

Hungerford Primary School

Inspection report

Unique Reference Number	111069
Local authority	Cheshire East
Inspection number	395386
Inspection dates	18–19 April 2012
Lead inspector	Kevin Johnson

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	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	450
Appropriate authority	The governing body
Chair	Greg Scott
Headteacher	Rhian Futchter
Date of previous school inspection	6 March 2007
School address	School Crescent Hungerford Road Crewe CW1 5HA
Telephone number	01270 685090
Fax number	01270 251085
Email address	admin@hungerford.cheshire.sch.uk



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.ofsted.gov.uk

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk

You may copy all or parts of this document for non-commercial purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store Street
Manchester M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
enquiries@ofsted.gov.uk
www.ofsted.gov.uk



© Crown copyright 2012

Introduction

Inspection team

Kevin Johnson
Dave Blackburne
Pamela Hemphill

Additional inspector
Additional inspector
Additional inspector

This inspection was carried out with two days' notice. Inspectors observed 25 lessons or parts of lessons taught by 15 teachers, talked to pupils and reviewed some of their work. Meetings were held with staff and members of the governing body as well as some parents and carers. Also taken into account were 119 questionnaires returned by parents and carers and those completed by pupils and members of staff. Inspectors took account of the responses to the online Parent View survey in planning the inspection. They observed the school's work and looked at a wide range of documentation which included that relating to safeguarding, the curriculum, the school's self-evaluation, minutes of governing body meetings, national assessment data and the school's assessments.

Information about the school

This is a larger than average-sized primary school. An average proportion of pupils is known to be eligible for free school meals. The proportion of disabled pupils and those with special educational needs supported by additional school action, including those who have a statement of special educational needs, is also average overall. This includes specially resourced provision for up to seven pupils with behavioural, social and emotional difficulties. The school provides a breakfast club, and has recently begun to offer after-school care. Among the school's achievements are Healthy School status, Activemark and Artsmark.

The school meets current floor standards which are the minimum standards expected by the government for attainment and progress.

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	2
Achievement of pupils	2
Quality of teaching	2
Behaviour and safety of pupils	2
Leadership and management	2

Key Findings

- This is a good school. Effective leadership underpins good curriculum development and the promotion of pupils' good spiritual, moral, social and cultural development, resulting in good achievement. The school has not been judged outstanding overall because teaching quality, although good, could be improved further.
- Children get off to a good start in the Early Years Foundation Stage from starting points which are generally below those typical for their age, particularly in communication skills. Their good progress is built upon well as they move through the school. Attainment, which dipped in the 2011 national tests, shows good improvement and is currently on track to be above average at the end of Year 6.
- The quality of teaching is good. Some teaching is outstanding, but the most effective practice is not shared across the school as fully as it could be. Lessons are planned well and cater effectively for pupils' varying abilities. Occasionally, the pace of learning in some lessons is too slow and opportunities for pupils to learn independently are missed. The pupils who receive specially resourced provision are taught well and are fully included in the life of the school.
- Pupils are extremely polite and well mannered. They have good attitudes to learning and sometimes their behaviour in lessons is exemplary. They are very mindful of one another and respect each other's differences and feelings. Pupils say that they feel safe in school. They know how to keep themselves safe. Attendance is above average.
- School leaders and managers at all levels consistently communicate high expectations. They monitor the school's performance robustly, including that of teaching and learning. The good quality of teaching is maintained effectively through professional development, support and challenge. Relationships within the school are outstanding. The specially funded provision is also managed well

and the sensitive support that these pupils receive enables them to work well alongside their peers. Parents and carers are overwhelmingly supportive of the school.

What does the school need to do to improve further?

- Increase the proportion of outstanding teaching by:
 - sharing the best practice across the teaching of all subjects
 - ensuring that there is a good pace to learning in every lesson
 - providing more opportunities for pupils to use the skills they have to learn independently.

