

Hauxton Primary School

Jopling Way, Hauxton, Cambridge, CB22 5HY

Inspection dates 21–22 November 2013

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Pupils make good progress because they are responsive to the good teaching they receive.
- Writing standards have improved greatly since the previous inspection because leaders have ensured all key points for improvement have been resolved.
- Information about pupils' progress is used to check that they achieve well, and extra help is given if they fall behind.
- Pupils say they enjoy and learn a lot from special events, such as science week and the key activity to start each topic.
- Care is paramount. One parent said, 'This school has changed my child's life completely; she has blossomed because they care so much.'
- Pupils' understanding of safety, including when using the internet, is very good.
- Pupils nearly always behave well and show positive attitudes to their learning.
- The relationship with parents is strong. One parent stated, 'We are encouraged to be part of the school.'
- Staff form a highly effective team, constantly looking to give pupils new learning experiences.
- The headteacher and governors have improved teaching and learning since the previous inspection. They have effectively managed the school's doubling in size over the last three years.
- Links with other local schools are very beneficial to both pupils and staff.

It is not yet an outstanding school because

- Teaching is not outstanding. Time is sometimes wasted, particularly for the most able, because they do not start tasks as soon as they understand how to tackle them.
- The most-able pupils have too few opportunities to work things out for themselves and use what they already know to solve problems.
- Some pupils become confused about what work to do because they listen to explanation of tasks given to other groups, as well as their own.
- Pupils are not always given time to respond to comments in their books made by teachers about their work. Teachers do not routinely check pupils have responded to the guidance.

Information about this inspection

- The inspector observed seven lessons. All were shared observations with the headteacher.
- Other visits were made to classes; pupils' workbooks were scrutinised and a sample of pupils were heard reading.
- The inspector held discussions with pupils, the headteacher, other staff, governors, parents, and a representative of the local authority.
- The inspector took account of the 19 responses to the online questionnaire (Parent View). The inspector also met with a number of parents and carers. The responses to 14 staff questionnaires were also considered.
- The inspector observed the school's work and looked at a number of documents, including: the school's own data on pupils' progress; planning and monitoring documentation; the school's self-evaluation; records of how the school uses its funding, especially how the money from the pupil premium is spent; records relating to behaviour and attendance; and documents relating to safeguarding.

Inspection team

Robert Greatrex, Lead inspector

Additional Inspector

Full report

Information about this school

- This is a much smaller-than-average primary school which has more than doubled in numbers of pupils over the last three years.
- Most pupils are of White British heritage.
- Pupils are taught in four classes. Three are mixed-age classes: Reception and Year 1, Years 3 and 4, and Years 5 and 6. Year 2 are currently taught alone in a multi-purpose space.
- The proportion of pupils eligible for the pupil premium is below average. This is extra government funding for children looked after by the local authority, those known to be eligible for free school meals, and some other groups.
- The proportion of disabled pupils and those who have special educational needs supported through school action is above average, as is the proportion supported through school action plus or with a statement of special educational needs.
- In 2013, there were insufficient pupils in Year 6 for a judgment to be made about whether the school meets the current government floor standards, the minimum expectations for pupils' attainment and progress.
- An independent preschool is housed next to the Reception class on the school site and is subject to a separate inspection.
- The school has a swimming pool that pupils use in the summer months under supervision.

What does the school need to do to improve further?

- Improve the quality of teaching to outstanding by ensuring that pupils:
 - begin tasks once they understand what they are to do
 - do not spend time listening unnecessarily to the instructions for other groups
 - are given time to read and respond to comments for improvement in their work, and also ensure that staff always check that pupils demonstrate they understand the guidance given in their response.
- Increase the rate of progress of the most-able pupils by:
 - providing regular opportunities for them to apply what they know and understand to solve challenging problems
 - giving clearer focus to this group in the analysis of information about pupils' progress.

Inspection judgements

The achievement of pupils is good

- Children start school in Reception with skills and experiences that vary from year to year because each group is so different in its attainment on entry. For example, in 2012, children were below the entry level expected nationally, while in 2013 they were above it. Partly because of the close proximity of preschool and the good induction they receive, they settle quickly and make good progress.
- Good progress continues throughout the school. For example, pupils generally make between two and three more terms' progress in Years 3 to 6 than is nationally expected.
- Progress in writing has improved significantly since the previous inspection because effective changes have been made. For example, literacy skills are now practised in a wide range of interesting writing tasks in other subjects.
- Progress in reading is good because pupils are taught well how to link letters to the sounds they make (phonics) and other ways to work out unknown words, so they quickly learn to read for themselves. The results of the national screening check for phonics in 2013 were average. When pupils retake the check, they reach a higher standard.
- Most-able pupils also make good progress, but many are capable of more. Some are given too few opportunities to work out for themselves how to apply what they already know to solve problems, and so increase their ability to think for themselves. Sometimes they listen to teachers explaining what they should do when they have already understood and are ready to start.
- There are not enough pupils known to be eligible for pupil premium funding to comment on their attainment without identifying them. Last year, throughout the school, most of these pupils made equally good progress to that of their peers and reached similar levels in English and mathematics.
- Disabled pupils and those who have special educational needs generally achieve well because the school carefully and accurately analyses their particular learning needs and then puts in place extra teaching tailored to meet those needs. Some pupils make exceptional progress but, because of their learning difficulties, their attainment is, sometimes, low.
- Pupils are very quick and accurate in using information and communication technology. They particularly enjoy performing a wide range of activities on tablet computers.

