

Hunsbury Park Primary School

Dayrell Road, Camp Hill, Northampton, NN4 9RR

Inspection dates 27–28 November 2012

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- The dedication and hard work of the whole teaching team, well led by the headteacher and the leader of the behaviour, emotional and social difficulties unit (BESD Unit), have ensured good progress since the last inspection in February 2010.
- The leadership of teaching is good. Senior leaders have been very successful in raising the quality of teaching which now includes examples of outstanding practice. In so doing, they have raised pupils' achievement.
- Governors, too, have played their part by challenging the school to improve further and checking that teaching is good.
- The staff take excellent care of the pupils and know the families extremely well. Parents' views are very supportive of the school.
- The provision for pupils' spiritual, moral, social and cultural development is good. Pupils get along extremely well together.
- Pupils who are registered with the BESD Unit blend into the classes, receive good support and learn from the outstanding behaviour modelled by other pupils. Pupils have a good understanding of safety. Pupils say 'There is always someone there for you.'
- The school provides a welcoming and attractive environment in which the pupils can do their best. Staff are wholeheartedly committed to the school and to its children.

It is not yet an outstanding school because

- Improvements can still be made in aspects of teaching, such as the quality of questioning and always matching work to pupils' needs.
- Progress in pupils' writing in Key Stage 1 is not as rapid as in reading and mathematics, and handwriting throughout the school is not sufficiently good. There is variation in the extent and use of writing in different subjects.

Information about this inspection

- Inspectors visited 20 lessons or parts of lessons. One of these was observed jointly with the headteacher and another with the deputy headteacher.
- Inspectors heard pupils read and looked at samples of pupils' work.
- Inspectors examined the 17 responses on Parent View, the government's website for parents' views of schools, and also the school's most recent survey of parents' opinions.
- A discussion was held with a member of the local authority's advisory staff.
- A group discussion was held with selected pupils.
- Inspectors held formal discussions with some staff, including the headteacher and the senior leadership team.
- Inspectors examined progress data and other school documentation, including safeguarding information.
- A meeting took place with the Chair and Vice Chair of the Governing Body.

Inspection team

Peter Sudworth, Lead inspector

Additional Inspector

Lynne Thorogood

Additional Inspector

Full report

Information about this school

- This is a slightly below average-sized primary school with eight classes. It is expanding from the bottom up and there are two classes in the Reception year.
- Children begin the Reception class in the September before their fifth birthday. A large majority of children have previously attended some form of pre-school provision.
- The school currently supports an average proportion of its pupils at school action, and an above average proportion at school action plus or through a statement of special educational needs.
- The proportion of the pupils from minority ethnic groups is above the national average, and about half of these pupils speak English as an additional language. The school is increasingly receiving pupils who have very little or no English.
- The school meets the government's current floor standards, which set minimum expectations for pupils' attainment and progress.
- The proportion of pupils supported by the pupil premium, which is extra government funding for pupils who are known to be eligible for free school meals, pupils in the care of the local authority and those from families with a parent in the armed forces, is higher than the national average.
- The school has specially resourced provision for pupils who have behaviour, social and emotional problems known as the BESD Unit. These pupils are educated with other pupils in their classes and have special adult supervision. The provision is led by the deputy headteacher who is also the special educational needs coordinator. The ten pupils, who are drawn from the local authority, include five pupils who have a statement of educational need and five pupils who are at school action plus, one of whom has a statement of special educational needs pending.
- The school manages its own breakfast club.

What does the school need to do to improve further?

- Raise the quality of teaching from good to outstanding by:
 - always planning work that matches pupils' needs
 - sharing the best examples of teaching within the school more so that staff learn from one another
 - applying pupils' knowledge of mathematics to real-life situations
 - learning from one another in the local schools' grouping
 - providing training for staff to help pupils who arrive with little or no English
 - researching outstanding practice from the Ofsted website and from its publications.
- Improve pupils' progress in writing further, particularly but not only, in Key Stage 1 by:
 - improving handwriting quality and letter formation
 - ensuring that Key Stage 2 pupils learn to write in joined script
 - increasing the opportunities for pupils to write independently in different subjects
 - developing the quality of pupils' speaking and listening skills to increase their range of vocabulary to support their writing.

