

Aviation House
125 Kingsway
London
WC2B 6SE

T 0300 123 1231
F 020 7421 6855
enquiries@ofsted.gov.uk
www.ofsted.gov.uk



9 March 2012

Ms J Cadman
Headteacher
Hunloke Park Primary School
Lodge Drive
Wingerworth
Chesterfield
S42 6PT

Dear Ms Cadman

Ofsted 2011–12 survey inspection programme: transition from the Early Years Foundation Stage to primary schools

Thank you for your hospitality and cooperation, and that of your staff and pupils, during our visits on 20 September 2011 and on 28 February 2012 to look at your work in transition from the Early Years Foundation Stage to Key Stage 1.

The visits provided valuable information which will contribute to our national evaluation and reporting. Published reports are likely to list the names of the contributing institutions but individual institutions will not be identified in the main text without their consent.

The evidence used to inform the judgements included: responses from parents and carers in Year 1 to a questionnaire; interviews with Year 1 parents, carers and pupils; discussions with senior leaders and teachers in Reception and Year 1; scrutiny of relevant documents; brief visits to phonics sessions and observation of four lessons.

Overall, the transition from the Early Years Foundation Stage to Key Stage 1 is satisfactory.

Key findings

- Pupils make at least satisfactory progress through the transition into Year 1 from their good levels of development at the end of the Early Years Foundation Stage. Consequently, by the end of Key Stage 1 above average standards of attainments in reading, writing and mathematics are sustained.
- Parents and carers are positive about the arrangements for the transition into Year 1 which they say has helped their children to settle quickly, grow

in confidence and develop greater independence. They noted particularly the improvements in their children's reading and writing skills.

- A systematic approach to teaching early reading and writing ensures that pupils develop their skills progressively as they move from Reception to Year 1 and beyond. Regular assessments of reading ensure that any gaps in pupils' understanding are identified quickly and appropriate steps taken to help them catch up.
- Pupils have positive attitude to learning, work independently and collaborate with each other productively because they are given planned opportunities to work together in groups, discuss their responses with a partner and share their ideas with others.
- As the numbers in each year group vary, assessment and monitoring information is considered systematically to inform decisions about how pupils are grouped and classes are organised in Year 1. Flexible approaches contribute to all groups of pupils making similar progress in their learning and development.
- Teaching in Year 1 is satisfactory. There have been some staff changes through the year and there are inconsistencies in how effectively teachers assess the quality of pupils' learning in lessons. As a result, different activities are not always well matched to pupils' varied needs and abilities. A good pace in lessons is not always maintained and pupils are not always challenged enough to ensure that they make consistently good progress in their learning.
- The practical curriculum makes a positive contribution to pupils' enjoyment of school and their continuous learning and development journey into Year 1. Cross-curricular themes link different subjects to make learning meaningful and provide relevant opportunities for pupils to practise their reading, writing, communication and numeracy skills. Familiar teaching strategies and routines from Reception, such as the use of role play and opportunities for pupils to make choices about some of their activities, continue to build their personal and social skills so that they are prepared for the next stage of their learning.
- The focus on developing provision in the Early Years Foundation Stage has had a positive impact on children's outcomes at the end of Reception and is increasingly influencing practice in Year 1. You plan to develop this further. There have been changes to the senior leadership team and some staff are relatively new to their roles. Although the team has an appropriate understanding of the development of early literacy and numeracy skills, you recognise that their expertise could be developed further. Appropriate steps are being taken to support this through performance management and liaison with Early Years Foundation Stage staff.

Areas for improvement, which we discussed, include:

- ensuring the consistency of teaching in Year 1 to accelerate the progress that pupils make in lessons by:
 - matching challenging work to the different abilities of pupils
 - assessing how well pupils are learning in lessons to maintain a brisk pace
- enhancing the skills and expertise of new subject leaders in how pupils develop early literacy and numeracy skills so that they are well equipped to support others to improve further.

I hope that these observations are useful as you continue to develop transition at your school.

As explained previously, a copy of this letter will be published on the Ofsted website. It may be used to inform decisions about any future inspection. A copy of this letter is also being sent to your local authority.

Yours sincerely

Jackie Krafft
Her Majesty's Inspector