

Huntington Primary School

Inspection report

| | |
|--------------------------------|---------------------|
| Unique Reference Number | 121340 |
| Local Authority | York |
| Inspection number | 358992 |
| Inspection dates | 8–9 March 2011 |
| Reporting inspector | John Rutherford HMI |

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 | 398 |
| Appropriate authority | The governing body |
| Chair | Mrs Clare Boyle |
| Headteacher | Mrs A McKeown |
| Date of previous school inspection | 22 April 2008 |
| School address | North Moor Road Huntington, York North Yorkshire YO32 9QT |
| Telephone number | 01904 768636 |
| Fax number | 01904 750424 |
| Email address | huntington.primary@york.gov.uk |

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Royal Exchange Buildings
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Introduction

This inspection was carried out by one of Her Majesty's Inspectors and two additional inspectors. Inspectors observed teaching and learning in 24 lessons taught by 14 teachers and three teaching assistants. They held meetings with school leaders, groups of pupils, members of the governing body and representatives of the local authority. They observed the school's work and looked at samples of pupils' work, information about pupils' progress and a range of management documents, including policies and records for ensuring the safeguarding of pupils. They analysed 151 completed questionnaires from parents and carers.

- Whether recent improvements in pupils' progress and attainment are being sustained.
- The contribution of teaching and the use of assessment to the progress of all groups of pupils.
- How well pupils are motivated and engaged in learning.
- The effectiveness of the school improvement plan in continuing to raise standards.
- The contribution of leaders at all levels to improving teaching and learning.

Information about the school

This is a much larger than average primary school. A very small proportion of pupils are known to be eligible for a free school meal. Very few pupils are from a minority ethnic background or at an early stage of English language acquisition. A below-average proportion of pupils have special educational needs and/or disabilities. The Early Years Foundation Stage provides education and care for children who attend the unit for two or three terms depending on their age. The school has experienced much disruption to staffing in recent years.

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?

3

The school's capacity for sustained improvement

3

Main findings

The quality of education provided by this school is satisfactory and improving. The care, guidance and support for pupils are good and, as a result, most aspects of their personal development and well-being are good. School leaders and the governing body have effectively tackled the recommendations from the previous inspection to improve teaching, the use of assessment and progress in writing. As a result, pupils' progress overall is improving and is now satisfactory. This improvement has been slow in coming because of significant staffing turbulence and a very difficult budget situation. The budget is now in balance and well-managed. Given this and the trend of improvement, the school is providing satisfactory value for money.

Improvements in progress are recent. As a result, standards in English and mathematics are not at the above average level that is expected with satisfactory progress, given that pupils start school with knowledge and skills at or above those typical for their age. Nevertheless, standards are improving and are now broadly average. Unvalidated results from the 2010 National Curriculum assessments show an increase in the proportion of pupils achieving the highest level. School records, pupils' work and lesson observations indicate that these improvements are being sustained.

The quality of teaching and use of assessment are satisfactory overall. There is a growing amount of good teaching. However, a small minority that is inadequate causes a dip in some pupils' progress. Most teachers work hard to provide stimulating lessons, but the pace of learning and pitch of work are often not challenging enough to help more-able pupils to make good progress. In the majority of classes, pupils are well-motivated and keen to learn. A recently-improved curriculum has contributed to this, with more emphasis on interesting topics that combine learning in a number of subjects. In these early stages of the new curriculum, there is insufficient emphasis on developing pupils' skills, for example in independent enquiry.

Senior leaders and the governing body work in a very effective partnership to monitor the effectiveness of provision and pupils' progress. This gives them a very accurate view of the school's stage of development and their self-evaluation almost exactly matches the inspection judgements. Their improvement plan includes ambitious targets for improving teaching and raising standards. Although there is some lack of precision in which aspects of teaching need to be improved, the rise in standards so far demonstrates that the school has a satisfactory capacity to improve further.

Up to 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

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What does the school need to do to improve further?

- Improve the quality of teaching and pupils' progress by:
 - providing suitably challenging work for more-able pupils
 - planning lessons with a sharp focus and a strong pace of learning
 - providing more opportunities for pupils to work independently on interesting, challenging problems and enquiries, especially within cross-curricular projects.
- Improve the leadership of teaching and learning by;
 - being more precise in the school improvement plan about which aspects of teaching are priorities for improvement and how this improvement will be brought about
 - ensuring that monitoring and evaluation are sharply-focused on these priorities
 - following up monitoring and evaluation with guidance for teachers which helps them to improve their practice.

