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Mrs Jennifer Murphy
Headteacher
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Dear Mrs Murphy

Short inspection of Hunloke Park Primary School

Following my visit to the school on 17 January 2018, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to report the inspection findings. The visit was the first short inspection carried out since the school was judged to be good in February 2014.

Based on the evidence gathered during this short inspection, I have identified some priorities for improvement which I advise the school to address. In light of these priorities, the school's next inspection will be a full section 5 inspection. **There is no change to the school's current overall effectiveness grade of good as a result of this inspection.**

Following the last inspection, leaders were asked to improve the quality of teaching and to raise standards, particularly in key stage 1. Leaders provided teachers with useful training to improve the teaching of phonics. This had a swift and successful impact. Since the school was last inspected, more pupils have achieved the expected standard at the Year 1 phonics screening check each year than has been seen nationally. You have provided teachers with coaching and opportunities to learn from each other to improve their practice. This has paid dividends. Teachers use their strong subject knowledge to provide pupils with clear explanations. We saw in books and lessons that teachers provide pupils with frequent opportunities to apply their mathematical skills to real-life problem-solving situations.

Leaders astutely noticed that the proportion of children achieving a good level of development by the end of the early years has declined since the last inspection. There have been some changes to the teaching staff in the early years foundation stage. You have ensured that the quality of teaching in this class is strong and that the learning activities provided are appropriately matched to what children can already do. The new Reception teachers check carefully the progress the children are making. The proportion of children achieving a good level of development rose in 2017, so that it was above that seen nationally in 2016.

Hunloke Park is an inclusive school. In lessons we saw pupils who have special educational needs (SEN) and/or disabilities being well supported by adults so that they could learn alongside their classmates. Pupils with whom I spoke were respectful of those whose beliefs and lifestyles may be different from their own. You and your staff value the strong relationships you have with parents and carers. At the time of your appointment as headteacher, you immediately introduced an app so that communication with parents could be even better than it already was. The overwhelming majority of parents who expressed a view appreciate how approachable the staff are and how happy their children are at school.

You are also determined that the school should be at the heart of the community it serves. Pupils raise money for a local hospice and you welcome visitors into school who share their experiences and knowledge to enhance pupils' learning.

As soon as you were appointed as headteacher, you used your knowledge of the school to identify your priorities for improvement. You wasted no time in implementing several changes to daily routines and procedures. Pupils now come straight into school in the morning, rather than waiting on the playground, for example. Teachers prepare learning activities for pupils to complete as they arrive. This means that no time for learning is lost. You have changed the time of the school assembly so that pupils will be better engaged during this important part of the school day.

Your detailed analysis of assessment information has shown you that the progress pupils make in English and mathematics by the end of key stage 2 is below that seen nationally. You have looked closely to see how this can be improved. Improving the progress pupils make is a key feature of your school improvement plan.

In keeping with your drive for Hunloke to be an inclusive school, teachers considered pupils' views when they reviewed the curriculum. It is enhanced by trips and residential visits, which pupils enjoy. Teachers provide a range of sporting and musical opportunities for pupils.

The school is a calm and purposeful place in which to learn. Pupils, including those in the Reception class, engage well with their learning because teachers have established high expectations and clear routines for them. Pupils demonstrate their good manners around school when they speak with each other and with adults.

Safeguarding is effective.

Safeguarding is a high priority at Hunloke Park Primary School. Leaders ensure that pupils, staff and visitors have all the information they need to keep children safe. Posters around school, and a noticeboard prominent in the school's entrance, inform visitors of the school's procedures for safeguarding children. A poster for the charity 'ChildLine' is displayed on the library door for pupils to see. You make sure that all the appropriate vetting checks take place before staff or volunteers start working at the school.

Staff have up-to-date safeguarding training. They are clear about how to raise a concern about a pupil's safety, should one arise. Governors also receive the relevant training so that they are able to support you in this important aspect of your work.

You, and the staff, value the strong relationships that have been built with parents. You work closely with families for the safety of their children, making use of external services where this may be appropriate.

