

# Hanslope School

## Inspection report

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<b>Unique Reference Number</b>	110230
<b>Local Authority</b>	Milton Keynes
<b>Inspection number</b>	356707
<b>Inspection dates</b>	22–23 September 2010
<b>Reporting inspector</b>	Paul Edwards

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

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	220
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs Frances Duck
<b>Headteacher</b>	Mrs Debbie Doherty
<b>Date of previous school inspection</b>	31 October 2007
<b>School address</b>	Long Street Road, Hanslope Milton Keynes MK19 7BL
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## Introduction

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This inspection was carried out by three additional inspectors. The inspectors observed 14 lessons or parts of lessons while visiting nine teaching staff. Meetings were held with governors, senior leaders, teaching staff and groups of pupils. The inspectors observed the school's work, and looked at documentation including the school's self-evaluation, assessment and tracking information, minutes of meetings of the governing body, arrangements for safeguarding and pupils' work. Staff and pupil questionnaires were also scrutinised along with 122 completed by parents and carers.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following.

- the attainment of pupils who achieve average standards, particularly that of the boys
- the quality of teachers' planning and how it meets the needs of different groups of pupils
- the pupils' awareness of people from different cultures, religions and backgrounds.

## Information about the school

Hanslope is an average-size primary school. Most pupils are from White British backgrounds and almost all speak English as their first language. The proportion of pupils known to be eligible for free school meals is well below that seen nationally. The proportion of pupils with special educational needs and/or disabilities is below average. Most of these pupils have moderate learning difficulties. The Early Years Foundation Stage caters for children in a single Reception class.

The school holds Healthy Schools status and has gained the Sing Up silver award. A privately run nursery, after school club and children's centre operate on the school site and are subject to separate inspections.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**2**

**The school's capacity for sustained improvement**

**2**

## Main findings

Hanslope provides a good education for its pupils and has made considerable improvements since the previous inspection. Pupils behave well and their above average attendance is testament to their considerable enjoyment of school. Most parents and carers are very happy with the provision the school makes for their children and several comment on how it has improved. For example, one parent stated, 'Over the past couple of years it has been incredibly evident how much the school has been moving forward, encouraging parents and carers to become more involved in their child's education.' The school provides a very attractive, welcoming environment and pupils say they feel safe and well looked after. They are very clear that they know who to speak to should they have a problem. Pupils cooperate well in lessons, share ideas and are very supportive of each other's efforts. Pupils make an excellent contribution to the school community and to village life. They are keen to take on responsibilities and members of the school council are proud of their achievements. For example, pupils raised a considerable sum of money for the Haiti Appeal, a fund-raising event which the school's council instigated and managed.

Children enter the Reception class with skills and abilities that are typical for their age. They make good progress in all areas, the result of consistently effective teaching. Pupils' attainment has risen year-on-year over the last three years and by the end of Year 6 it is well above average. Occasionally, a small group of average attaining boys do not achieve as well as they might in their writing. Pupils with special educational needs and/or disabilities make good progress. Teaching is good across the school enabling pupils to achieve well. Teachers have good subject knowledge and provide the pupils with good information as to how they can improve their work. Occasionally, teachers provide the pupils with too much information, limiting the opportunity for them to find things out for themselves. The exceptional quality of care and support provided for pupils ensures that all groups take a full part in all aspects of school life and this is seen in the very high take up of places for clubs. The pupils' enjoy a healthy lifestyle, showing an excellent knowledge of the good foods to eat. They take part in many physical activities and particularly enjoy the 'street dancing'.

The school is effectively led by the senior leadership team. Self-evaluation is rigorous and there has been a clear and successful focus on improving the quality of teaching and raising standards. Tracking of pupils' progress is most rigorous and makes clear where there is underachievement. It has begun to focus on improving the rate of progress of the more able pupils and of that of the boys in writing.

The school's efforts have been successful, although senior leaders are not complacent and are keen to raise attainment further. Governors are effective in holding the school

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to account. They have produced a clear plan to promote community cohesion and the evaluation shows pupils' good awareness of other cultures and faiths. However, the school rightly recognizes the need to provide them with more first hand opportunities to enhance their awareness. The significant improvement in pupils' attainment, the curriculum and the quality of teaching demonstrate the school's good capacity to sustain further improvement.

