

Huntingtree Primary School

Huntingtree Road, Halesowen, West Midlands B63 4HY

Inspection dates

26–27 February 2019

Overall effectiveness	Good
Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Good
Outcomes for pupils	Requires improvement
Early years provision	Good
Overall effectiveness at previous inspection	Requires improvement

Summary of key findings for parents and pupils

This is a good school

- The headteacher has an ambitious vision for the school and is determined to see it succeed. Leaders, staff and pupils share his views.
- Senior leaders monitor teaching and pupils' progress carefully. They have clear, focused and relevant improvement plans.
- Children in early years are well cared for. They make a positive start in the Nursery and Reception classes and consequently make good progress across their first years in school.
- Pupils embody the school's ethos of 'Every child known, happy and learning'. They are proud to attend, and their behaviour reflects this.
- Good teaching ensures that the majority of current pupils are making good progress. Teachers' subject knowledge and their effective use of questioning ensure that learning is deepened for the majority of pupils.
- Arrangements to keep all pupils safe are effective. Robust systems and procedures are in place. Pupils are well cared for and a culture of safeguarding permeates the school.
- The governing body supports and challenges school leaders effectively. Governors have a clear understanding of difficulties faced by the school and they are determined in their actions to pursue improvements.
- The vast majority of parents are positive about all aspects of the school. They appreciate the approachability of staff and the communication they receive from the school. They say their children are happy and cared for at school.
- Attendance has risen and is now above the national average.
- The curriculum is well planned. It offers pupils a wide range of exciting, engaging learning experiences that stimulate their interest.
- Pupils are now developing a passion for reading because of the whole-school focus. Pupils' reading skills are now improving.
- In mathematics, teachers sometimes set work that does not challenge the most able pupils, or provide the level of support for those pupils who require extra help.
- Attainment in reading and mathematics is rising and moving towards the average for pupils nationally. However, attainment is not yet high enough. This is because pupils have not made enough progress in the past as a result of historic weak teaching.
- Middle leaders are enthusiastic about their areas of responsibility. They are not yet sufficiently strategic in their roles to support school improvement fully.

Full report

What does the school need to do to improve further?

- Improve the quality of teaching, learning and assessment, by:
 - building on the recent positive initiatives to raise the profile of reading across the school, so that pupils make better progress and outcomes in reading continue to improve
 - ensuring that work set by teachers in mathematics is consistently well matched to pupils' abilities, particularly the most able and those pupils who require extra support, so that outcomes in mathematics improve further.
- Improve the quality of leadership and management, by supporting middle leaders, especially those in the early stages of developing their role, to be more strategic and have a clearer understanding of assessment information and how it can be used to drive school improvement.

Inspection judgements

Effectiveness of leadership and management

Good

- The headteacher has a clear and ambitious vision for the school. This dovetails with the school's ethos of 'Every child known, happy and learning'. He is keen for the school to succeed and other leaders, staff and pupils share his vision.
- Using a range of information, leaders have self-evaluated and identified key areas for improvement. Subsequently, they have formulated a clear, detailed and relevant school development plan. Measures of success are written in a way that makes it possible to evaluate impact.
- Staff speak positively about the school and are proud to work there. They respect the leaders of the school and they feel supported. Staff particularly value the range of training opportunities that have enabled them to improve their teaching skills. Support for newly qualified teachers is effective and much appreciated.
- The curriculum is broad and balanced. There is clear evidence in pupils' books and around the school to reflect the range and quality of subjects being taught. Pupils talk confidently about the structure of the curriculum and how it is underpinned by key facts, as well as the development of skills. There are many opportunities to reinforce English skills in other subjects across the school.
- The curriculum is enriched through a range of trips, including visits to Cadbury World and a local river, which pupils speak enthusiastically about. A residential visit to the Pioneer Centre is also arranged for pupils in Year 6. A range of after-school clubs is offered, including for football and netball. These clubs are popular with the pupils.
- The school is very inclusive. The leadership of the provision for pupils with special educational needs and/or disabilities (SEND) is developing well. Identification of pupils and their particular needs is carried out in a timely manner. There is effective collaboration between school staff, parents and carers, and external agencies. Support staff play a key role in supporting pupils with SEND. The leader for this area has a good knowledge of the pupils' needs and oversees the interventions taking place.
- Middle leaders are keen to develop their work within their areas of responsibility. They are passionate about the part they play in supporting teaching and learning. They feel well supported by the senior leadership of the school. They have been instrumental in organising training for staff and they feel that the training has been useful. However, leaders who are new to the role do not have a precise understanding of the strengths and weaknesses in their respective curriculum areas in terms of how well pupils are making progress. They are not currently being supported to use assessment information to plan initiatives that can be measured in terms of their impact on pupils' achievement.
- Parents are overwhelmingly positive about all aspects of the school. They comment that their children are happy, well supported and that positive relationships exist between staff and children. Parents speak highly of the changes that have been introduced since the arrival of the headteacher.
- Leaders have identified the barriers to learning for disadvantaged pupils. Additional funding is used to ensure that these pupils are included in all aspects of school life and

