

Hunningley Primary School

Hunningley Lane, Barnsley, South Yorkshire, S70 3DT

Inspection dates

11-12 September 2012

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Requires improvement	3
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Good	2
Leadership and management		Requires improvement	3

Summary of key findings for parents and pupils

This is a school that requires improvement. It is not good because

- While pupils' progress in reading, writing and mathematics has improved since the last inspection, particularly at Key Stage 2, it is not yet consistently good throughout the school.
- There is too much variation in the quality of teaching to ensure that pupils always make the best progress they are capable of.
- The strategic role of middle- and subject-leaders in driving improvement in their areas of responsibility is not yet fully effective.
- Although the analysis of data relating to pupils' learning and school life has improved, it is still not used rigorously enough to ensure the best outcomes for pupils.
- The governing body's knowledge of the school's work has improved since the last inspection, but governors are not yet using this fully enough to set their own direction and expectations for strategic improvement.

The school has the following strengths

- The acting headteacher has a clear view of the steps that need to be taken for school improvement. The school receives strong support from the consultant headteacher.
- Pupils make particularly good progress at the end of Key Stage 2 and largely reach nationally expected levels as a result of teachers' high expectations.
- Pupils are well-behaved and enjoy their learning. They eagerly take on responsibilities such as being school councillors and are proud of their school.
- Pupils are developing good skills in understanding their own achievement
- Teachers make good links between subjects, which often makes learning relevant and exciting.
- Residential visits to Whitby and Kingswood, well-planned assemblies and a warm and welcoming environment contribute well to pupils' spiritual, moral, social and cultural development.

Information about this inspection

- Inspectors observed 17 lessons taught by 10 teachers, including a joint observation with the acting headteacher. Inspectors also made a number of short visits to classrooms.
- Meetings were held with a group of pupils, the Chair of the Governing Body and the vice-chair, a representative of the local authority, members of staff including senior and middle leaders.
- Inspectors took account of five responses to the on-line questionnaire (Parent View) and outcomes from the school's consultations with parents and carers.
- Inspectors observed the school's work, and looked at a range of documents including data on pupils' current progress, school development, performance management documentation and records relating to pupils' behaviour and safety.

Inspection team

Andrew Clark, Lead inspector

Additional inspector

Lyn Field

Additional inspector

John Dunne

Additional inspector

Full report

Information about this school

- Hunningley is larger than the average size primary school.
- The proportion of pupils known to be eligible for the pupil premium is well above average.
- The large majority of pupils is from White British families.
- The proportion of pupils supported by School Action is above average.
- The proportion of pupils supported at School Action Plus or with a statement of special educational needs is average.
- The school is led by an acting headteacher who recently took up the post following the retirement the previous headteacher. The school is also supported by a consultant headteacher.

What does the school need to do to improve further?

- Improve the quality of teaching to consistently good or better, in order to increase the rate of pupils' progress further, by:
 - ensuring that adults use questions well to improve pupils' communication and thinking skills, particularly in the Early Years Foundation Stage
 - making full and consistent use of all adults in the classroom
 - embedding the new systems to engage pupils fully in assessing their own levels and making decisions about targets they should work to in their lessons.
- Improve leadership and management to at least good by:
 - increasing the roles of middle- and subject-leaders in taking ownership and accountability for their areas of responsibility through monitoring, evaluating and disseminating best practice
 - developing the role of the governing body in setting the strategic direction for the school.
- Use the analysis of assessment more effectively to inform planning, measure the effectiveness of actions taken, and meet pupils' needs more precisely.

Inspection judgements

The achievement of pupils

requires improvement

- Standards have risen since the last inspection for all groups of pupils and are now broadly average by the time they leave in Year 6. An increasing proportion of pupils is making better than expected progress particularly at Key Stage 2. However, this trend has not been consistent and standards have been slower to rise at Key Stage 1 and in the Early Years Foundation Stage.
- Lesson observations and the school's tracking indicate that the large majority of pupils makes expected progress over time in literacy and numeracy. There has been an increasing proportion of pupils making better than expected progress in literacy in Years 2, 5 and 6. This is a reflection of good teaching over time in these year groups and the school's increased focus since the previous inspection on developing reading and writing skills.
- Pupils sometimes lack the vocabulary and speaking skills to express their ideas clearly. This is not always developed well enough by incisive questioning or the effective deployment of teaching assistants and other adults to help pupils practise their speaking skills during lessons.
- Children enter the Early Years Foundation Stage with skills and understanding which are generally below expected levels, especially in communication and literacy. They often make a good early start in developing communication and social skills but this pace of learning is not consistently maintained. This is because adults' questioning and intervention in children's role-play is not sharply enough focused on developing their language skills.
- Disabled pupils and those with special educational needs largely make expected progress. They sometimes make good progress due to well-planned teaching programmes aimed at boosting their reading and writing skills and where adult support is well deployed to help them. However, the assessment of pupils' progress within these programmes is not analysed closely enough to ensure that they always lead to accelerated learning.
- Pupils have positive attitudes to reading and the school's concentration on teaching letters and sounds in quick-paced, enjoyable ways is boosting learning. Pupils in Key Stage 1 systematically develop the skills to tackle new words and they read with increased fluency. This ensures that all groups of pupils, including those supported by the pupil premium, make at least expected progress. However, systems to measure pupils' progress in reading and writing have only recently been refined and applied in such a way that they set sufficiently challenging targets to ensure that pupils' progress is consistently the best it can be.
- The proportion of pupils achieving higher levels in literacy and mathematics has risen steadily at both Key Stages although it has increased more rapidly in reading and writing than in mathematics. There is a sharp concentration on developing numeracy skills but pupils have few opportunities to use and apply these skills in problem-solving situations.