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

- Accelerate pupils' progress in writing further, particularly that of average attaining boys, by ensuring activities are pertinent to their interests and experience.
- Provide more opportunities for the pupils to use independent learning skills to carry out their own investigations and to find things out for themselves.

## Outcomes for individuals and groups of pupils

**2**

By the end of Year 6, pupils' attainment is well above average in English, mathematics and science and they make good progress throughout the school. Pupils speak confidently and are capable and fluent readers. They use these skills well to read for enjoyment and to undertake research when provided with the opportunity. Pupils make good use of computers for a range of applications. Mental arithmetic skills are strong and their science skills develop well. More able pupils make good progress. For example, in an excellent Year 4/5 lesson, the pupils made excellent progress in their use of embedded clauses whilst writing character descriptions. Pupils' writing skills develop well, the result of an effective programme, particularly for the boys. Despite this, very occasionally, a small number of average attaining boys do not progress as quickly as they should in their writing because activities do not raise their interest sufficiently.

Pupils really enjoy school and the attendance rate has improved over the last two years so that it is now above that seen nationally. Pupils talk very knowledgably about eating healthily and the importance of exercise and a high proportion participate in the many sporting activities on offer. The school council plays a very important role in school life and other pupils value its contribution. Pupils take leading roles in village life, regularly singing for church and local events. They develop a good awareness of different religions and cultures and plans are in place to develop this awareness further through links with schools abroad. Pupils' rapidly improving basic skills and their good social skills prepare them well for the next stage of their learning.

*These are the grades for pupils' outcomes*

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<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account: Pupils' attainment <sup>1</sup>	2
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>1</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>1</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>2</b>
Taking into account: Pupils' attendance <sup>1</sup>	2
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

**How effective is the provision?**

Pupils say they find learning enjoyable and their enthusiasm is confirmed through lesson observations. Teachers question pupils well, eliciting well-thought out responses. In the best lessons teachers generate much enthusiasm. For example, in a good Year 6 science lesson, pupils' understanding of gravity and air resistance improved well, the result of good opportunities to investigate parachutes and 'spinners'. The pace in this lesson was good; it was exciting and really engaged the pupils' interest because of the practical work. Teachers use assessment information to plan lessons well and there are clear learning objectives. Occasionally, teachers take the lead too much, thus missing opportunities for pupils to make even further progress of which they are capable. There are missed opportunities to allow pupils to find things out for themselves through taking charge of their own investigations.

Pupils say they really enjoy learning because the curriculum has recently become more relevant to them. They enjoy visits such as that to Cadbury World that they say 'makes learning about cocoa and the Aztecs more interesting'. Pupils rightly believe the gardens where they grow a range of vegetables and fruits help their awareness of healthy foods. A wide range of visitors and visits, including residential trips, add significantly to pupils' interest. Sporting, musical and artistic opportunities are abundant with many pupils taking up the opportunities. The pupils' very good singing has resulted in the 'Sing Up' silver award and a good many learn a wide range of musical instruments. Effective mentoring provides excellent guidance and support for those pupils who lack confidence or who are having learning, behavioural or emotional difficulties, enabling them to take a full part in all aspects of the curriculum. There is very detailed tracking and

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assessment of their needs that enables the school to put in place a wide range of support.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</b>
Taking into account: The use of assessment to support learning	2
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>1</b>

**How effective are leadership and management?**

Self-evaluation is rigorous and the leadership team has a very clear vision as to the strengths and weaknesses and how it will make the improvements. Morale is high and staff are keen to take on new ideas to further improve their practice. The management of teaching and learning is rigorous with regular lesson observations, identifying accurately the strengths and where improvements are needed. The leadership is effective in ensuring equality of opportunity for all pupils and that there is no discrimination. The governing body has a clear understanding of the school's strengths and weaknesses and there is a very good focus on evaluating the pupils' academic performance. Governors are regular visitors, play an integral part in shaping the future of the school and question the senior leadership's planning effectively. They have recently recognised the importance of ensuring their visits are recorded to inform their work more effectively. Health and safety issues permeate all aspects of school life. At the time of the inspection, all safeguarding procedures were in place and pupils were looked after very well. The governors have planned carefully for community cohesion. As a result, pupils develop a good understanding of different religions and cultures although they lack first hand experiences the school would like to provide.

