

# Inspection of Haggonfields Primary and Nursery School

Marjorie Street, Rhodesia, Worksop, Nottinghamshire S80 3HP

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Inspection dates:	7 and 8 January 2025
The quality of education	<b>Requires improvement</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Early years provision	<b>Good</b>
Previous inspection grade	Not previously inspected under section 5 of the Education Act 2005

The headteacher of this school is Elaine Grierson. This school is part of Diocese of Southwell and Nottingham Multi-Academy Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer (CEO), Chris Moodie, and overseen by a board of trustees, chaired by John Hunter.

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

Pupils feel safe, happy and well cared for at this school. Most parents and carers speak highly of the school. Many appreciate how all staff go 'above and beyond' for pupils. Following several years of instability, the school is now settled with committed and determined leadership.

Pupils respond well to increased expectations for their learning and behaviour. They have a secure understanding of what it means to follow the 'Haggonfields' Way'. Pupils' positive behaviour contributes to the school's calm, orderly and purposeful atmosphere. Pupils play well together at social times. They show kindness and respect for one another.

The curriculum and broader opportunities for pupils increase their enjoyment of school. Older pupils learn independence on a residential visit to Whitby. Trips to venues such as the space centre enhance pupils' learning. Pupils enjoy football, multi-skills and art clubs. In music lessons, they are inspired to develop talents playing djembe drums and the ukulele.

The school encourages pupils to aspire and be the best they can be. An ambitious and well-considered curriculum has been developed to make this possible. Pupils are inspired to believe in themselves. However, the curriculum improvements are not fully embedded yet. While pupils' achievement is improving, pupils are not yet able to excel in all they do.

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

Children start their education well in the early years. There is a sharp focus on developing their communication skills. Staff model accurate pronunciation for children to practise. Children engage in purposeful activities that enable them to apply their learning. Stories and group reading further develop their use of language.

The school makes reading a priority and is instilling a love of reading in pupils. Considered selection of quality books broadens pupils' view of the world. Pupils enjoy being read to and choosing books from the library. Pupils learn to read well through effective implementation of the phonics programme. The school ensures pupils receive the right support to catch up when needed.

The school has made significant improvements in mathematics. A new mathematics curriculum has helped address historically low outcomes in statutory tests. Staff have received helpful training and are well supported to teach this effectively. Pupils enjoy mathematics and are developing a secure knowledge of the subject.

The school has worked hard to develop a full curriculum that enthuses pupils. Important knowledge is identified for every subject. Great care and consideration in curriculum design are helping ensure pupils build knowledge over time in the mixed-age classes. It also supports teachers' delivery of the curriculum. The curriculum is often taught well. However, there are still some inconsistencies. Additionally, pupils have not yet benefited

from the strong curriculum over time. Their knowledge is mixed in depth and security. Their work is not consistently high quality.

Pupils are inhibited from producing high-quality written work due to insecurities in their knowledge of spelling, grammar and punctuation. The school has identified pupils' writing skills as an area for improvement. However, the school has not ensured that staff have the expertise to teach writing effectively and address gaps in pupils' knowledge.

Recent significant work is improving the provision for pupils with special educational needs and/or disabilities (SEND). There are better processes in place for identifying needs and securing support. Responding to increasing numbers of pupils with SEND and a greater complexity of needs, staff receive ongoing training to help them adapt the curriculum. Adaptations are often effective, particularly in mathematics. However, this is not consistently the case.

There is a sharp focus on ensuring pupils attend school regularly. Staff work closely with families to emphasise the importance of this and provide support where needed. As a result, pupils' attendance is improving. The school has also worked hard to increase expectations for pupils' behaviour. Pupils try their best to follow the rules of 'be ready to learn, be respectful, and be responsible'. Pupils are supported well to regulate their emotions.

Pupils learn how to keep healthy and stay safe, including online. They enjoy taking on roles such as school councillor, litter picker and mobile librarian. The personal development provision helps them learn how to be responsible citizens. Through well-considered assemblies, they have a growing understanding of cultural diversity and equality.

Working closely with the trust, the interim executive board of governors has remained committed to improving the school. Together, they provide effective challenge and support. Now that the school is in a stronger place, governance is transitioning to a local committee, encouraging greater engagement from the community. Staff are proud to be part of the small but strong team. They are positive about the changes to improve the school and feel supported to develop their practice. At the same time, leaders are considerate of their workload and well-being.

## **Safeguarding**

The arrangements for safeguarding are effective.

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

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

- The adaptations made for pupils with SEND are not consistently appropriate. Pupils with SEND do not increase their knowledge as well as they should. The school should ensure that staff have the expertise and resources to adapt the curriculum effectively

for these pupils.

- The school has not ensured that pupils' writing skills are developed well over time. Pupils' knowledge and application of spelling, grammar and punctuation is insecure. This inhibits pupils from producing high-quality written work. The school should ensure that staff are supported to effectively teach the writing curriculum and address gaps in pupils' knowledge.
- Improvements in the curriculum for some subjects are relatively new and not fully embedded. There is still some variability in how effectively the curriculum is delivered. Pupils have not been able to acquire a deep understanding of some subjects over time. The school should ensure that staff are supported in developing subject-specific expertise to enable them to implement the curriculum effectively.

## 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

<b>Unique reference number</b>	147634
<b>Local authority</b>	Nottinghamshire County Council
<b>Inspection number</b>	10324213
<b>Type of school</b>	Primary
<b>School category</b>	Academy sponsor-led
<b>Age range of pupils</b>	3 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	91
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	John Hunter
<b>CEO of the trust</b>	Chris Moodie
<b>Headteacher</b>	Elaine Grierson
<b>Website</b>	<a href="http://www.haggonfields.co.uk">www.haggonfields.co.uk</a>
<b>Date of previous inspection</b>	Not previously inspected

## Information about this school

- The school is part of the Diocese of Southwell and Nottingham Multi-Academy Trust.
- The school has been led by several headteachers since then. The current headteacher took over the sole role as headteacher in September 2024. Previously she was a co-headteacher.
- Haggonfields Primary and Nursery School converted to become an academy in February 2020. When its predecessor school, Haggonfields Primary and Nursery School, was last inspected by Ofsted, it was judged to be inadequate for overall effectiveness.
- The school does not currently use any alternative provision.

## Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005. During a graded inspection, we grade the school for each of our key judgements (quality of education; behaviour and attitudes; personal development; and leadership and

management) and for any relevant provision judgement (early years and/or sixth form provision). Schools receiving a graded inspection from September 2024 will not be given an overall effectiveness grade.

- Inspections are a point-in-time evaluation about the quality of a school's education provision.
- This is the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- The lead inspector met with the chair of the school's interim executive board and the CEO, who is also a member of the board of trustees.
- Inspectors met with senior leaders of the school and trust representatives. They considered a range of documentation.
- Inspectors carried out deep dives into these subjects: early reading, mathematics and geography. For each deep dive, the inspectors held discussions about the curriculum; visited a sample of lessons; spoke to teachers; spoke to some pupils about their learning; and looked at samples of pupils' work.
- The lead inspector listened as some pupils read to a familiar adult. Inspectors also considered evidence about pupils' writing.
- To evaluate the effectiveness of safeguarding, the inspectors 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 inspectors observed pupils' behaviour in lessons and around the school site during breaktime.
- The inspectors spoke with groups of pupils and staff. Inspectors spoke to parents and considered the responses to Ofsted Parent View. They also considered the responses to Ofsted's surveys for pupils and for staff.

### **Inspection team**

Claire Stylianides, lead inspector

His Majesty's Inspector

Rob della-Spina

Ofsted Inspector

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