Outcomes for individuals and groups of pupils

3

All groups of pupils make satisfactory progress. School leaders quickly identify any pupils whose progress is stalling and give them well-planned programmes of work that help them to catch up quickly. Pupils with special educational needs and/or disabilities receive effective support from teachers and teaching assistants which helps them to make the same satisfactory progress as other pupils. More-able pupils make steady progress but they are often not working at a challenging enough level, so they are not achieving as much as they can.

Pupils behave well in most lessons; they settle quickly to their work and take a strong interest in what they are doing. When given the opportunity to work independently on suitably challenging tasks, which is not often enough, they produce a high quality of work. They enjoy school and their attendance is above average. Their positive attitudes to work provide a sound basis for their future education and economic well-being.

Pupils feel safe and happy in school with little threat from bullying and confident that adults will help them with any concerns. They contribute to making the school a pleasant place to be through their contribution as 'play-leaders', 'peer mediators' and 'clutter busters', and through their willingness to help younger pupils. They also take part in a wide range of activities in the local community to increase their skills in making a positive contribution, for example helping in the pre-school settings, tree-planting and supporting the work of a cancer charity.

Pupils have a good understanding of how to avoid threats to their health from poor diet, smoking, drugs and alcohol. They enjoy taking exercise in a wide range of physical activities both during and after the school day. Pupils develop a good understanding of how to live harmoniously in a diverse society through their links with schools abroad and their first-hand contact with other cultures and faiths as part of the school's programme of visits and visitors.

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These are the grades for pupils' outcomes

| | |
|-------------------------------------------------------------------------------------------------------------------------------|----------|
| Pupils' achievement and the extent to which they enjoy their learning | 3 |
| Taking into account: Pupils' attainment ¹ | 3 |
| The quality of pupils' learning and their progress | 3 |
| The quality of learning for pupils with special educational needs and/or disabilities and their progress | 3 |
| The extent to which pupils feel safe | 2 |
| Pupils' behaviour | 2 |
| The extent to which pupils adopt healthy lifestyles | 2 |
| The extent to which pupils contribute to the school and wider community | 2 |
| The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being | 3 |
| Taking into account: Pupils' attendance ¹ | 2 |
| The extent of pupils' spiritual, moral, social and cultural development | 2 |

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

How effective is the provision?

Most teachers make learning interesting and enjoyable for their pupils with their lively, pleasant style and imaginative use of resources, for example giving Key Stage 1 pupils daffodils to handle to help them think of vivid adjectives for a poem. They make good use of discussion and short writing tasks to enable all pupils to be involved in working out answers to questions. They continually assess pupils' responses and often give helpful feedback. In some lessons, pupils' progress is accelerated when they have the chance to assess their own and others' work against a clear and concise set of success criteria. The pace of learning slows in those lessons where there is not a sufficiently sharp objective and much time is spent on explanations that are too broad-ranging. This leaves insufficient time for pupils to use their strengths in working independently in order to extend their understanding. Very often, teachers are using effective methods but the work is not pitched at a sufficiently challenging level for all pupils.

Teachers have recently improved their approach to curriculum planning. They combine work from a number of subjects into topics that are relevant and interesting to pupils. A particular strength of these topics is the opportunity they provide for pupils to extend their work in literacy, numeracy and information and communication technology (ICT) in different contexts. There is however, too much emphasis on pupils receiving information rather than finding out information for themselves in a range of ways.

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Staff give pupils good guidance to help them achieve high standards of attendance and behaviour and to minimise the threats of bullying. A number of parents and carers express concern about the amount of bullying that goes unchecked. However, pupils confirm that appropriate action is quickly taken if they report concerns to a member of staff. The school works effectively with support services to help pupils whose circumstances make them vulnerable. There is a well-organised plan of support for pupils who are having difficulties with their work. School leaders frequently check that this support is effective and alter it when necessary.

These are the grades for the quality of provision

| | |
|----------------------------------------------------------------------------------------------------------------|----------|
| The quality of teaching | 3 |
| Taking into account: The use of assessment to support learning | 3 |
| The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships | 3 |
| The effectiveness of care, guidance and support | 2 |

How effective are leadership and management?