they are provided with extra support with their learning, where appropriate. This year, there has been a focus on improving outcomes in reading. Expenditure of pupil premium is managed effectively and the impact of this is measured, where possible.

- Leaders make good use of the primary school physical education (PE) and sport premium. The use of a sports coach has increased the confidence and skills of pupils. Effective use of the funds enables pupils to engage in a range of sporting activities outside the normal school day. The school has recently received an award in recognition of its commitment to physical activity.
- Although the majority of pupils are making good progress in writing, pupils are not making as much progress in reading and mathematics. Leaders are aware of this and have formulated good improvement plans in order to address this.
- Provision for pupils' spiritual, moral, social and cultural development is good. Pupils can talk articulately about the differences between right and wrong and they understand the consequences of their actions. They enjoy working as a team and they respect the views of others in the school. Pupils have a developing understanding of cultures and customs that exist beyond their immediate community.

Governance of the school

- Governance is effective. Governors are clear about their responsibility to keep pupils safe and this is their highest priority. They have good systems for monitoring safeguarding in school. Governors monitor policy and practice effectively.
- Governors have a clear vision for the school, which is shared by leaders, staff and pupils alike. They are mindful of pupils' starting points and are aware that outcomes will only continue to improve as a result of a continued focus on further improving the quality of teaching and learning.
- Governors have a clear understanding of the school's current priorities and the general impact of these. They provide a good balance of support and challenge to school leaders. They use information gathered through regular visits to the school, as well as that from reports provided by leaders, to ask pertinent questions in order to bring about improvements.
- Governors know how the pupil premium is spent and the general impact this has. They are clear about how the PE and sport premium is used and the benefits this is having on improving pupils' health and fitness.

Safeguarding

- The arrangements for safeguarding are effective.
- A culture of safeguarding permeates the school. Staff are aware that safeguarding is the responsibility of everyone. They undertake regular training in relation to safeguarding and, as a result, they understand fully their roles and responsibilities. Leaders with responsibility for safeguarding have undertaken relevant training at an appropriate level to ensure that they fulfil their roles effectively.
- Detailed and accurate records are kept securely in school and timely action is taken when necessary to support vulnerable pupils. The school has clear systems in place if a

pupil makes a disclosure or an allegation. Leaders work well with external agencies to provide the appropriate level of support and intervention required to keep pupils safe.

- Procedures for the recruitment and checking of staff are accurate and updated regularly.
- Pupils report that they feel safe and can explain why this is so.

Quality of teaching, learning and assessment

Good

- Teachers have secure subject knowledge. They model language linked to mathematics and English grammar, which is mirrored by the pupils. This supports pupils when they explain their understanding of a concept in lessons.
- Throughout the school, teachers and teaching assistants use open questions effectively to encourage pupils to think, deepen learning and correct misconceptions. As a result, pupils are confident learners who are keen to improve their ability to deal with challenging tasks. They are not afraid to make mistakes.
- Teaching staff work closely together. They share their expertise in planning interesting learning experiences for pupils.
- The school recognises that the teaching of reading is its main priority. It is working successfully to raise the profile of reading across the school, implementing a range of improvement plans.
- Across the school, pupils are given opportunities to apply their writing skills in a wide range of contexts and genres. Presentation is given a high priority. There are opportunities for extended writing across the curriculum in a wide range of subjects. For example, in key stage 2, pupils wrote a newspaper report in relation to the Battle of Britain.
- In mathematics, pupils are taught a range of mathematical concepts, and pupils across the school can recall basic numeracy facts and use these in problem-solving activities. Pupils are provided with good opportunities to reason mathematically.
- In some mathematics lessons across the school, the most able pupils are not sufficiently challenged and pupils who require extra help are not supported effectively. In these instances, teachers do not plan work that meets the learning needs of these pupils. This is evident in lessons and in their work over time.
- Additional adults are used effectively across the school. They provide appropriate support, particularly to pupils with SEND. They encourage pupils to do their best.
- In most cases, teachers have high expectations of behaviour and plan exciting lessons to fully engage pupils in their learning. In these instances, pupils are focused and on task, and take responsibility for their learning and make good progress.
- Homework is set regularly to support learning, and the majority of pupils are well supported at home, particularly with reading.

