

Huntington Primary School

North Moor Road, Huntington, York, YO32 9QT

Inspection dates 26–27 March 2013

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.

- Senior leaders have been resolute in setting a clear direction for just how successful the school can be. As a result significant improvements have been made since the time of the previous inspection.
- Teaching is consistently good and sometimes outstanding. It motivates pupils to do their best. Teachers, supported by dedicated and skilled support staff, establish a purposeful atmosphere in lessons.
- The progress pupils make across all year groups is increasing rapidly and attainment is above average.
- Pupils are eager to learn and their behaviour in and outside classrooms is exemplary.
- Pupils are proud of their school and all of those connected to it. There are excellent relationships between pupils and adults.
- Pupils willingly take on roles of responsibility because they believe it is a way of giving something back to the school for all the support, help and friendship adults offer them.
- Pupils' spiritual, moral, social and cultural development is outstanding.
- Leaders have an accurate view of the school's strengths and areas for continued improvement.
- Governors are extremely knowledgeable and highly involved in the work of the school. They are decisive and effective in identifying what needs to be done to achieve their high aspirations for the school.

It is not yet an outstanding school because

- Although teaching is good overall it is not of a consistently high quality to bring about outstanding achievement.
- In some lessons teachers do not provide enough opportunities for pupils to work things out for themselves.
- There are insufficient opportunities for pupils to apply their mathematical skills to real-life and meaningful problem-solving activities.
- Those with responsibility for subjects do not have enough opportunities to check the quality of teaching and how well it helps pupils to learn.

Information about this inspection

- Inspectors observed 22 lessons of which three were joint observations carried out with the headteacher, the deputy headteacher and one with the assistant headteacher. In addition, the inspectors made a number of short visits to lessons and listened to pupils read.
- Meetings were held with pupils from Year 1 to Year 6, the Chair of the Governing Body and the Chairs of the three governors' committees, senior and middle leaders and a representative from the local authority. Short discussions were held with pupils at break times and lunchtime.
- The inspectors took account of 63 responses to the online questionnaire (Parent View) in planning the inspection, had discussions with parents at the beginning and at the end of the school day to ascertain their views of the school and analysed 22 staff questionnaires.
- The inspectors observed the school's work and took into account the work in pupils' books, the school's own data on pupils' current progress, the school's improvement plans, planning and monitoring information and minutes of governing body meetings. Records relating to behaviour and attendance and documents relating to safeguarding were also considered.

Inspection team

Anthony Kingston, Lead inspector

Additional Inspector

Jan Lomas

Additional Inspector

Barbara Hudson

Additional Inspector

Full report

Information about this school

- Huntington is larger than the average-sized primary school.
- There has been a high turnover of teaching staff since the previous inspection.
- The proportion of pupils eligible for the pupil premium, which provides additional funding for children in local authority care, pupils known to be eligible for free school meals and the children of families in the armed forces, is well below average.
- The proportion of pupils supported through school action is average.
- The proportion of pupils supported at school action plus or with a statement of special educational needs is well below average.
- The proportion of pupils from minority ethnic groups is well below average.
- The proportion of pupils who speak English as an additional language is well below average.
- The proportion of pupils who join or leave the school other than at the usual time is average.
- The school meets the government's current floor standards, which set the minimum expectations for attainment and progress in English and mathematics

What does the school need to do to improve further?

- Raise attainment and increase the proportion of outstanding teaching by:
 - ensuring that there is always sufficient challenge in the work provided in lessons
 - providing more well-planned opportunities for pupils to apply their mathematical skills to problem-solving activities
 - ensuring that no opportunities are missed to encourage pupils to think and guide their learning for themselves.
- Strengthen leadership by ensuring that subject leaders are provided with more opportunities to check on the quality of teaching and how it impacts on pupils' attainment and progress.

Inspection judgements

The achievement of pupils is good

- Most children start school with skills that are typically expected for their age in all areas of learning except in their language and communication skills, in which a significant minority are below the level typically expected. Children are taught well in the Early Years Foundation Stage. Activities are carefully planned to support all areas of learning, both indoors and outside. Children are encouraged to be independent, taking responsibility for their own learning. Adults use questions well to challenge and extend their understanding. Pupils' attainment on entry to Year 1 is above average.
- By the end of Key Stage 1 and Key Stage 2, pupils' attainment in recent years has been average. Inspection evidence, the school's current data and pupils' work show that progress is accelerating and attainment is rising rapidly. This is reflected in the above average proportion of pupils gaining and working at the higher levels, especially in reading and writing. However, on occasions, some pupils do not make as much progress as they should because they are not always given enough time to engage in sufficiently challenging work.
- Pupils' reading skills are developed extremely well. Systematic teaching of letters and the sounds they make in the Early Years Foundation Stage and Key Stage 1 are giving pupils the skills they need to tackle unfamiliar words confidently. Pupils quickly move on to gain personal enjoyment from reading demanding books such as *'Pride and Prejudice'* and Philip Pullman's trilogy, *'His Dark Materials'*. They understand what they read and relish the opportunities given to discuss the moral and ethical issues contained in the text.
- Pupils who are disabled or who have special educational needs make progress similar to that of their classmates. Their progress is checked carefully, programmes of work are planned to help them improve and both teachers and teaching assistants provide good levels of support.
- The group of pupils supported by the pupil premium, including those known to be eligible for free school meals, make progress and attain standards similar to that of their classmates in English and mathematics. This is because they benefit from the careful and considered allocation of this funding to ensure their needs are met.

