

East Hunsbury Primary School

Penvale Road, Northampton, NN4 0QW

Inspection dates 16–17 July 2013

| | | | |
|--------------------------------|----------------------|-------------|----------|
| Overall effectiveness | Previous inspection: | Good | 2 |
| | 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.

- Children join the Reception class with levels of knowledge and skills below those expected for their age. They make good progress because they are well taught to work and play imaginatively together.
- Pupils of all abilities make good progress in their academic and personal development and are well prepared for the next stage in their learning.
- A scrutiny of pupils' work and the school's informative monitoring system show that standards are now rising across the school.
- Pupils who attend the designated special provision receive highly effective support and make good progress from Reception to Year 6.
- The quality of teaching is good and some is outstanding. Teachers and their assistants work effectively together to inspire pupils so that they enjoy learning.
- The curriculum makes a positive contribution to pupils' excellent spiritual, moral, social and cultural development. Pupils demonstrate particular strengths in music and drama.
- Pupils' behaviour and attitudes to learning are exemplary. Pupils are rightly proud of their school, they feel safe and their parents are overwhelmingly positive in their praise for the school.
- The strong and caring leadership of the headteacher is highly effective. Leaders and managers work effectively as a successful team to improve teaching and pupils' achievement.
- Governors know the school's strengths and priorities for improvement and are prepared to challenge as well as support school leaders.

It is not yet an outstanding school because

- Sometimes, teachers set work that is not demanding enough. This slows pupils' progress, especially for the more-able.
- Standards in writing are below those of reading and more pupils could reach the higher levels.
- The most successful aspects of teaching and assessment are not regularly shared to ensure greater consistency across all year groups.

Information about this inspection

- The inspectors observed 20 lessons, three of which were seen together with the headteacher and the deputy headteacher. In addition, the inspectors made a number of other short visits to lessons and learning areas.
- Separate meetings were conducted with governors, staff, senior leaders, the manager of the designated specialist provision, an adviser from the local authority and two groups of pupils. The inspectors talked to pupils during lessons, listened to pupils read and scrutinised samples of their work.
- The 154 responses to the online questionnaire (Parent View) and the results of the school's own surveys of parents' views were taken into account. The views of several parents who communicated with inspectors during the inspection were also taken into consideration.
- The inspectors took account of the 46 responses to the staff questionnaire.
- A number of documents were reviewed. These included the school's development plan, its self-evaluation report, information about pupils' current progress, arrangements for safeguarding and records of pupils' behaviour and attendance. Reports from the local authority and an external consultant about the school's effectiveness were also examined.

Inspection team

Cathy Morgan, Lead inspector

Additional Inspector

Kate Robertson

Additional Inspector

Malcolm Johnstone

Additional Inspector

Full report

Information about this school

- This larger-than-average primary school has two classes in each year group and three Reception classes.
- Almost all pupils are of White British heritage.
- The proportion of disabled pupils and those with special educational needs supported at school action is lower than average. The proportion supported through school action plus or with a statement of special educational needs is higher than average.
- The school has specially resourced provision for 30 pupils with severe learning difficulties from Reception to Year 6, all of whom have statements of special educational needs.
- The proportion of pupils known to be eligible for the pupil premium is below average. (The pupil premium is additional funding for those pupils who are known to be eligible for free school meals, children from service families and children who are looked after by the local authority).
- The school exceeds the government's current floor standards, which set the minimum expectations for attainment and progress in English and mathematics.
- There is privately managed pre-school and after-school provision on site which was not inspected as part of this inspection.

What does the school need to do to improve further?

- Increase the proportion of outstanding teaching and raise pupils' achievement by:
 - making sure that teachers plan work that is at the right level of difficulty, particularly for the more-able pupils, in each lesson
 - making sure that pupils' writing is given a high priority to ensure that standards improve quickly to match those reached in reading
 - sharing the most successful aspects of teaching and assessment from across the school so that there is greater consistency across all year groups.