School leaders clearly communicate their ambition to improve standards and they have gained the full support of the majority of staff in this venture. Most teachers show a very strong commitment to improving their practice and an eagerness to accept guidance. English and mathematics subject leaders make a significant contribution to the work of the leadership team in monitoring provision across the school and identifying where improvement is needed.

Senior leaders have developed a very effective system for tracking pupils' progress. They review this tracking information very frequently and ensure that all teachers are aware of which pupils are beginning to fall behind and need more support. The governing body is also involved in these reviews and members can contribute fully to analysing the performance of the school because they receive data in an easy-to-understand format. This collaborative analysis of pupils' outcomes gives senior leaders and the governing body an accurate view of priorities for improvement in provision. The plans to bring about this improvement, however, are more often focused on new initiatives than on weaknesses in current practice that need to be tackled. Senior leaders and the governing body work effectively together to ensure that arrangements for keeping pupils safe meet requirements.

Senior leaders use their tracking system to monitor the progress of groups of pupils to ensure that they all have an equal opportunity to achieve as much as they can. There is a strong focus on groups who have barriers to their learning and support is provided to help them make the same progress as the majority of pupils. There is less focus on those groups who need more challenge to maximise their achievement.

School leaders and members of the governing body are working hard to improve home-school communication and to enable parents and carers to be more involved in their children's learning. This work is bearing fruit, especially with the parents and carers of

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younger children. However, there is a minority who do not feel a strong sense of partnership with the school and leaders are seeking ways of improving communication with this group. The school has a wide range of effective partnerships with sporting organisations, community groups and other schools which enhance the curriculum for pupils. Some partnerships with other schools are being made as part of an action plan to promote community cohesion. The school's evaluation of this plan shows that partnerships with local schools and schools abroad are increasing pupils' understanding of socio-economic, religious and cultural diversity. Links with other schools in England are intended but are not yet fully developed.

These are the grades for leadership and management

| | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|
| The effectiveness of leadership and management in embedding ambition and driving improvement | 3 |
| Taking into account: The leadership and management of teaching and learning | 3 |
| The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met | 2 |
| The effectiveness of the school's engagement with parents and carers | 3 |
| The effectiveness of partnerships in promoting learning and well-being | 2 |
| The effectiveness with which the school promotes equality of opportunity and tackles discrimination | 3 |
| The effectiveness of safeguarding procedures | 3 |
| The effectiveness with which the school promotes community cohesion | 2 |
| The effectiveness with which the school deploys resources to achieve value for money | 3 |

Early Years Foundation Stage

When children start in the Early Years Foundation Stage, their skills are at or above those typical for their age range. They often have a range of differing skills because they come from a large number of pre-school settings and they start at different times of the school year. Staff effectively plan a curriculum that takes account of this wide range of early experiences. This helps most children to make satisfactory progress and move into Year 1 with a higher than usual level of skills.

Staff work very hard to provide stimulating activities for all areas of learning. In doing so, they make the best use possible of limited accommodation, both indoors and outdoors. Reading and writing skills, including phonics, are taught effectively, thus enabling children to make satisfactory progress in communication, language and literacy. Staff identified a need for better progress in problem-solving, reasoning and number and they have improved their provision to bring this about. The linking of mathematical learning to such topical activities as making pancakes is a particular strength. Children are given good opportunities to choose activities for themselves and develop their skills of learning

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independently. Adults are very skilful in asking questions and prompting discussion that helps the children to extend their speaking and listening skills.

Staff use a very systematic process for gathering evidence of children's achievements and using this to plan future work. This helps them to plan activities that meet the needs of all children. The staff work hard to involve parents and carers in their children's learning through guidance pamphlets, invitations to observe work in the unit and two-way communication in 'together books'. While there are many strengths in provision, children's progress over the year is limited to satisfactory because of constraints in the accommodation combined with frequent changes to the teaching team caused by staff absence and fluctuating numbers of children.

