

Hunningley Primary School

Hunningley Lane, Barnsley, South Yorkshire, S70 3DT

Inspection dates 8–9 July 2014

Overall effectiveness	Previous inspection:	Requires improvement	3
	This inspection:	Good	2
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.

- The Executive Headteacher provides strong aspirational leadership and has been fundamental to the significant improvements made since the previous inspection.
- Attainment is rising throughout school and pupils achieve well in reading, writing and mathematics.
- Most teaching is good and some is outstanding. This is due to the strong leadership of teaching and learning.
- Pupils behave well. Classrooms are calm and orderly and most pupils work hard.
- The school's work to keep pupils safe and secure is outstanding. Pupils say they feel very safe in school and know who to turn to if they have any problems.
- The school's leadership has been significantly strengthened by its developing practice with its partner school. The school has adopted some well-established systems and procedures and has benefited from the sharing of expertise in many key areas.
- The Executive Headteacher has successfully developed the leadership skills of other leaders.
- Senior leaders and governors have a clear view of how well the school is doing. They set high expectations and give the school very clear direction for the future.
- Pupils are very proud of their school. One group of pupils agreed that: 'Hunningley is the best school in England!'

It is not yet an outstanding school because

- Teaching is not yet outstanding and most pupils do not yet make rapid progress.
- Pupils' written work in other subjects is not always as good as it is in English lessons.
- Occasionally lessons do not interest, challenge or inspire pupils to produce their very best work and reach their full potential.

Information about this inspection

- Inspectors observed 20 lessons and made several other short visits to lessons to observe teaching and learning. Nine lessons were observed jointly with senior leaders.
- Inspectors scrutinised pupils' work from every year group, observed break times and listened to pupils read.
- Meetings were held with pupils, school staff, senior leaders, members of the governing body and a representative from the local authority.
- A number of documents were examined. They included the school's own view of its own performance, records of the checks made on teaching and learning, the school improvement plan, information about pupils' progress and records relating to attendance, behaviour and safeguarding.
- Responses to the on-line questionnaire (Parent View) were too few to be available to inspectors for scrutiny.
- Inspectors analysed the 21 responses from staff to the inspection questionnaire about the school.

Inspection team

Fiona Gowers, Lead inspector

Additional Inspector

Jan Lomas

Additional Inspector

Melvyn Hemmings

Additional Inspector

Full report

Information about this school

- The school is larger than the average-sized primary school.
- Most pupils are of White British heritage.
- The proportion of pupils eligible for support through the pupil premium is much larger than that found nationally. The pupil premium is additional funding for pupils who are known to be eligible for free school meals and those who are looked after by the local authority.
- The proportion of disabled pupils and those with special educational needs supported at school action is above average. The proportion supported at school action plus or with a statement of special educational needs is broadly average.
- The school meets the government's current floor standards, which are the minimum expectations for pupils' attainment and progress in English and mathematics by the end of Year 6.
- The school has entered into a partnership with another school in the locality under the leadership of the Executive Headteacher.
- A significant number of the teaching staff and middle leaders have changed since the previous inspection. The headteacher of the school was appointed in April 2014.

What does the school need to do to improve further?

- Improve the quality of teaching from good to outstanding, so that pupils' achievement continues to improve rapidly by:
 - ensuring that lessons interest, challenge and inspire pupils always to try as hard as they can and complete work to the best of their ability
 - ensuring that pupils' written work in other subjects is of the same quality as in discrete English lessons.