Inspection judgements

The achievement of pupils is good

- Children join the Reception class with levels of knowledge and skills below those expected for their age. They make good progress in the Early Years Foundation Stage because they are carefully guided and inspired through some highly effective teaching to work and play imaginatively together. Children make faster progress in improving their reading and numeracy skills than in their writing.
- Standards are rising at Key Stage 1 and were above average in reading and writing for pupils attending the main school in 2012. In that year, however, too few pupils in Year 1 gained the expected level in the national reading check. Swift action by teachers and their assistants has improved the teaching of the sounds that letters make (phonics). Pupils in Year 1 are now doing better than expected for their age in reading.
- Consistently good and sometimes outstanding teaching ensures that pupils continue to make good progress throughout the school. Pupils who attend the specially resourced provision, disabled pupils and those who have special educational needs make equally good progress because of the high-quality, specialist support they receive. This reflects the school's good promotion of equality of opportunity. In one lesson, pupils with severe learning or behavioural difficulties were carefully supported to make outstanding progress in recognising known and unknown sounds within the context of a story.
- A scrutiny of pupils' work in Year 6 and the school's informative monitoring system show that almost all pupils are working at the level expected for their age and a significant proportion of pupils are on target to reach Level 5 in the national tests in English and mathematics this year.
- Pupils' work shows high levels of achievement in all subjects and particularly in art, music and drama. There are many opportunities for pupils to apply their mathematical and literacy skills in almost all subjects and in their innovative homework tasks.
- The school has well-targeted strategies to support the very small number of pupils for whom it receives the pupil premium. In 2012, a higher-than-average proportion of pupils known to be eligible for this additional funding reached Level 5 in English and mathematics.
- The school has a particularly strong reading culture and pupils spoke enthusiastically of their keenness to read. Pupils read confidently and use all the strategies they have been taught to successfully tackle unfamiliar words.
- Standards are higher in reading than in writing. The school has introduced a range of new initiatives to improve standards in writing, including a successful 'blogging' project. These initiatives are beginning to enable pupils to make faster progress to reach the high standards they are capable of in writing.

The quality of teaching is good

- Most teaching is good and some is outstanding. Typical features of the most effective lessons are rigorous planning, probing questioning and the use of stimulating activities which involve pupils of all abilities and enable them to think for themselves and develop high-level problem-solving skills. Pupils make outstanding progress in these lessons.

- In one outstanding lesson, for example, pupils in Year 6 were captivated while investigating the impact of a variety of forces. Pupils of all abilities demonstrated clear understanding and use of specialist scientific terms. Cleverly designed experiments enabled pupils to make excellent progress in understanding the concepts of water resistance and the up-thrust effects of shape and speed.
- Teachers work hard to provide interesting activities for pupils and they provide clear instructions to ensure that pupils know what is expected of them. Many pupils have good opportunities to assess their own and their classmates' work. Teachers and their assistants do not regularly share these successful aspects of teaching and assessment to ensure greater consistency across all year groups.
- The large number of teaching assistants are an integral part of the teaching team. They work closely with teachers to provide pupils with high-quality support and make an important contribution to pupils' learning, particularly that of disabled pupils and those who have special educational needs.
- Marking continues to improve, so that pupils receive clear and informative feedback, correct errors and know their next steps. Increasingly, pupils are responding to teachers' comments about how they can improve their work even further.
- In some lessons, teachers set work that is not demanding enough for all pupils, and the more-able are sometimes expected to complete very similar tasks to those of other pupils. These aspects slow the rate of progress made by pupils in these lessons.
- Homework is planned carefully to enable pupils to be actively involved in innovative family learning projects such as their imaginative 'story in a box' designs. This has increased pupils' motivation and improved the quality and complexity of their homework.