Inspection judgements

The achievement of pupils is good

- When children first begin school, attainment is typically below expectations and well below in personal, social and emotional development and communication, language and literacy skills. Good teaching in the Reception classes enables children to make good progress. Attainment has been improving over the past three years. By the end of Reception, children's skills are just below the national average. They make particularly good progress in their social skills and independence. Children choose their own time for snacks, spread toppings on crackers, and wash and dry their own plates.
- Pupils' attainment in Key Stage 1 is below the national average and weaker in writing than reading and mathematics. Pupils make steady progress from the start of Year 1. The proportion of pupils who securely reach the expectations for the end of Year 2 is increasing. Results in the first national phonics screening (linking sounds with letters) of Year 1 pupils were close to the national average.
- Progress accelerates in Key Stage 2. Year 6 results have improved in the past two years and reach a broadly average standard. In 2012, the percentage of pupils reaching the higher level was above the national picture in all respects. All Year 6 pupils made or exceeded expected progress in English. Pupils who come under the category of pupil premium funding make good progress across the school, though it is stronger in Key Stage 2.
- Pupils from minority ethnic groups and those who speak English as an additional language make similar rates of progress to other pupils. Disabled pupils and those who have special educational needs, including pupils in the BESD Unit also make good progress. Early recognition of their difficulties, well organised small group and individual sessions support their learning well. Pupils in the BESD Unit make good strides in managing their emotional difficulties through the staff's sensitive support and the excellent example and understanding of their difficulties by other pupils.
- Pupils enjoy reading and this supports their progress in this aspect. Guided reading sessions and everyday opportunities to borrow books from the well-organised library support their interest in books.

The quality of teaching is good

- Warm relationships between staff and pupils in a relaxed atmosphere help pupils feel confident to contribute answers and discuss their understanding. Marking helps pupils improve their work and staff regularly check pupils' progress.
- Lessons usually cater for different needs and abilities, although on occasions the match is not exact enough and the tasks for pupils who finish their work early are not always purposeful. Staff include the BESD Unit pupils fully in lessons and these pupils benefit extremely well from this approach.
- Learning resources are used very effectively to help the pupils' understanding. In a Year 4 mathematics lessons, pupils rose to the challenge when they had to work out different combinations of coloured houses and coloured bears 'inhabiting' them, using real objects.
- Good teaching in the Reception classes includes a good emphasis on basic skills with interesting

games and activities. These enable children to be continually engaged in purposeful work and to develop well their independence and social skills. Small groups of children held a letter of the alphabet in front of themselves. One of the group arranged the other children to form a word. Different children put numbered card bottles in order and then matched the numbers to domino cards. Children have good access to well-organised outdoor activities.

- Staff have worked hard to improve writing quality. Checklists for different writing styles help pupils assess for themselves whether they have been successful. At the start of the day, pupils write a short sentence to include a particular writing feature such as an 'adjectival clause' so that they get used to these terms. The teaching of handwriting is not yet secure. Consequently, too many pupils do not write in a joined style or form letters correctly. The range of opportunities for pupils to use their writing in different subjects varies from class to class. It is at its best in Year 3.
- Staff develop children's understanding of English well for those who do not speak it at home. These children do well in acquiring English. Staff are less confident in methods to help pupils who arrive with no English.
- Reading is taught well. Staff have a good knowledge of phonics and these sessions are well planned to meet pupils' knowledge of letter sounds. Reading sessions are regular throughout the school and effectively promote pupils' interest and skills in reading. Staff have worked hard to engage parents in helping at home. Staff generally develop pupils' speaking skills well through partnered work and practical activities. Questioning is usually good but sometimes does not make pupils give reasons enough to develop their vocabulary further.