Parents who spoke to me during my visit agreed that their children are safe and well cared for at Hunloke Park. Pupils agreed. They are taught how to keep themselves safe, such as when they cycle on the road, on Bonfire Night and when they use modern technology. Pupils understand bullying in its many forms. They told me that bullying was very rare, but they were confident that an adult would deal with it successfully if it did occur.

Inspection findings

- The proportion of pupils attaining the expected standard in each of reading, writing and mathematics by the end of Year 6 in both 2016 and 2017 was above that seen nationally. More pupils achieved the higher standard in each subject in 2017 than had been the case in 2016. However, you have rightly identified that too many pupils have not been making enough progress across key stage 2 in each subject. You recognise that, with better progress, even more pupils could achieve the higher standard. You and your leadership team have analysed carefully the reasons behind this. Consequently, you have improved the way you track the progress pupils make, ensuring that interventions and additional support are better targeted and more closely monitored. It is too early to judge the impact of this work, but early indications are promising.
- You have made improving pupils' reading skills a high priority. Following a governors' monitoring visit, the library has been improved and pupils say that they enjoy the wide range of books that is available to them. Pupils come into school early after lunch three times a week to read with their 'reading buddies'. Older pupils are paired with younger pupils to listen to each other reading and share books. Pupils told me that they understand the value of this activity. As one pupil proudly explained, 'We are helping the younger ones get a better start.'
- Over the last year, leaders have introduced a new approach to the teaching of mathematics. Teachers use their strong subject knowledge effectively to explain concepts clearly. In some lessons, and as we looked at pupils' books, it was clear that teachers in key stage 2 are not reliably making effective use of assessment during lessons to move pupils on quickly enough to more difficult work. This means that the most able pupils are sometimes completing work that is easy for them.
- Over the last year, there have been several changes in the staff team. The headteacher retired in October 2017. You, having previously served as the deputy headteacher and acting headteacher, took up your permanent post as the school's new headteacher in November 2017. Several teachers are currently

taking maternity leave and temporary teachers are covering their classes. There are fewer teaching assistants. The leadership team, including the assistant headteacher, are relatively new to post. You are yet to appoint a deputy headteacher. While you have supported the leadership team in developing their skills, you have yet to establish a fully effective leadership team, with clear, long-term roles and responsibilities.

- Governors know the school well. They are supportive of the initiatives and changes you are implementing. Staff have embraced the improvements and appreciate the support you provide to enable them to improve the quality of provision at Hunloke Park. They are as determined as you are that all pupils should achieve well.

Next steps for the school

Leaders and those responsible for governance should ensure that:

- the progress that pupils, including those who are disadvantaged, make in reading, writing and mathematics across key stage 2 is accelerated
- those pupils capable of achieving the higher standard by the end of Year 6 in reading, writing and mathematics are enabled to do so
- the skills, roles and responsibilities of the leadership team are fully developed.

I am copying this letter to the chair of the governing body, the regional schools commissioner and the director of children's services for Derbyshire. This letter will be published on the Ofsted website.

Yours sincerely

Di Mullan
Her Majesty's Inspector

Information about the inspection

During this inspection, I met with you, three senior leaders and two teachers, including one who is new to the profession. I held a meeting with three governors, including the chair, and I spoke with the associate adviser from the local authority on the telephone. I also spoke with parents as they brought their children to school in the morning and with pupils informally in class. I held a more formal meeting with a small group of pupils. I considered the 50 responses to the online survey, Parent View, and the 26 responses to the staff survey. There were no responses to the pupils' survey.

Together, we visited every class to see the learning that was taking place and we looked at a sample of pupils' books from both key stage 1 and key stage 2.

I scrutinised a range of documentation, including that relating to the safeguarding of pupils. I looked closely at the school's procedures for tracking the progress pupils make. I examined the school's development plan, self-evaluation document and the report from the most recent visit from the local authority adviser. I scrutinised minutes of governors' meetings.