These are the grades for the Early Years Foundation Stage

| | |
|------------------------------------------------------------------------------------|----------|
| Overall effectiveness of the Early Years Foundation Stage | 3 |
| Taking into account: | |
| Outcomes for children in the Early Years Foundation Stage | 3 |
| The quality of provision in the Early Years Foundation Stage | 3 |
| The effectiveness of leadership and management of the Early Years Foundation Stage | 3 |

Views of parents and carers

The very large majority of parents and carers are supportive of the school. A small minority express concerns with behaviour, leadership and the extent to which the school listens to parents' and carers' views. Inspectors found that the school tackles pupils' misbehaviour effectively and behaviour overall is good. School leaders seek parents' and carers' views in a wide range of ways and four newsletters have recently been sent out making clear how their concerns have been tackled. Inspectors found that school leaders and the governing body are effectively bringing about improvements in pupils' outcomes. The leadership team is aware of the continuing dissatisfaction among some parents and carers, and is seeking ways of improving their communication with them.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Huntington 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 151 completed questionnaires by the end of the on-site inspection. In total, there are 398 pupils registered at the school.

| Statements | Strongly agree | | Agree | | Disagree | | Strongly disagree | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|----|-------|----|----------|----|-------------------|---|
| | Total | % | Total | % | Total | % | Total | % |
| My child enjoys school | 76 | 50 | 70 | 46 | 4 | 3 | 0 | 0 |
| The school keeps my child safe | 88 | 58 | 59 | 39 | 4 | 3 | 0 | 0 |
| My school informs me about my child's progress | 43 | 28 | 87 | 58 | 18 | 12 | 1 | 1 |
| My child is making enough progress at this school | 58 | 38 | 74 | 49 | 14 | 9 | 4 | 3 |
| The teaching is good at this school | 61 | 40 | 72 | 48 | 12 | 8 | 3 | 2 |
| The school helps me to support my child's learning | 53 | 35 | 79 | 52 | 16 | 11 | 2 | 1 |
| The school helps my child to have a healthy lifestyle | 35 | 23 | 104 | 69 | 7 | 5 | 2 | 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) | 35 | 23 | 92 | 61 | 11 | 7 | 1 | 1 |
| The school meets my child's particular needs | 47 | 31 | 84 | 56 | 13 | 9 | 3 | 2 |
| The school deals effectively with unacceptable behaviour | 28 | 19 | 81 | 54 | 25 | 17 | 9 | 6 |
| The school takes account of my suggestions and concerns | 28 | 19 | 85 | 56 | 19 | 13 | 8 | 5 |
| The school is led and managed effectively | 37 | 25 | 68 | 45 | 27 | 18 | 9 | 6 |
| Overall, I am happy with my child's experience at this school | 55 | 36 | 79 | 52 | 12 | 8 | 4 | 3 |

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 all 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 | 59 | 35 | 3 | 3 |
| Primary schools | 9 | 44 | 39 | 7 |
| Secondary schools | 13 | 36 | 41 | 11 |
| Sixth forms | 15 | 39 | 43 | 3 |
| Special schools | 35 | 43 | 17 | 5 |
| Pupil referral units | 21 | 42 | 29 | 9 |
| All schools | 13 | 43 | 37 | 8 |

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 August 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 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.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

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">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.■ The effectiveness of care, guidance and support. |
| 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.



10 March 2011

Dear Pupils

Inspection of Huntington Primary School, York, YO32 9QT

Thank you very much for your co-operation when I came with my two colleagues to inspect your school. You gave us some very useful information which helped us to make the judgement that your school provides you with a satisfactory education.

I am pleased to see that you have been making better progress recently and improving the standards you achieve by the time you leave Year 6. This is helped by the fact that you are so keen to do well and you work very hard in your lessons. Your teachers take good care of you and you tell us that you feel happy and safe in school. You enjoy your work, especially your interesting topics, your links with schools in other countries and your after-school activities. You contribute much to the life of your school through your work on the School Council and as 'play leaders' or 'peer mediators'. I saw many of the older pupils helping younger ones with their work as well. This all helps to make your school a very pleasant place to visit. Well done!

The headteacher, staff and governing body wish to improve your education even further. We have agreed with them the most important things they need to do. They are:

- to make sure that work in lessons is challenging enough and that you learn at a good pace
- to give you more opportunities to solve problems and find things out by working on your own or in groups
- to have clear plans for improving your lessons in the future.

I am confident that you will rise to the challenge of harder work and that you will make the most of more opportunities to learn for yourselves.

Yours sincerely,

John Rutherford

Her Majesty's Inspector

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