The behaviour and safety of pupils are outstanding

- Both pupils and parents express extremely positive views of behaviour. Pupils share a set of values which contribute to their excellent behaviour. They concentrate extremely well and thoroughly enjoy their learning. Attendance has improved significantly and is average. Records confirm that behaviour is typically outstanding. Pupils know that if they are worried they can approach an adult or put a note in the worry box.
 - Behaviour outside, around the school and at the breakfast club is excellent. Pupils are polite and respect one another's viewpoints. They get along extremely well together including those who are registered at the BESD Unit.
 - Pupils undertake duties very conscientiously. Some help in the library and others support those who have no one to play with. The pupils say, 'We have a lot of very kind buddies.' In their deep concern for others, they raise money for pupils in an orphanage in India and the undernourished.
 - Pupils have an excellent understanding of the various forms of bullying including through mobile phones and emails. They take a very mature and responsible view of how to prevent and deal with it. The very occasional incidents of bullying are dealt with effectively and promptly.
 - Pupils feel very safe at school and understand how to keep themselves and others safe. Pupils display very responsible attitudes to safety, including computer safety for themselves and others. They know that they must not go with strangers and have a very good understanding of road safety.
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The leadership and management are good

- The headteacher and deputy headteacher work extremely well together and, with other senior leaders, have brought about considerable improvements in the quality of teaching and in the rates of progress. The deputy headteacher manages the integration of the BESD Unit pupils most skilfully. The school has some outstanding teaching but has yet to share this among the staff fully and also to make full use of the guidance on outstanding practice on the Ofsted website.
 - Safeguarding arrangements are secure because the school keeps a careful and up-to-date check on child protection matters; staff are regularly trained and knowledgeable about individual pupils, and policies are helpful.
 - The school development plan has the correct initiatives to develop the school further. The school's understanding and judgements of its own practice are accurate. Oversight and checking of the quality of teaching and learning are good. Helpful ideas enable staff to improve further.
 - The school has good arrangements for reviewing the progress of staff. The targets are precise and progress towards them is measured. There is a clear link to salaries.
 - The school participates well in a local group of schools which also sets a priority. Focus on more-able pupils proved successful for Hunsbury Park this year. This group is beginning to share successful practice among staff from the different schools. The local authority reviews the school termly which enables it to keep abreast of its progress and offer suggestions but reduction in the number of advisers does not easily permit it to offer curriculum advice.
 - Pupil premium funding is spent on extra staff to provide one-to-one tuition, small group work and an extra part-time teacher. These initiatives have proved successful. The pupils for whom this allowance is provided did better at Key Stage 2 than the national and the gap between the pupils entitled to pupil premium funding and others is beginning to close.
 - Pupils have a good range of learning experiences, although they do not sufficiently apply their mathematical skills to real life. Clubs, attended by about half the pupils, extend learning further. Visits in connection with their work provide lasting memories. The creative aspect of learning is well developed. Pupils take part in woodland studies on site which develop environmental awareness.
 - Staff provide well for the pupils' spiritual, moral, social and cultural development through a residential visit, responsibilities and reflection on faith. Year 4 pupils spoke about their personal faith and later thoughtfully studied poems about death.
 - **The governance of the school:**
 - The Chair visits the school regularly and has a good understanding of successes and difficulties. Governors are rigorous in tracking expenditure. They understand and approve how pupil premium money is spent and know the success it has brought. Governors have attended courses and understand data. They ask questions and challenge the school. The governing body has a good committee structure but governors have to sit on several committees because of the low number of governors. Governors are aware of the strengths and weaknesses in teaching. They are familiar with the review of staff's performance and have sanctioned the system which links staff performance to pay.
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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	121952
Local authority	Northamptonshire
Inspection number	402068

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	215
Appropriate authority	The governing body
Chair	Maxine Rayne
Headteacher	Gail Barnshaw
Date of previous school inspection	4 February 2010
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