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- Pupils are positive and happy at school. They are proud to attend Huntingtree Primary School and they speak fondly of their school.
- In the main, pupils' attitudes to learning are very positive and they enjoy coming to school. During the inspection, they were keen to talk to inspectors about their learning. However, in some classes, a few pupils became disengaged when teaching did not challenge them or meet their needs.
- Pupils say that they feel safe and they attribute this to the security of the site and the caring nature of the staff. Pupils have positive relationships with staff and they describe their teachers as being 'kind', 'helpful' and 'balanced'. Relationships across the school are underpinned by mutual respect.
- Generally, pupils work effectively as a team because the teachers have supported them to develop skills of collaboration. In less structured contexts, such as lunchtimes, pupils play cooperatively, engaging in a wide range of activities.
- Pupils have a clear understanding of how to keep themselves safe online. From the outset, pupils have an understanding of how to keep healthy. They talk confidently about eating a balanced diet and engaging in regular exercise.
- Pupils are keen to take on roles and responsibilities in the school and they have a growing sense of pride in relation to their roles, such as being members of the school council or the sports council.
- The breakfast club is calm and well organised. Pupils engage in a wide range of activities and enjoy attending.

Behaviour

- The behaviour of pupils is good.
- Attendance has improved and is now higher than the national average. The number of pupils who are regularly absent is reducing. The school has clear systems in place to promote good attendance and key members of staff have well-defined roles in relation to following up absence. The school has put in place a good range of initiatives to improve attendance and these are proving successful.
- Pupils are positive and they respond well to praise. They are polite and welcoming to all visitors. They are always happy to help other pupils and adults around the school.
- The vast majority of pupils know how to conduct themselves. They reflect the school's behaviour rules of 'Be Ready', 'Be Respectful' and 'Be Safe'. Pupils are calm and walk sensibly around the school.
- Pupils who struggle to make appropriate choices with their behaviour are supported in line with the school's policy, which includes graduated sanctions and restorative actions. Support from outside agencies is utilised where appropriate.

- Pupils have a clear understanding of the different types of bullying. Pupils say that when bullying does occur, staff deal with it swiftly. This view is also held by the majority of parents, who feel that staff deal with behaviour issues promptly.

Outcomes for pupils

Requires improvement

- In 2017 and 2018 at key stage 2, all groups of pupils made slow progress in reading and mathematics. As a result, levels of attainment in these curriculum areas have been below average. In the previous two years, the school was in the bottom 20% of all schools nationally for progress in reading across key stage 2.
- School assessment information and evidence in pupils' books suggest that progress is now improving in reading and mathematics across the school. As a result of this, levels of attainment are improving in these subjects and moving towards the national average.
- In 2018, progress in writing across key stage 2 improved and pupils are now working at the standards expected for their age. Current pupils take pride in their written work and presentation is of a consistently high standard across the school.
- In the majority of year groups, disadvantaged pupils are now making good progress in reading, writing and mathematics. The school is working well to diminish the difference between disadvantaged pupils and other pupils.
- There is evidence in books that pupils' literacy skills are being reinforced in other areas of the curriculum, such as history. This is consistent across all year groups and is having a positive impact on standards, particularly in writing.
- School achievement information and work in books indicate that the progress of current pupils with SEND is in line with that of pupils nationally with similar starting points. Progress is stronger in reading, which has been a whole-school focus.
- In 2017 and 2018, the proportion of pupils who reached the expected standard in the Year 1 phonics screening check was below national standards. In 2018, the proportion of pupils who reached the expected standard was significantly higher than in the previous year.
- In 2018, attainment in science at the end of key stage 2 was average. Work in books indicates that pupils are continuing to make good progress in this subject.