Main Report

Achievement of pupils

Pupils learn well in lessons because they are attentive and well behaved. They are keen to make progress, know their individual targets well and what they need to do to improve. Pupils enjoy a challenge and there is always a good show of hands when questions are asked. In one lesson, Year 2 pupils improved their understanding of mathematics by 'testing' the teacher's mental skills, adding more fun to their own learning. There are good opportunities in lessons for pupils to test their ideas on one another. They work sensibly in groups. Well-chosen resources also enliven pupils' learning and make lessons fun. An excellent example was the teacher's use of a *Horrid Henry* story to help Year 3 pupils describe the changing feelings of story characters.

From their generally below typical starting points on entry to Nursery, children make good progress throughout the Early Years Foundation Stage. Good teaching of personal development ensures that children become confident learners. They reach broadly expected levels in all areas of learning by the end of Reception. Effective teaching of letters and the sounds that they make help children to steadily improve their communication skills. Good progress continues in Years 1 to 6. Attainment levels at Key Stage 1, especially in reading, are set to improve significantly from previous average levels. Attainment at Key Stage 2 dipped to average in 2011 but pupils' current work, supported by the school's assessment data, indicates above average attainment with almost all pupils set to make at least their expected progress.

Disabled pupils and those with special educational needs, including pupils who benefit from the resourced provision receive good support. Well-matched work means that they are fully included in lessons and adults who support them are highly skilled at ensuring that particular needs are met. Pupils who receive support through the resourced provision are allowed to make choices as to whether to work alongside others or in their special classroom. This system works well and helps to promote their good progress. Pupils in this group are positive about school and feel that they doing well.

Attainment in reading at the end of Key Stage 1 is above average. Successful teaching of phonics (letters and their sounds) from an early stage has had a good impact and raised standards over the current year. By the time pupils leave the school they read accurately and with good levels of understanding and attain above average standards. They express clear preferences for the kinds of books they like to read and have acceptable knowledge of different authors.

Almost all parents and carers, and the pupils themselves, agree that they make good progress and feel that particular needs are met.

Quality of teaching

Teachers engage pupils well in learning. They use a good variety of methods and resources to make lessons interesting and enjoyable. Spiritual, moral, social and cultural development is promoted well through the excellent quality of relationships, which encourage pupils to respect one another and help them to feel valued themselves as individuals. They work hard as a result, support each other, and are keen to learn. The curriculum also contributes to good teaching and learning in the way in which it allows teachers to plan creatively, make links across subjects and enable pupils to apply skills more purposefully. An excellent example of this creativity was seen in a history lesson when an archaeological dig was simulated, using a sand tray, and Year 1 pupils 'discovered' a selection of artefacts and looked at pictures which taught them about Ancient Greek sports which they were able to link and compare to modern Olympic events.

Disabled pupils and those with special educational needs are taught well. Their learning is clearly mapped out in plans that are tailored to their particular needs. One-to-one support enables pupils to engage effectively in both class and group activity. When pupils from the specially resourced provision are given the opportunity to choose where to work, they respond well and become more motivated and independent.

The best teaching begins with exemplary planning and is continued at a lively pace with full engagement of all pupils. Expectations are high and are supported by first-class work from teaching assistants who match tasks extremely well to lesson objectives. Continuous well-focused questioning by the teacher assesses pupils' understanding and points the way forward in their learning. These were some features of outstanding teaching of mathematics which led to Year 3 pupils' excellent progress in learning and applying the skills of subtraction. The teacher's style meant that individual pupils felt fully supported even when they worked collaboratively with peers. This best practice is not fully shared throughout the school, however, so that sometimes the pace of lessons is slow and there are too few opportunities for pupils to work independently.

Pupils say that they enjoy lessons and get on well with their teachers. The overwhelming majority of parents and carers hold the view that their children are taught well. They typically comment on how approachable teachers are and how pleased they are with their children's progress.

