

# Hunloke Park Primary School

Lodge Drive, Wingerworth, Chesterfield, S42 6PT

**Inspection dates** 11–12 February 2014

<b>Overall effectiveness</b>	Previous inspection:	Good	2
	This inspection:	<b>Good</b>	<b>2</b>
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

## Summary of key findings for parents and pupils

### This is a good school.

- Achievement is good and pupils make good progress. Attainment at the end of Key Stages 1 and 2 is consistently above average.
- Teaching is good. Pupils enjoy learning because teachers offer a variety of activities to engage pupils in learning. They make time for discussion and working together, which helps pupils to clarify their thoughts and ideas.
- Writing has improved significantly because teachers use visits and topical events as a focus for pupils' learning. It is now well above average.
- Pupils are happy, make friends easily and respect all adults in school. They like school and value learning. Pupils' behaviour is good and they feel safe in school.
- The stimulating curriculum promotes pupils' spiritual, moral, social and cultural development very well.
- The school's leaders have successfully secured improvements to teaching and to pupils' progress and attainment, and have maintained these over time.
- They have the resolve to continue the drive for improvement. Staff are equally committed to the shared vision of the leadership.
- The well-informed governing body robustly challenges school leaders and checks the school's work carefully. It strongly supports leaders' ambition to improve pupils' achievement and the quality of teaching even further.

### It is not yet an outstanding school because

- A small amount of teaching still requires improvement and there is not enough outstanding teaching.
- Phonics needs to be taught more effectively in Key Stage 1
- Pupils do not get enough opportunities to practise their real-life problem solving skills in mathematics and consequently too few exceed the expected progress.

## Information about this inspection

- Inspectors observed 13 lessons or part lessons of which three were observed with the headteacher.
- Meetings were held with groups of pupils, members of the school staff, two members of the governing body and a representative of the local authority.
- Inspectors looked at the work of the school and at a range of documents including: the school's view of its own performance, information about the progress of pupils, the checking of teachers' performance, safeguarding information, policies and minutes of governing body meetings.
- Inspectors also took account of the 44 responses to the on-line parent questionnaire, Parent View, and 16 responses to the inspection questionnaire for staff.
- Inspectors listened to pupils read in Key Stages 1 and 2.

## Inspection team

David Edwards, Lead inspector	Additional Inspector
Elizabeth Macfarlane	Additional Inspector

## Full report

### Information about this school

- This is a smaller-than-average sized primary school.
- The proportion of pupils supported by pupil-premium funding is much lower than average. This is extra funding schools receive from central government for pupils who are known to be eligible for free school meals, children from service families and those children that are looked after by the local authority.
- Most pupils are White British.
- The proportion of disabled pupils and those with special educational needs supported through school action is below average. The proportion supported at school action plus or with a statement of special educational needs is similar to that of other schools.
- The school meets the government's current floor standards which set the minimum expectations for pupils' attainment in English and mathematics.
- There are seven classes in the school: a Reception class; two mixed Year 1 and Year 2 classes; two mixed Year 3 and Year 4 classes; a Year 5 class and a Year 6 class.

### What does the school need to do to improve further?

- Improve the quality of teaching from good to outstanding by:
  - using the most effective teachers to work alongside their colleagues and share their skills so that all teaching is good with a greater proportion which is outstanding
  - making sure that all pupils are given work to do which is neither too difficult nor too easy for them so that they can complete it successfully and make the most progress they can.
- Raise levels of attainment and progress in English and mathematics by:
  - making sure that pupils in Key Stage 1 are taught phonics more effectively to improve their early reading ability
  - giving pupils more opportunities to use and apply their mathematical skills in real-life problem solving situations so that more of them exceed expected progress.