The quality of teaching is good

- Teaching has improved. Because of good training opportunities and support from senior leaders teaching is improving rapidly with almost all being good and an increasing proportion now being outstanding, especially in Year 6.
- Teachers plan enjoyable lessons that meet the needs and interests of pupils well. As a result pupils are enthusiastic and keen to learn. However, on occasions the work given does not always make them think hard enough. This slows down their progress and, as a result, some do not always make the progress of which they are capable.
- Rightly, the school places emphasis on the teaching of basic skills in English and mathematics. Pupils are given purposeful and interesting opportunities to apply and develop their writing skills across a range of subjects other than English. However, pupils are not always provided with enough opportunities to apply their mathematical skills to meaningful problem-solving activities.
- There is a very positive climate for learning in classrooms in which pupils work hard both independently and in small groups. Pupils are open about what they do not understand and they confidently volunteer comments and questions about the lesson. However, on occasions, they spend too much time following teachers' instructions and do not have enough opportunities to think things through for themselves.
- Marking and feedback across the school are regular and thorough. Throughout the school marking is of a high standard. It informs pupils of what they have done well and what they need to do to improve further. All teachers provide directed time and opportunities for pupils to respond to their comments and to correct their errors. This improves pupils' understanding and

promotes the rate at which they make progress.

- Teachers are supported by highly experienced teaching assistants who are always very clear about what is required to help pupils make good progress in the time available. Their work is carefully checked to ensure that no pupils fall behind in their work.
- Throughout the school teaching has a significant impact on pupils' spiritual, moral, social and cultural development.

The behaviour and safety of pupils are outstanding

- The school provides an exceptionally caring and supportive environment in which all pupils are valued.
- Teachers manage behaviour extremely well and resolve issues swiftly and quietly. Relationships between pupils and adults are excellent. Pupils are carefully nurtured as individuals. Those pupils who have particular emotional needs or behavioural difficulties receive good support so that they learn to manage their feelings and regulate their own behaviour.
- Pupils have very positive attitudes towards learning. They are eager to work in collaboration with others, listening sensibly to each other's opinions and encouraging one another to do their best.
- Around school and at playtimes pupils are polite and friendly, accepting responsibility willingly, because, as one Year 6 pupil said, 'It's a way of saying thank you to our teachers for all that they do for us.' Pupils show extremely high levels of respect for adults.
- Pupils say they feel safe in school. The overwhelming majority of parents who responded to the online survey agree with this view. Pupils have a good awareness of the harm caused by all forms of bullying and are adamant that bullying does not occur at Huntington Primary because, as one child said, 'We all respect one another and we all get on well together.' Pupils have a very good understanding of the safe use of computers and mobile telephones because this is built into their lessons.
- Attendance is above average.

The leadership and management are good

- The capable and uncompromising leadership by the headteacher has been key to the school's rapid improvement since the time of the last inspection. With the unstinting and well tailored support of the local authority she has made brave decisions and implemented many actions to bring about these improvements.
- Leaders carry out sharply focused checks on teaching and learning and provide clear guidance and effective support where required. This process has been supported by effective performance management through which the most effective teachers have been promoted into positions that have enabled them to drive up the quality of teaching across the school. Enthusiastic and committed subject leaders have received strong support, coaching and mentoring in their roles but have not yet had sufficient opportunities to check on the quality of teaching and how it impacts on pupils' attainment and progress.
- Since the time of the last inspection leaders have redesigned the curriculum. There are clear links between subjects, so skills learnt in one area can be reinforced in another. This makes a very strong contribution to pupils' outstanding spiritual, moral, social and cultural development.
- Performance-management arrangements are effective. Leaders identify teachers' strengths and weaknesses by using a wide range of evidence and then provide effective support to ensure teaching improves. The headteacher's judgements about the quality of lessons are accurate and the inspector observed the effective feedback each teacher received.
- The school promotes and checks that all pupils have equal opportunities. For example, additional income received by the school to support pupils eligible for the pupil premium is used well to provide additional support such as one-to-one or small-group work focusing on literacy and mathematics.

■ **The governance of the school:**

- Governors have a thorough understanding of their responsibilities, which they manage with exceptional efficiency and a scrupulous understanding of teachers' appraisal and how this links to pupils' progress and decisions about salaries. Governors attend relevant training, check the progress of all different groups of pupils, are challenging in their discussions about the value of spending decisions and check the impact these have on pupils' learning and progress. This has led to highly effective decisions about what the school spends its pupil premium on and helps to ensure that pupils eligible for this funding achieve as well as their fellow peers. Safeguarding has a high priority and the governors ensure that statutory requirements are met.

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	121340
Local authority	York
Inspection number	406022

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	417
Appropriate authority	The governing body
Chair	Paul Gething
Headteacher	Ann McKeown
Date of previous school inspection	8 March 2011
Telephone number	01904 554441
Fax number	N/A
Email address	huntington.primary@york.gov.uk

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