Behaviour and safety of pupils

Pupils' typically good behaviour in school makes a strong contribution to their good achievement. They understand how behaviour can affect learning but say that the school provides a safe learning environment where everyone is treated fairly and equally. They enjoy each other's company and are always polite and respectful. Their understanding of their own cultural heritage as well as of communities farther afield is good. Links with South African pupils, the sponsorship of a child in Zimbabwe as well as productive exchanges with a more local school, where characteristics differ from their own, provide good insights into social and cultural differences. Consequently, pupils are tolerant and show understanding of others' particular situations and of how they can contribute within their community.

Pupils understand that there are different types of bullying. They strongly agree that any bullying and incidents of racist and other name-calling are rare and they are dealt with effectively and promptly when they arise. The vast majority of pupils say that they are happy to come to school, a view endorsed by parents and carers. Pupils know how to keep themselves safe in and out of school. Many older pupils take on caring roles in the playground to ensure fair play and the safety and enjoyment of all.

Pupils attend school regularly and arrive punctually. Parents and carers appreciate, and are reassured, by the care and safety provided through the school's breakfast club and the newly established after-school care in which their children's personal development can grow.

Leadership and management

Leaders' high ambition for the school and their clear vision for its future are strong driving forces which have helped to maintain standards and tackle identified issues to bring about improvement in teaching and learning and the curriculum. These improvements are set to continue. The management of teaching and teachers' performance is planned well. It is incisive in the way in which issues are challenged and professional development opportunities, to bring improvement, are opened up for all staff members. Leaders at all levels know in what way they are accountable for improvement. They are a cohesive team in the accurate monitoring and evaluation of the school's overall performance. However, the best practice in teaching is not shared fully enough to raise good teaching to outstanding. The governing body shows strong and enduring loyalty to the school and carefully monitors the rapid response with which the senior leadership team acts upon and implements recommendations as well as the outcomes of actions taken. Safeguarding measures meet requirements and are overseen efficiently by the governing body. All staff members are appropriately trained and aware of their responsibilities regarding the safety and well-being of pupils.

Good curriculum development has broadened the range of pupils' learning experiences and, consequently, their interest and enjoyment of learning. Pupils achieve well, as a result, in the arts and sports and develop mathematics and communication skills well across subjects. The curriculum supports pupils' spiritual,

moral, social and cultural development well through many enriching opportunities outside the classroom.

The school vigorously challenges all forms of discrimination and indeed goes the 'extra mile' in its inclusiveness and determination to provide equally for the needs of all of its pupils. Individual pupil performances are rigorously checked and swift action is taken when gaps in learning or attainment are noticed.

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	54	42	2	2
Primary schools	14	49	32	6
Secondary schools	20	39	34	7
Special schools	33	45	20	3
Pupil referral units	9	55	28	8
All schools	16	47	31	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September to 31 December 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add exactly to 100.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Attendance	the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.
Behaviour	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and what the school has accomplished so far and on the quality of its systems to maintain improvement.
Floor Standards	the national minimum expectation of attainment and progression measures.
Leadership and management:	the contribution of all the staff with responsibilities, not just the governors and 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:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
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.
Safety	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

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.



20 April 2012

Dear Pupils

Inspection of Hungerford Primary School, Crewe – CW1 5HA

Thank you so much for the kind and friendly welcome you gave us when we came to inspect your school recently. We enjoyed talking to you about your school experiences and you told us a lot of interesting things. We were particularly impressed by your politeness and good manners. You behave well in lessons and around the school. Sometimes your behaviour in lessons is outstanding. Well done on your above average attendance. It is very important that you keep that up, too.

Yours is a good school. You make good progress and achieve well in lots of subjects. The standards you reach in English and mathematics have improved, well done again! You said that you enjoy your lessons and we agree that teachers work hard to make them fun. You really do take good care of one another and help everyone feel safe. Your headteacher and other school leaders work hard, too, and manage the school well. Your parents and carers are very proud of the school, just as you are.

To help your school to be even better we have asked your teachers to make every lesson as good as the very best ones. To do that we have asked them to share their best ideas with each other, make sure that lessons are always nice and lively and that they give you more chances to work on your own to help you become more independent as learners.

Yours sincerely

Kevin Johnson
Lead Inspector