## Inspection judgements

### The achievement of pupils is good

- The majority of children start school with skills that are slightly below what is typical for their age and leave school at the end of Year 6 with attainment that is above average. In 2013 it was well above average in writing. This represents good progress.
- In 2013, the proportion of pupils who made more than expected progress was above average in writing, average in reading, but below average in mathematics. This is because pupils' overall skills in mathematics are not as well developed as in English.
- Children in Reception make good progress in all areas of learning, particularly in developing their speech and language and social skills, and are well prepared for Year 1.
- Pupils continue to achieve well throughout the school and this is reflected in their assessments and tests at the end of Year 2 and Year 6 where attainment is consistently above average in reading, writing and mathematics.
- In the most recent national phonics check, which is carried out in Year 1, the performance of both boys and girls was below the expected standard. This is because the teaching of phonics is not as effective as it should be. However, pupils make good progress as they move from year to year in learning to read accurately and fluently for pleasure, information and enjoyment. As a result, by the end of Key Stage 2, more pupils than nationally reach both the expected and the higher levels in reading.
- The small numbers of disabled pupils and those with special educational needs receive very good support from teaching assistants who ensure that their needs are met and this helps them to them to make good progress.
- Pupils supported by the pupil premium receive tailored support for their learning. In 2013, in Year 6, these pupils attained well in reading, writing and spelling and grammar. They were almost up to a term ahead of the other pupils. In mathematics, they were about four months behind the others. Throughout the school, eligible pupils are working at the expected and sometimes above the expected levels. This is a direct result of teaching that is clearly focused on securing their basic skills.
- Pupils produce interesting writing for a range of purposes. They often write at length with accurate spelling and punctuation. For instance, a Year 6 class was thoroughly engaged in writing an informative guide on how to care for a make-believe animal.

### The quality of teaching is good

- Teaching as a whole is securely good. There are many more positive features than negative features. There is a little outstanding teaching and a very small amount requires improvement.
- Teachers, including those in the Early Years Foundation Stage, use pupils' enthusiasm and enjoyment of their topic work as a stimulus for writing and mathematics. They use exciting resources to stimulate pupils' interest, such as video clips.
- Teachers explain and question well and lead pupils through ways to do tasks. They generally have high expectations of what pupils can do.

- Lessons run smoothly. The strong relationships between pupils and adults feature in all classes. Teachers know the pupils very well and generally work successfully to provide tasks that help them to make good progress. However, in a small number of lessons, teachers set work that is too hard or too easy, which slows pupils' progress in learning.
- Teachers mark work frequently and pupils are told how to improve. They are given targets that support them in understanding how they can improve their attainment and accelerate their progress. Both pupils and teachers are regularly reviewing how well they are doing against their targets and updating them to move learning on.
- In an outstanding lesson in Year 3 and 4, pupils were thoroughly absorbed and excited by their reading activities. Some used a commercial programme on the computer, which fully engaged them. Others were reading with their teacher or in groups with other pupils. The teacher's highly effective questioning helped her to ascertain the high level of pupil understanding of the text. As a result, all pupils made rapid gains in their learning. However, there is not enough of this outstanding teaching in the school to raise pupil achievement further.
- While there is generally good teaching in mathematics, pupils do not get enough opportunities to use and apply their mathematical skills to real-life problem solving situations, so that more can exceed the nationally expected level of progress.
- Most teaching assistants skilfully make sure that disabled pupils and those with special educational needs, and the small number who receive additional funding through the pupil premium, make similarly good progress to other pupils.

### **The behaviour and safety of pupils are good**

- The behaviour of pupils is good. There are clear rules and teachers consistently apply the school's system of rewards and sanctions. Pupils say that there is very little disruption to their lessons and that their behaviour in the playground and in the dinner hall is good.
- The school's work to keep pupils safe and secure is good and both pupils and parents agree. Spiritual, moral, social and cultural development, with its strong emphasis on care and consideration for others, is at the heart of the school's work. As one parent commented, 'This school is like one big happy family'.
- Pupils are very aware of different forms of bullying, including cyber-bullying and racism. They say that there is no bullying. Occasionally friends fall out but pupils say they are often able to solve problems between themselves. Pupils know they can turn to adults for help and be certain that their concern will be dealt with.
- Pupils are very proud of their school. They show maturity and enjoy taking on responsibilities well. For example, the work of the playground leaders helps to produce happy and harmonious play at lunchtimes.
- Behaviour and safety are not outstanding because in the lessons that require improvement pupils are not fully engaged and therefore do not apply themselves to learning in the way that pupils do in good lessons.
- Attendance is above average. This is because pupils enjoy their lessons and because of the many exciting topics they study.