The quality of teaching is good

- Pupils and staff share very positive relationships. Pupils want to be in the classroom and learn from the staff, so they cooperate and lessons flow smoothly.
- Since the previous inspection, the school has ensured a more consistently good quality of teaching across classes and a similar approach to learning. Pupils know that whoever teaches them, each lesson will start with the teacher making clear what they are to learn and how they will know it has been achieved. This clarity of purpose means they know where to focus their energies.

- In Reception, learning is good because class routines and a positive climate for learning are clearly established. Staff work closely together to give the right level of guidance during a good balance of adult- and child-initiated tasks.
- Staff form very effective teams. Teaching assistants are integral to good learning, whether supporting in the class or working with a small group or an individual needing extra help.
- Teachers generally use questioning effectively, particularly to clarify each pupil has understood and to incorporate their ideas in discussion. Teaching assistants, too, have good skills. For example, they wait to give pupils time to work out an answer, and will rephrase a question if they feel the pupil has not understood.
- In some lessons, particularly at the beginning, the pace of learning drops because teachers keep all or most pupils together for too long during instruction. As a result, some pupils can become confused about which task is for them, while others who understand quickly lose interest waiting to start. Some tasks for the most able offer limited challenge. For example, they are not always encouraged to think how to go about solving a problem for themselves, or choose which approach to use.
- Teachers always follow the school's marking code, an improvement since the previous inspection. However, they do not always check that pupils read and respond to their written advice so marking makes limited impact on pupils' progress.
- Pupils say they like the imaginative homework tasks they are given. They particularly like that they decide how to tackle them, which produces a great variety of high-quality work.

The behaviour and safety of pupils are good

- Pupils' relationships with one another are excellent. Whatever their background, interests, age or sex, pupils are very comfortable with one another. Parents of younger children, for example, remark on the care and consideration shown to their children by the older pupils.
- Reception children respond very well to staff and show very positive attitudes to their learning. They are full of curiosity, keen to learn and persevere with interesting tasks.
- Elsewhere in the school, the vast majority of pupils show good attitudes to learning and try hard to produce work to their best standards. Sometimes the most able know what to do, but are kept from getting on because the teacher keeps them with other pupils receiving further guidance. The most able also find some tasks give insufficient challenge.
- Key to the school's success and their good progress is that much is done to ensure pupils are ready to learn. For example, the school ensures emotional well-being through effective counselling.
- Staff know the pupils so well that they are able to help the few who sometimes struggle to manage their own behaviour. Staff action always helps pupils to quickly return to learning. Exclusion is very rare but used appropriately.
- Pupils' understanding of their well-being is good partly because of the focus week when they learn about staying healthy and happy in mind and body.
- Pupils have a comprehensive understanding of safety. They know they should be careful when

using the swimming pool or crossing the stream and the school does not allow pupils access to this facility without close supervision. Pupils very good knowledge of technology includes how to stay safe when using the internet.

- Pupils enjoy having their say in decisions taken in school. Older pupils express excitement for their new 'pupils' parliament'.
- Attendance and punctuality are good. Parents say their children look forward to school and are keen to see their friends and staff each morning.

The leadership and management are good

- The headteacher and governors direct the school well towards further improvement in teaching and pupils' achievement. All staff are involved and know what the priorities are. Morale is high, everyone feels valued.
- Although the school has no leaders below the headteacher in this small school, staff form an effective team, much improved since the previous inspection. Each makes a strong impact through their role improving specific subjects, generally chosen to link to their training or expertise. They also work closely as a team to link subjects in the curriculum.
- Teaching assistants benefit from a similar procedure to monitor their performance as that of teachers. As a result, regular training tailored to their professional needs has helped them to become very effective.
- Information about pupils' progress is used effectively. Teachers know how well pupils are achieving. Any slipping behind receive extra support.
- The curriculum provides pupils with interesting learning opportunities. Topics start with a special lesson that arouses pupils' curiosity. For example, a history topic started with a 'time capsule' full of interesting artefacts. Pupils' strong memories of these sessions show their impact on learning. However, these opportunities are not built routinely into general lesson plans, particularly for the most able, to apply skills they have mastered.
- Primary school sport funding is used well following a clear plan to increase opportunities for pupils and offer staff extra training. How the impact of these initiatives will be measured has not yet been clarified.
- The partnership with parents is constructive and they are very positive about the school. A typical comment was, 'I particularly like that you can speak to the headteacher in the playground each morning before school.' They like the yearly questionnaire and that the school will act on their suggestions.
- On many levels, the school benefits from a very close and productive working relationship with local schools. For example, staff training, shared expertise and cooperation to widen opportunities for pupils are well-established practice.
- Local authority support is effective, particularly the annual visit to work alongside school leaders to further analyse data on pupils' progress and attainment and check the school is doing well.
- **The governance of the school:**
 - Governors give great importance to being accessible to parents and always attend events,

including those for new parents. They make good use of individual expertise, so an accountant oversees the budget and checks that funds, including the pupil premium, are spent effectively and enable eligible pupils to achieve well. Training opportunities are chosen carefully. As a result, governors understand information about pupils' progress and attainment so they can question and support the school better. They help ensure good opportunities are available for talented pupils, such as in the arts and sport, and are aware of the need to further raise the achievement of the most-able pupils. Governors are informed well enough to be able to challenge the school to account for its performance. Governors know what the quality of teaching is. They make sure staff pay is linked to enabling pupils to achieve well and governors know what is done to tackle any staff underperformance. Governors check national requirements are met, including for safeguarding.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	110673
Local authority	Cambridgeshire
Inspection number	429582

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

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	70
Appropriate authority	The governing body
Chair	Simon Burgin
Headteacher	Julie Bateman
Date of previous school inspection	25 April 2012
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