The behaviour and safety of pupils are outstanding

- Pupils respond exceptionally well to the school's high expectations and rewards for good behaviour which ensure that they are polite and considerate to others. As a result, the school is a calm, happy and purposeful community in which pupils experience enjoyment and safety. This has a significant impact on their spiritual, moral, social and cultural development, which is excellent. Pupils say they feel safe in what they describe as their 'happy, friendly school'.
- Staff in the designated special provision provide a very caring and supportive atmosphere within which pupils are extremely well looked after. Pupils enjoy opportunities to participate in aspects of the wider school curriculum and they are active members of the school council. Parents of pupils from across the school enjoy attending the 'community café' and contributing to their successful fund-raising.
- Pupils are extremely proud of their school and thoroughly enjoy the many opportunities they have to present their work to parents, for example, through the Viking living museum. Pupils in Year 6 presented an exemplary performance of *Macbeth* during the inspection. The standards of their acting, dancing and singing are far higher than those expected for their age and demonstrate particular strengths of the school.
- All parents who spoke to inspectors or responded to the online survey of parents' views agreed that their children are safe and happy at the school. One spoke for many in praising all staff for

their work and 'for creating a lovely, stimulating community'. Attendance levels are above average and punctuality is excellent, reflecting pupils' enjoyment of school and the school's strong relationships with parents.

- Pupils say that there is no bullying because adults help to settle any rare incidents. Pupils know about different forms of bullying and benefit from specialist guidance from an e-safety officer to ensure that they understand how to stay safe online.
- The school is presented in an inspiring way, with creative displays and imaginative spaces, including a range of gardens created by the pupils attending the gardening club, who recently received a silver award from their entry to the Chelsea flower show.

The leadership and management are good

- The headteacher provides strong and caring leadership which is highly valued by staff. All staff work closely together as a successful team. Accurate identification of the strengths and priorities for improvement informs clear action plans and demonstrates a good capacity for further development.
- Leaders and managers clearly understand their roles, responsibilities and lines of accountability. Improving the quality of teaching is at the heart of the school and this is checked regularly by senior leaders. The information gathered is used astutely to set challenging targets and to hold teachers accountable for raising achievement. Targets and progress towards them are linked closely to pay progression.
- School leaders closely track the progress of all pupils to detect any underperformance. Their analyses provide a detailed and comprehensive picture of what is working well and where the school needs to focus its efforts next. The headteacher and the governing body ensure that good use is made of pupil premium money to help eligible pupils to achieve well, make good progress and to take part in all aspects of school life.
- The curriculum is wide ranging and class and whole-school performances link subjects together in highly creative and stimulating ways. Homework activities develop pupils' opportunities to work imaginatively with their families and involve them in their learning. Pupils enjoy the wide range of clubs, competitions and visits which enable them to develop skills not only in the arts but also in sport.
- The local authority supports the school well. This has strengthened the opportunities for staff to work closely with other schools.
- Safeguarding policies and procedures are robust and meet statutory requirements.
- **The governance of the school:**
 - The governing body knows the school well. Governors involve themselves in all aspects of school life and contribute strongly to its overall strategic direction. They have a good understanding of the data that show how well pupils are achieving, and this enables them to challenge and support staff effectively. Governors know what the quality of teaching is and have ensured that procedures to manage teaching quality are robust and are linked to rewarding good performance. Finances are tightly controlled and decisions on spending are linked closely to priorities in the school improvement plan. Governors are fully aware of the use of pupil premium funding and check the impact on pupils' progress. Governors attend training regularly and keep themselves up to date with changes.

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 | 121953 |
| Local authority | Northamptonshire |
| Inspection number | 412940 |

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 | 462 |
| Appropriate authority | The governing body |
| Chair | Alastair Brenan |
| Headteacher | Rita Arundel |
| Date of previous school inspection | 23 November 2009 |
| Telephone number | 01604 677970 |
| Fax number | 01604 677971 |
| Email address | head@ehps.northants-ecl.gov.uk |

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.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 and as part of the inspection.

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 educational 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 St](#)
[Manchester](#)
[M1 2WD](#)

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

© Crown copyright 2013