**The leadership and management are good**

- The headteacher has high expectations and aspirations for her staff and pupils. As a result, there is a purposeful, calm and safe environment in school which enables teachers and pupils to thrive and give of their best.
- Senior leaders have a clear understanding of the school's strengths and relative weaknesses. The headteacher has delegated responsibilities and enlarged the senior leadership team. She makes sure that they have the training and support to develop their leadership skills. As a result, leadership across school is good, standards are above average and teaching is good and occasionally outstanding.
- The headteacher regularly checks the quality of teaching; she clearly understands what constitutes good teaching and judges it accurately. She is clear in her feedback to teachers and checks that points for improvement are followed up. She and the governors use the management of teacher's performance effectively to hold teachers to account for the progress that pupils make. This helps to inform decisions about pay progression for staff.
- Funding to support the learning of those pupils who are known to be eligible for the pupil premium has been used to develop their literacy and numeracy skills, to purchase appropriate resources and offer pupils cultural opportunities through visits and extra-curricular activities. As a result, they make the same good progress as other pupils in the school.
- The school promotes pupils' spiritual, moral, social and cultural development very well. Through their work on topics and their links with a school in Uganda pupils learn to appreciate the music, dance, drama and art from other cultures; trips and visits to places of interest encourage pupils to discuss and explore the world. These include visits to a mosque and a Sikh Gurdwara temple or the local supermarket.
- The new primary school sports funding has been used effectively to promote competitive sports, to use coaches to develop teachers' expertise in such areas as teaching dance and gymnastics, table tennis, basketball and netball. These initiatives are contributing to the good teaching of physical education and supporting pupils' physical development and well-being.
- The school welcomes the support and advice it receives from the local authority and its school improvement adviser. They support the school well and have been engaged in helping leaders to review the quality of teaching and pupil progress.
- The improvements that have taken place in writing, which is now above average; the improved teaching in the Reception class compared to the previous inspection and the fact that girls are now doing as well as boys in mathematics, indicate the school's capacity for further improvement and its commitment to equality of opportunity.
- The opportunities for pupils to practise their skills in reading and writing are well-established through an interesting and engaging curriculum. This allows pupils to use their reading and writing skills in other subjects. However, pupils do not have enough opportunities to use and apply their mathematics skills, especially through solving real-life problems.
- **The governance of the school:**
  - The governing body offers strong support and challenge to the school and governors are regularly involved in school activities, such as visiting classrooms or reviewing pupils' progress with subject leaders. The Chair is very knowledgeable about the school and the achievement of pupils. Governors receive clear information about how the pupil-premium funding and the

primary school sports funding are allocated and are knowledgeable about their impact. The governing body has reviewed and improved its effectiveness through applying the skills of its governors to specific roles within school. This allows the governing body to have an extremely clear overview of the budget and excellent procedures to make sure that the school fulfils its statutory responsibilities for safeguarding. Governors have clear systems to check the achievement of pupils, the quality of teaching and the curriculum and arrangements to improve teachers' performance, ensuring that teachers are only rewarded for successfully meeting targets for pupils' progress.

## 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

<b>Unique reference number</b>	112697
<b>Local authority</b>	Derbyshire
<b>Inspection number</b>	431206

This inspection of the school was carried out under section 5 of the Education Act 2005.

<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	213
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Catherine Dale
<b>Headteacher</b>	Julie Cadman
<b>Date of previous school inspection</b>	19 January 2009
<b>Telephone number</b>	01246 276831
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