There are good and developing links with parents and carers. Information through reports and meetings is well received by parents and carers, who appreciate the good dialogue between home and school. The school's web site provides regular and up-to-date information concerning all aspects of school life. The strong links with outside agencies aid the school in providing for those pupils with special educational needs and/or disabilities.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	2

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<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>2</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

## Early Years Foundation Stage

Parents and carers are rightly happy with the start their children make in the Reception class and feel they are kept well informed of their progress. Children usually enter the school with skills and abilities that are similar to those expected for their age. The good progress they make ensures that on entry to Year 1 their attainment is above average. There are good assessment procedures in place and these enable the teacher to provide a learning environment that is closely matched to the children's needs. The record of their progress recorded in the children's profiles provides a clear picture of the consistently good progress in all areas of learning. Children settle quickly to the school routines and their confidence develops rapidly. Independence, too, develops quickly as shown when children move sensibly from one activity to another. There is a good balance of teacher directed and child chosen activities. The staff use a variety of learning strategies to stimulate the children's enthusiasm. For example, when learning about numbers, the children were intrigued by story of 'This old man.' Teaching assistants provide very good support for the children, helping them to settle quickly. Good use is made of the outside learning environment and the children enjoy their 'gardening'. The Early Years Foundation Stage coordinator provides good leadership and manages the provision well.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2



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## **Views of parents and carers**

Most parents and carers have very positive views of the school, the overwhelming majority indicating their children enjoy school and that they are kept safe. A few expressed concerns regarding the progress their children make but the inspection team found that most made good progress. A few also considered that the school did not take sufficient notice of their views or concerns and the school is considering how it can improve this aspect of its work.

### Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Hanslope Primary School to complete a questionnaire about their views of the school. In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 122 completed questionnaires by the end of the on-site inspection. In total, there are 221 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	72	59	46	36	3	2	3	2
The school keeps my child safe	70	57	47	39	2	2	1	1
The school informs me about my child's progress	45	37	56	46	9	7	2	1
My child is making enough progress at this school	34	28	61	50	12	10	5	4
The teaching is good at this school	47	39	56	46	7	6	1	1
The school helps me to support my child's learning	33	27	60	49	10	8	3	2
The school helps my child to have a healthy lifestyle	46	38	62	51	7	6	1	1
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	46	38	57	47	2	2	3	2
The school meets my child's particular needs	38	31	61	50	14	11	1	1
The school deals effectively with unacceptable behaviour	28	23	76	62	6	5	3	2
The school takes account of my suggestions and concerns	30	25	63	52	16	13	1	1
The school is led and managed effectively	46	38	56	46	7	6	5	4
Overall, I am happy with my child's experience at this school	60	49	49	40	8	7	2	2

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	58	36	4	2
Primary schools	8	43	40	9
Secondary schools	10	35	42	13
Sixth forms	13	39	45	3
Special schools	33	42	20	4
Pupil referral units	18	40	29	12
All schools	11	42	38	9

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2009 to 31 March 2010 and are the most recently published data available (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)). Please note that the sample of schools inspected during the autumn and spring terms 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupils' needs, including where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



24 September 2010

Dear Pupils

Inspection of Hanslope Primary School, Milton Keynes, MK19 7BL

Thank you very much for the welcome you gave the inspectors when we visited your school recently. We enjoyed talking to you and watching you work and play. We were very impressed with your singing and your dancing and hope you continue to enjoy these activities. You are very polite and we were very pleased to see how well you behaved and how well you worked with one another. You are keen to take responsibility and do much to support your school and the local community.

You are provided with a good education so that you attain standards that are well above average by the end of Year 6. Children in the Reception class are provided with a good start and make good progress. The teachers work hard to ensure that all of you make good progress. Those of you who find learning a little difficult are given lots of guidance that helps you to do well. Occasionally, we think some of you could do even better in your writing and we have asked the school to help you to do so. We have also asked the teachers to give you more opportunities to find out things for yourselves

There are many interesting things for you to do and you have lots of visits and visitors that make your work more interesting. You have a very good understanding of the need to eat healthily and you are keen to take part in the many sporting activities on offer. You learn about people from different backgrounds. The staff look after you very well and you know how to keep safe.

Those in charge of the school are working hard to make it better. You can help by trying really hard with your writing.

Yours faithfully

Paul Edwards

Lead inspector

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