practices	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	2
How well are learners cared for, guided and supported?	1

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively performance is monitored, evaluated and improved to meet challenging targets	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Text from letter to pupils explaining the findings of the inspection

18 October 2006

Dear Pupils

Haslingfield Endowed Primary School, High Street, Haslingfield, Cambridge, CB3 7JW

Thank you very much for making me so welcome when I visited your school recently. I was really impressed with your friendliness and excellent behaviour, your very sensible and helpful attitudes towards each other and how well you do in your work.

Here are some of the really good things I found about your school

- Your behaviour is excellent, you thoroughly enjoy school and lessons and, in particular, the clubs that you have.
- All the adults work hard to make sure that the school is safe and you are well cared for.
- Lessons are good and your teachers work hard to give you interesting and exciting things to learn about.
- Your headteacher is doing a good job and he is very well helped to make your school even better by your new deputy head and the other staff and governors.

I have asked the school to work on two things in particular to make your school even better

- To give more challenge to those pupils in Year 1 and 2 who find learning easy, so that they do really well in their reading and writing.
- To make lessons and learning even more interesting by linking subjects together when you are studying your topics in science, history and geography.

You can all help by continuing to work hard to meet the targets set for you.

With best wishes

Keith Sadler

Lead Inspector