Inspection judgements

The achievement of pupils is good

- At the time of the previous inspection, pupils' progress was too inconsistent. However, pupils now make better progress in every key stage because the quality of teaching has improved.
- When they start school, children's skills are below and sometimes well below those expected for their age; particularly their communication skills. Children now make good progress in the Early Years Foundation Stage, relative to their individual starting points. Over half now reach a typical level of development for their age by the time they start Year 1.
- Standards have historically been below average at Key Stage 1. However, standards are now rising. Much more is expected of the pupils and they are now helped to learn more quickly in most classes. In particular their knowledge of letters and the sounds they make has improved. In 2013 the proportion of pupils achieving the nationally expected standard matched the national level and many pupils are now doing even better than that. This is a significant improvement from the standards attained in 2012.
- In 2013 test results were broadly average at Key Stage 2 in 2013 in reading, writing and mathematics. Current data and work in pupils' books show this is still the case. This represents a trend of good achievement overall, relative to pupils' starting points.
- The teaching of reading has improved. Pupils enjoy a greater range of books to choose from. Most are enthusiastic readers and their reading comprehension skills have improved.
- There has been a clear focus on helping pupils improve the structure of their written work and this helps them systematically build on their literacy skills as they move up through the school. The quality and technical accuracy of pupils' written work have improved, particularly in discrete English lessons. However, pupils do not always apply the same care and rigour to their written work in other subjects.
- Many pupils are gaining a more thorough understanding of key mathematical concepts and calculations. They have more time to practise their mental and oral skills and to address any misunderstandings they might have.
- Discrimination is not tolerated. The school endeavours to ensure that all pupils have equal opportunities to succeed. As a result, previous gaps in pupils' learning are closing.
- Many of the most-able pupils are making better progress. More pupils are now reaching above average levels in tests and assessments.
- The school quickly identifies those pupils who are at risk of falling behind with their work and provides additional support. This means that disabled pupils and those with special educational needs do as well as other pupils in school, relative to their individual starting points.
- Pupil premium funding is used well. In 2013, test results at the end of Year 6 showed that the attainment of pupils eligible for the funding was a year behind in writing, reading and mathematics. However, most pupils throughout school, who are eligible for the additional funding, including those eligible for free school meals, make as much progress as other pupils in school and some do even better. Indeed, in many other classes the attainment gap between these two groups is much smaller.

The quality of teaching is good

- The quality of teaching is more consistent than it was at the time of the previous inspection.
- Most teaching is good and some is outstanding. A scrutiny of pupils' work and the school's own records confirm that this is typical.
- Senior leaders have established a high degree of consistency in the layout of each classroom, regarding furniture, displays and organisation of equipment. This helps ensure that pupils settle quickly when they move to a different class and helps prevent learning time being wasted, because pupils easily know where to find resources.
- In the Early Years Foundation Stage children are keen to learn and concentrate for extended

periods. They cannot wait to get started on the range of fun activities. There is a particular focus on developing children's early writing skills. Staff are working hard to develop the quality of learning activities outdoors, in particular, to ensure that they match the quality of those indoors.

- Most learning throughout school is based on what pupils need to learn next and relates to pupils' individual targets. This helps pupils learn quickly.
- The strong focus on helping pupils to continually improve their writing is paying dividends. For example, in Key Stage 1 pupils were motivated to write about the recent Yorkshire stage of the 'Tour de France' cycling race. They worked hard to extend and improve their sentences.
- Questions are carefully directed to suit pupils' different levels of ability, to check their understanding and to get them thinking hard. For example, in two highly effective Key Stage 2 mathematics lessons, the teachers skilfully teased out any misconceptions pupils had about their work and then moved them swiftly on to more difficult work as soon as they were ready.
- Many teaching assistants make a good contribution to pupils' learning both in the classroom and in group situations.
- Most work is well marked. Pupils generally have time to act upon the feedback provided and this helps them make faster progress. They learn well because they are taught to be self-critical and consider how they can improve their work. For example, a pupil in Key Stage 1 explained she had made her sentence even more interesting by adding the adjectives 'delicious' and 'beautiful', after looking at her teacher's feedback from the previous day.
- Many displays feature high quality artwork because the school invests in specialist art teaching.
- Pupils explained that: 'In most of our lessons teachers try to turn our learning into fun!' Pupils particularly enjoy lessons when their work relates to a particular theme. For example, some pupils in Key stage 2 enjoyed a range of activities about World War Two. They explored artefacts from the period to discover what it might have been like in a typical home or Anderson shelter and used computers to find out more about rationing and the blitz.
- Pupils with special educational needs or those who find learning more difficult are provided with a range of activities, which helps boost their self-esteem and address misconceptions they might have.
- Nevertheless, not all lessons interest, challenge and inspire pupils to do their very best work. Pupils do not always learn as quickly as they might and so some fail to reach the standards they are capable of.

The behaviour and safety of pupils are good

- The behaviour of pupils is good. Most pupils are very friendly and polite. Their conduct is often exemplary in the classroom and around school.
- Strategies to manage pupils' behaviour are effective because they are well understood by the pupils and consistently used by staff.
- Pupils enjoy learning and most work very hard. This is shown by the consistently well-presented work in many English and mathematics books. Many pupils rise to the clear expectations displayed on the front of their books, always to write clearly and neatly, for example. Nevertheless, some pupils do not take quite as much care when completing their work or show the same level of pride in the presentation of their work.
- Pupils carry out their roles of responsibility with maturity and care. For example, 'Buddies' explain that they help keep break times happy by 'looking out for anyone who might be a bit sad or miserable and then finding someone for them to play with'.
- Pupils feel listened to and that they have a genuine part to play in the day-to-day running of their school. For example, pupils on the School Council took part in the interviews for middle leaders in school. Other pupils asked if they could experience a whole day with their new teacher, rather than just part of a day, to help prepare them for moving on to the next class.
- The school's work to keep pupils safe and secure is outstanding. The school is a very harmonious and caring place. Pupils are confident that bullying is rare, but say any unkind

behaviour or concerns are very swiftly dealt with by adults in school.

