

Inspection of Hungerford Primary School

Fairview Road, Hungerford, Berkshire RG17 0BT

Inspection dates: 21–22 January 2020

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Early years provision **Good**

Previous inspection grade Good

What is it like to attend this school?

Pupils enjoy the wide range of subjects that they study, with music and sport being especially popular. They say they like school because they feel their ideas are heard. Pupils assured us that everyone is treated fairly at Hungerford.

Pupils benefit from a wide range of experiences to support their learning. They enthusiastically told me about their trip to a Victorian school and how strict school had been in those days, stating they would much rather attend Hungerford. Leaders have high expectations for their pupils, making sure that pupils' interests and talents are encouraged. During the inspection, Year 6 pupils sang at the National Exhibition Centre in Birmingham, performing alongside thousands of other children.

Pupils feel safe in school. They respect the one school rule – 'Be kind' – when learning and playing together. Pupils behave well in lessons, at playtime and when moving around the school. Strong pastoral care supports the social and emotional needs of the pupils well. This has sharply reduced the number of fixed-term exclusions. Pupils told us that bullying is rare and they are confident that it is dealt with. Pupils get the support from adults that they need to sort out any friendship issues.

What does the school do well and what does it need to do better?

Leaders think carefully about what they want pupils to learn and remember. Some subjects, such as reading, mathematics and computing, are well planned. Teachers present information clearly. They know exactly what they must teach. For example, in computing, pupils acquire knowledge about spreadsheets step by step. They learn how to format cells and add formulas.

In other subjects, leaders have not thought enough about what pupils should learn and when. For example, in history, individual teachers choose elements of what pupils will study, rather than following agreed plans. This means that, sometimes, teachers do not know what pupils have already learned so cannot build on prior knowledge. Occasionally, the foundation subject curriculum is not demanding enough to make the most able pupils think deeply.

There is a sharp focus on ensuring that pupils learn to read. Following some poor results, leaders have introduced a phonics programme which teachers follow carefully. Staff are well trained to deliver these lessons, exhibiting strong subject knowledge. I saw children in the early years confidently using the sounds they have learned to write full sentences. Leaders have ensured that pupils' reading books match closely to the sounds that pupils know. Teachers keep a close check on pupils' progress in phonics. They know who finds reading difficult and give these pupils extra help. Pupils who have not learned how to read well enough in the past receive tailored support. This is helping them catch up. Pupils enjoy reading and their comprehension skills are developing well. They especially enjoy listening to stories. I

visited a Year 3 class that was enthralled by a Michael Morpurgo novel. A pupil told me, 'Our teacher is really good at reading stories.'

Children in the early years are happy, busy and creative. Leaders have a clear understanding of what and how they want children to learn. Teachers provide a wide range of engaging and exciting activities. Children develop their early language and number skills well. Adults are skilled at stimulating children's curiosity and imagination. They encourage children to solve problems. For example, during the inspection, children were busy making homes for the three little pigs. Children were helping each other to adapt brick houses to make them more secure.

Teachers know how to successfully adapt the curriculum to meet the needs of pupils with special educational needs and/or disabilities (SEND). Pupils with SEND learn well and are fully engaged. Leaders ensure that pupils with SEND and disadvantaged pupils have access to everything the school has to offer, including clubs and holiday schemes. However, some disadvantaged pupils miss out on key learning because their absence rates are too high.

Behaviour in lessons is mainly positive. Relationships are warm and supportive. Occasionally, some pupils' attention wanders, but teachers spot this and quickly refocus them.

Leaders ensure that pupils have opportunities to help others. Pupils are currently raising money to help provide children in Ethiopia with school stationery. Hungerford pupils show others great respect and have a passion to be kind. Pupils know how to be healthy. The school council has had much success in ensuring that any snacks eaten during the school day are wholesome. Teachers notice and point out when pupils are being effective learners, for example by persevering in a task. Pupils say they love it when this is spotted as it raises their self-esteem.

Safeguarding

The arrangements for safeguarding are effective.

Staff are vigilant. Leaders keep detailed records and act swiftly when they need to. They work closely with social care to ensure that pupils get the right support. Vulnerable pupils are well cared for.

Leaders make sure that all pre-employment checks are in place. Staff training on how to listen to pupils and report a concern is thorough. However, leaders and governors have not ensured that staff understand the possible range of local and national risks that pupils may face. For example, staff could not explain the dangers of county lines activity on the criminal exploitation of children.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Leaders ensure that pupils are safe in school. However, staff do not fully understand the latest government guidance. They are not fully alert to all the possible risks that a child may face. Leaders need to ensure that a well-planned safeguarding training programme is in place.
- Leaders have not given enough thought to the precise content and sequencing in some foundation subjects, including what they want the most able pupils to learn and remember. This means that, sometimes, pupils do not learn as well as they could. It is clear from leaders' actions that they are working on this. For this reason, the transition arrangement has been applied in this case. Leaders need to continue to ensure that they sequence content logically so that pupils' knowledge and skills build well over time.
- Disadvantaged pupils do not attend school regularly enough. This means that too many disadvantaged pupils miss important learning. Leaders need to improve their systems to ensure that all pupils attend school regularly.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use Ofsted Parent View information when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

You can search for [published performance information](#) about the school.

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.

School details

Unique reference number	109816
Local authority	West Berkshire
Inspection number	10122221
Type of school	Primary
School category	Community
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	357
Appropriate authority	The governing body
Chair of governing body	Alan Mollison
Headteacher	David Mayer
Website	www.hungerfordprimaryschool.co.uk
Date of previous inspection	19–20 May 2016, under section 5 of the Education Act 2005

Information about this school

- The current headteacher took up his post in September 2017.

Information about this inspection

We carried out this inspection under section 5 of the Education Act 2005.

- As part of this inspection, we held meetings with the headteacher, the deputy headteacher and the assistant headteacher, who is also the special educational needs coordinator. We also met with the leader responsible for the early years.
- We did deep dives in reading, mathematics, computing, history and art. These subjects were considered closely to evaluate the quality of education. This involved speaking to subject leaders, teachers and pupils. We also visited lessons and looked at a range of pupils' work and leaders' planning, as well as hearing some pupils read.
- We spoke to some pupils informally on the playground and at lunchtime. We also met with groups of pupils to discuss behaviour, learning and school life.

- I met with the chair of the governing body and three additional governors. I spoke to a representative from the local authority on the telephone. We also held discussions with teachers and support staff.
- We scrutinised a range of school documentation, including the school's own evaluation, improvement plans and records about behaviour, exclusions and attendance.
- To inspect safeguarding, we met with the school's designated safeguarding leader, spoke to staff, governors and pupils, checked recruitment procedures and looked at safeguarding records and policies.
- We spoke to parents and carers during the inspection and considered the 39 responses to Ofsted's Parent View questionnaire, including 17 free-text comments. In addition, we considered 29 responses to Ofsted's online questionnaire for staff and 36 responses to Ofsted's online pupil questionnaire.

Inspection team

Lea Hannam, lead inspector	Ofsted Inspector
Paul Shaughnessy	Ofsted Inspector
Chris Donovan	Ofsted Inspector

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