Early years provision

Good

- Children enter early years with skills and abilities that are broadly typical for their age. By the time they leave Reception, the proportion of children who have achieved a good level of development is close to the national average. Children in early years make good progress.
- Key staff, who are responsible for leadership, are enthusiastic, skilled and knowledgeable. Staff use assessment information effectively to plan and deliver teaching that is tailored to meet the learning needs of different groups of children.
- When children begin their learning journey in Nursery and Reception Year, they are calm, happy and ready to learn. This is a result of an effective transition process that

enables them to transfer smoothly into school from home and other settings.

- Children are busy learners and engaged in purposeful learning activities. Teaching is exciting and lessons flow seamlessly, building on previous learning. Children are developing well into independent learners. Adults use open questions appropriately to encourage children to think, guide learning, develop language skills and maximise progress. The indoor learning environment is welcoming and supports learning. The stimulating outdoor learning environment is used effectively to develop learning in different contexts.
- Children are happy, confident and keen to share their ideas with others. A positive ethos has been established within the setting. Strong relationships are evident and there is an acute sense of nurture and pastoral care. Children are very happy to talk to visitors because they feel confident that their ideas are valued.
- Links with parents are strong. The school has established good links with families, which in turn has a positive impact on children's learning. Parents are fully encouraged and supported to play a part in their child's development.
- Safeguarding arrangements in early years are effective. Children feel safe and secure. Relevant staff hold paediatric first-aid certificates and they follow safeguarding procedures with the same rigour as the rest of the school. Welfare requirements in early years are met.

School details

Unique reference number	103802
Local authority	Dudley
Inspection number	10052853

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 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	440
Appropriate authority	The governing body
Chair	Kester Roper
Headteacher	James Harrold
Telephone number	01384 818650
Website	www.huntingtree.dudley.sch.uk
Email address	info@huntingtree.dudley.sch.uk
Date of previous inspection	22–23 June 2016

Information about this school

- Huntingtree Primary School is larger than the average-sized primary school.
- The school has Nursery provision, providing morning and afternoon places.
- Pupils are predominantly from a White British background.
- The proportion of disadvantaged pupils supported by the pupil premium is average.
- The proportion of pupils who speak English as an additional language is in line with the national average.
- The proportion of pupils with SEND is in line with the national average. The proportion of pupils who have an education, health and care plan is below average.
- The school has a breakfast club and an after-school club. This provision is managed by the governing body.

Information about this inspection

- The inspectors held meetings with the headteacher and other key leaders. The lead inspector spoke with two members of the governing body, including the chair. The lead inspector met with a representative from the local authority.
- The inspectors made visits to classrooms on both days of the inspection. Some of these visits were with the headteacher and other senior leaders.
- The inspectors scrutinised a wide selection of pupils' books from different subjects. This was carried out during visits to classrooms and in a formal work scrutiny of pupils' books.
- The inspectors spoke to pupils formally and informally. Two separate groups of pupils each met with an inspector to discuss a range of issues. Another group of pupils accompanied an inspector on a walk around the school. A number of pupils read to the inspectors. The inspectors observed behaviour in classrooms, in corridors, in the hall at lunchtime and outside on the playground.
- One inspector attended an assembly.
- One inspector visited the breakfast club.
- Two inspectors talked to parents before school. The lead inspector also considered the 43 responses to Ofsted's online questionnaire, Parent View.
- The lead inspector considered the 27 responses to the staff questionnaire.
- Various school documents were scrutinised, including the school's self-evaluation, the school development plan, records of monitoring and minutes of governing body meetings. Information about pupils' progress, behaviour, attendance and safety was also analysed and discussed with a number of leaders.
- Documents relating to safeguarding were checked and the lead inspector looked at published information on the school's website.

Inspection team

Wayne Simner, lead inspector	Ofsted Inspector
Michael Appleby	Ofsted Inspector
Gill Turner	Ofsted Inspector

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In the report, 'disadvantaged pupils' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route. www.gov.uk/pupil-premium-information-for-schools-and-alternative-provision-settings.

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