

# Inspection of an outstanding school: Hanslope Primary School

Long Street Road, Hanslope, Milton Keynes, Buckinghamshire, MK19 7BL

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Inspection dates:

12 and 13 October 2021

## **Outcome**

There has been no change to this school's overall judgement of Outstanding as a result of this initial (section 8) inspection. However, the evidence gathered suggests that the inspection grade might not be as high if a full inspection were carried out now. The next inspection will therefore be a full (section 5) inspection.

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

Hanslope is a safe, happy school where everyone is valued. Pupils recognise this, offering suggestions such as, 'we should all have integrity and respect for each other' and describing the school as 'a place where everyone helps each other.' They are excited about the additional building work taking place on part of the school field. Pupils told the inspector that they will be able to make even more new friends when the works are finished.

Pupils feel happy and safe at the school and care about each other. They know about bullying and say that it is rare, and if it did happen staff would deal with it appropriately. Staff have high expectations of the pupils' behaviour and attitudes towards their learning. Any low-level disruption is dealt with fairly and swiftly by staff. Pupils enjoy playtimes and play well together.

In the classrooms, pupils work hard and have a determination to do their best. They have a strong and respectful relationship with staff. Teachers ensure that they know about respect, compassion and good manners when children enter the early years. Displays in the classrooms and corridors celebrate the pupils' achievements.

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

The headteacher and senior leaders have high aspirations for all pupils. Subject leaders offer an exciting and relevant curriculum to pupils that is taught through topics. Pupils are provided with a range of learning experiences to help prepare themselves for living in an ever-changing world. They have opportunities to contribute to school life, including being house captains and school councillors.

The teaching of reading is particularly strong. Children in the early years systematically learn phonics so they can read confidently from an early age. Pupils develop a real love of

reading as they progress through the school. They talk with enthusiasm about their books and particularly value the time the school gives them to stop what they are doing and read. They enjoy visiting the library. Adults ask well-chosen questions to check pupils' understanding of the text. Staff ensure that any pupils who require it receive appropriate extra help with their reading when needed.

Pupils enjoy well-planned experiences that help them to remember and know more about the curriculum, for example the Year 3 Roman day that took place during the inspection. Children in the early years have access to a large, well-organised and practical outdoor learning area. They enjoy using a wide range of equipment such as child-friendly building materials to make large structures. Staff select well-chosen activities which promote children to develop rich speaking and listening skills during these sessions. Visits to the locality linked to the learning in class, for example Salcey Forest, enable pupils to deepen their understanding of nature.

Teachers adapt the curriculum to meet the needs of pupils with special educational needs and/or disabilities (SEND) and disadvantaged pupils very effectively. Consequently, adults support these pupils well to access the same curriculum as their friends.

Subject leaders have recently reviewed the curriculum. This review took account of the anticipated increase in pupil numbers joining the school over the next few years. Their ambitious plans set out what skills and knowledge leaders want pupils to learn in most subjects across the topics studied each year. However, topic plans do not contain enough detail about what pupils will learn in geography, design technology, music and computing. In these subjects, the knowledge and skills pupils learn need to be ordered precisely across the year groups. Leaders recognise that some staff are new to leading a subject and require some support to achieve this. The mathematics curriculum is clearly sequenced to ensure that pupils build on previous knowledge over time. Pupils speak confidently about their learning in mathematics.

Leaders have clear systems to check the curriculum, what teachers cover in their lessons and pupils' learning. Teachers regularly check what pupils know and understand. They ensure that pupils receive extra support when needed.

Leaders promote British values well. Pupils get regular opportunities to learn how to become responsible and respectful citizens through activities such as learning about democracy. Before the COVID-19 pandemic, pupils enjoyed attending a wide range of extra-curricular activities to develop their learning. Pupils told the inspector how much they enjoyed attending the pottery, cross-country, choir and football clubs.

Governors understand the strengths of the school and know the actions required for the school to develop, especially with the school expansion. They ask searching questions to leaders so that they have an accurate view of the school. They are keen to see further improvements in the curriculum.

Staff feel valued in the school. Teachers are at the heart of making adaptations to the education that pupils receive. Staff appreciate how leaders consider their well-being and offer support when needed.

In discussion with the headteacher, the inspector agreed that the quality of the curriculum in geography, design technology, music and computing may usefully serve as a focus for the next inspection.

## **Safeguarding**

The arrangements for safeguarding are effective.

Staff are vigilant in keeping pupils safe. Leaders have robust systems to check that adults in the school are suitable for working with pupils. Staff receive regular and appropriate training. This helps to promote a culture of vigilance where staff can recognise any early signs of potential harm to pupils. Leaders ensure that record-keeping accurately captures concerns and the support given, with any follow up required. Leaders work closely with other agencies to support pupils at risk of harm.

Pupils told the inspector they felt safe and well looked after. Pupils learn how to keep themselves safe. For example, they can confidently explain how to stay safe online.

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

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

- Subject leaders redesigned the curriculum for September 2021 to better meet the needs of the pupils. Their development of the curriculum is not yet complete across all subjects. As a result, subject leaders and teachers are not identifying within the topics precisely what knowledge and skills pupils should know in geography, design technology, music and computing. Leaders need to ensure that subject leaders and teachers receive the training and support to refine and deliver their curriculum plans.

## **Background**

When we have judged a school to be outstanding, we will then normally go into the school about once every four years to confirm that the school remains outstanding. This is called a section 8 inspection of a good or outstanding school, because it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on a section 8 inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a section 5 inspection. Usually this is within one to two years of the date of the section 8 inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the section 8 inspection as a section 5 inspection immediately.

This is the first section 8 inspection since we judged the school to be outstanding in January 2016.

## 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.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

## 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>	110230
<b>Local authority</b>	Milton Keynes
<b>Inspection number</b>	10199497
<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	257
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Nigel Stacey
<b>Headteacher</b>	Ryan Brown
<b>Website</b>	<a href="http://www.hanslopeschool.co.uk">www.hanslopeschool.co.uk</a>
<b>Date of previous inspection</b>	14–15 January 2016, under section 8 of the Education Act 2005

## Information about this school

- Hanslope Primary is smaller than the average sized primary school.
- The school is currently undergoing additional building work to accommodate more pupils.
- The school does not use any alternative provision.

## Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with school leaders and has taken that into account in their evaluation.
- During this inspection, the inspector met with the headteacher and interim deputy headteacher. He spoke with members of the governing body and a representative of the local authority.
- The inspector carried out deep dives in reading, mathematics and design technology. As part of these, the inspector met with subject leaders, looked at curriculum plans,

visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.

- The inspector also examined curriculum plans and spoke to leaders about some other subjects.
- Responses to the Ofsted Parent View questionnaire and free-text comments were considered.
- To evaluate the effectiveness of the safeguarding arrangements in the school, the inspector spoke to members of staff and pupils. He met with the designated safeguarding lead to discuss the school's policies and procedures. During these meetings, records were scrutinised, including those relating to the safer recruitment of staff. Case files were sampled to explore how the school identifies and supports pupils at risk of harm. The inspector also spoke with a range of pupils and staff to evaluate the school's safeguarding culture.

### **Inspection team**

Darren Aisthorpe, lead inspector

Ofsted Inspector

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