The quality of teaching

requires improvement

- The quality of teaching requires improvement because, although a small proportion of lessons is outstanding, not enough are consistently good or better.
- The better lessons are marked by very precise use of assessment which ensures that activities are well-planned, build systematically on pupils' earlier learning, excite them and challenge them to reach higher levels. In such lessons, the good opportunities that pupils have to think for themselves and explain their ideas to others successfully extend their confidence and understanding. For example, in a mathematics lesson pupils worked against time to select and use a range of operations to find a given number.
- Teachers are responding well to recently introduced initiatives to involve pupils of all abilities in assessing their own learning and making decisions about the targets they should aim for in every lesson. This is boosting pupils' interest and understanding of their own

learning and leading to improvements in their achievement.

- Marking is generally closely linked to the targets set for each lesson but, over time, not all marking is of good enough quality to ensure that pupils consistently build upon their learning.
- In all lessons teachers establish a good working relationship with pupils and manage behaviour extremely well. This contributes to pupils' positive attitudes to learning and the smooth conduct of lessons.
- Teachers and teaching assistants are focused on developing pupils' literacy skills. However, they do not always question pupils deeply enough to elicit the best responses and extend their communication skills.
- Occasionally, the skilled teaching assistants are not deployed effectively enough throughout the lesson. This hinders their opportunity to boost the learning of those needing additional support or to enable less confident pupils to express their thinking.
- A strength of the teaching is that teachers make good links between subjects. For example, pupils were inspired, in writing accounts in English, through their studies of Victorian England and the stimulating use of information and communication technology (ICT).

The behaviour and safety of pupils are good

- Pupils are polite and friendly. They are considerate of the needs of others and respond well to strong moral and social guidance through assemblies and the general school ethos.
- Teachers have high expectations for good behaviour and parents and carers are appreciative of this. There have been no exclusions and poor behaviour is rare. The role of the parent support worker and other support staff is effective in meeting the needs of pupils with emotional and social difficulties. They work well with parents and carers, providing training and active support.
- Pupils say they feel safe and well cared for at school. They firmly believe teachers have their best interests at heart and they respond well to that.
- Pupils have a good understanding of different types of bullying, including cyber-bullying, and feel that very little goes on. The school keeps detailed records of the rare examples of disruptive behaviour and takes timely and effective action.

The leadership and management requires improvement

- The acting headteacher, with good support from the consultant headteacher, has established a clear direction for future improvement based on a strategic and realistic analysis of achievement and provision. She has worked closely with other schools in the cluster during the last year to establish the improved assessment and monitoring procedures which are helping to improve pupils' achievement. School self-evaluation is accurate.
- Assessment procedures based on new tracking methods have contributed to improvement. While they have been used to set targets through school improvement plans, teachers' performance management and pupil-progress meetings, until recently they have been too broad and simplistic to ensure that aspirations are high enough and all groups of pupils make the best progress they can. The improvement plans now in place, while realistic, are very much more challenging and focused on rapid improvement. However, it is too early to assess their effectiveness.
- Although middle- and subject-leaders responded positively to the issue raised at the last inspection about some pupils' slow progress, particularly in English, the actions taken have not yet raised levels of achievement to good overall. Monitoring activities have not always been rigorously applied and staff have not been empowered to take enough ownership of their own area of responsibility. The new leadership has clear plans to develop this and to

establish strategic leadership at all levels.

- Staff morale is high because the governing body and local authority acted quickly to reduce uncertainty during changes in the leadership.
 - The curriculum provides a good range of learning activities to promote pupils' spiritual, moral, social and cultural development. For example, pupils participate in a good range of visits and extra-curricular activities which contribute well to their positive attitudes and good behaviour. Pupils achieve well in physical education because of well-focused lessons and good opportunities for this.
 - All statutory responsibilities for safeguarding are met.
 - The local authority has provided effective support to the school, to help raise achievement in English and mathematics, and for the new leadership.
 - **The governance of the school:**
 - Although the governing body is supportive and enthusiastic it recognises that it is not yet contributing sufficiently to the strategic direction the school takes.
 - School finances are monitored and used appropriately. The governing body has been appropriately involved in planning the use of pupil premium funding to boost learning.
 - The governing body took decisive action to ensure smooth leadership transition after the retirement of the previous headteacher.
 - Members of the governing body have only recently developed first-hand, detailed knowledge of progress and achievement of all groups of pupils.
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What inspection judgements mean

School

Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	106614
Local authority	Barnsley
Inspection number	400853

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	309
Appropriate authority	The governing body
Chair	Gerald Whewall
Headteacher	Catherine Chojnowski
Date of previous school inspection	8 February 2010
Telephone number	01226 284867
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Email address	c.chojnowski@barnsley.org

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