- Pupils have a very good understanding of how to keep themselves safe and how to avoid unnecessary risk. They are very clear on the potential dangers when using social networking sites, for example.
- There is a whole-school approach to the pastoral care of pupils and this is seen as everyone's responsibility. Weekly staff meetings ensure that staff are kept very well aware of any pupils who may require a little extra support. The school has developed some extremely thorough procedures with the help of its partner school. These enable swift and early support for pupils who may find it more difficult to manage their own behaviour or who may be faced with more difficult personal circumstances, for example.
- The school has highly effective strategies to encourage good attendance and as a result, attendance has risen and is generally above average. Any pupil absences are very rigorously followed up and the vast majority of pupils avoid any unnecessary absence. Indeed, many pupils enthusiastically talked about a special school trip to the seaside at the end of term to celebrate their excellent attendance.

The leadership and management are good

- The Executive Headteacher provides excellent and visionary leadership. She has successfully fostered the leadership skills of other senior leaders. Senior leaders have a very clear long-term vision, alongside a pragmatic 'hands on' approach.
- The school has gained enormously from working with its partner school. The sharing of well-established systems and procedures, as well as leadership skills, has enabled significant gains to be made since the last inspection. This has very much developed into a two-way partnership whereby both schools now benefit from each other's strengths.
- Middle leaders have grown in confidence, often having the chance to work alongside middle leaders from the partner school. The role of the phase leader has been key in helping to ensure that the quality and consistency of teaching and learning improve in every key stage.
- Staff are very committed and hard-working. Indeed, feedback from the staff questionnaire was almost entirely positive about all aspects of the school's work.
- A careful check is kept on pupils' progress and questions are asked if any pupil is not doing as well as expected. As a result, many pupils are making better progress than previously, although not all pupils yet do as well as they might.
- Leadership of teaching and learning is strong. New staff have been introduced successfully into the school's procedures. Although still a little variable, the quality of teaching is much more consistent now. Senior and middle leaders have a clear view of the strengths and weaknesses of teaching. Coaching and support are sharply tailored to improving any weaker aspects.
- The curriculum is good and well-organised. Pupils' spiritual, moral, social and cultural development is promoted particularly well. For example, pupils reflected on what they could learn from famous people, such as Martin Luther King and Nelson Mandela, in 'Super Heroes' week.
- Sport funding has increased participation and enjoyment in sporting activities. Pupils now have more opportunities to engage in sporting activities at lunch times and after school, as well as during their regular 'Wake Up. Shake Up' sessions.
- The local authority has full confidence in the school maintaining its pace of school improvement with minimal support. Senior leaders have valued the rigour and challenge they have received from the local authority when they have asked for support to evaluate the effectiveness of its work.
- **The governance of the school:**
 - The governing body was restructured following the previous inspection. Governors' roles and responsibilities have been clarified and the school has welcomed the increased challenge from the governing body.
 - Governors on the 'School Improvement Strategy Group' have helped senior leaders develop a

very clear long-term view and have played a key role in strengthening senior leadership and the partnership with the link school. Governors were instrumental in ensuring that the new head of school had time to work alongside existing senior leaders to help maintain the pace of school improvement, for example.

- Governors have a clear view of how well pupils achieve throughout school and of the quality of teaching. They are aware of how arrangements to check the performance of staff are used to reward good teaching. They regularly evaluate the impact of their work and are now focused on keeping a sharper check on how well pupil premium pupils learn, relative to their peers.
- Governors bring a wide range of expertise in areas such as finance, human resources, education, safeguarding, as well as strong community links. They have the skills to ask both relevant and insightful questions as they check that pupils benefit from agreed actions.
- Governors ensure that safeguarding procedures meet current requirements.

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	431635

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	323
Appropriate authority	The governing body
Chair	John Markey
Headteacher	Nicola Thorpe
Date of previous school inspection	11 September 2012
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