

Inspection of Hunningley Primary Academy

Hunningley Lane, Barnsley, South Yorkshire S70 3DT

Inspection dates: 21 and 22 March 2023

Overall effectiveness

Outstanding

The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Early years provision

Outstanding

Previous inspection grade

Good under section 8 of the Education Act 2005

What is it like to attend this school?

Leaders have ensured that every member of staff has the highest aspiration for every child at this school. There is an exceptional level of care and consideration given to ensuring that pupils feel safe and are ready to learn. Staff are relentless in making sure that all pupils achieve well through the planned curriculum, including those pupils with special educational needs and/or disabilities (SEND). This ambition is reflected in every part of school life.

The behaviour of pupils is exemplary. Pupils' expectations of themselves are high. From the earliest stages of their education, teachers teach pupils how to be ready to learn. Pupils' behaviour in school rarely falls short of the high expectations modelled by staff.

Pupils access a rich variety of opportunities and extra-curricular experiences. Pupils' lives are enriched by the range of exciting sports, educational visits, and clubs. Pupils can participate at the start of the school day, during lunch and after school.

Relationships between staff and pupils are extremely positive and built on a foundation of respect. This creates a sense of physical and emotional safety for pupils in which they thrive. Class meetings start each day in every year group. Pupils say that they like this time. It allows them to share their thoughts, feelings and any worries before they start their learning. Pupils are kind, courteous and polite. Bullying is exceptionally rare. Pupils are confident that if it did happen, adults in school would help to sort it out.

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

Leaders have constructed a curriculum for all pupils that is highly ambitious. There is absolute precision in what pupils will learn, from Nursery to Year Six. Teachers make deliberate links across subjects to help pupils remember the essential knowledge that they have been taught. Pupils talk enthusiastically, and in detail, about what they have learned. The quality and care of work produced by pupils across curriculum subject areas is exceptional.

There is a strong culture of inclusivity at this school. Leaders consider the needs of pupils with SEND in every aspect of school life. Pupils with SEND are supported by adults to access the curriculum in every subject. They are given the right amount of support at the right time. This allows them to work in an inclusive environment alongside their peers and to experience success. The work developed by leaders in school to support pupils with SEND is exceptional.

Leaders have ensured that reading is taught through a logical and sequenced approach. The youngest pupils in school have a very strong start to their reading journey. Highly skilled adults teach them with precision. The reading programme for

these youngest pupils ensures that, from the earliest stages of learning to read, they quickly become fluent readers. Leaders' relentless focus on the teaching of reading continues for the older pupils. The reading journey from early years to the end of Year Six is meticulously planned. Leaders are resolute in the fact that pupils will become confident and fluent readers by the time that they leave school.

In the early years, like the rest of school, there are no barriers to children's achievement. The curriculum gives the children the skills, attitudes and knowledge to be successful in their learning now and in the future. Children in the early years show high levels of concentration when they are playing and when they are working with adults. Learning activities are well chosen so that children can access the planned curriculum. Adults skilfully support children in their learning. They encourage children to talk and use new words.

Pupils receive an exceptional offer around their personal and character development. This is carefully woven through the curriculum and strategically considered by leaders. Pupils take part in debates and discussions around philosophy. Pupils learn about, and show respect for, the different world faiths and a variety of cultures. Pupils advocate for individuals' rights and equality. They know it is wrong to treat others unfairly.

The school has a clear and deliberate approach to the teaching of careers education from early years to Year Six. This work makes links to the curriculum that pupils will receive in secondary school. Pupils have a true sense of aspiration for their future.

Pupils have opportunities to be leaders at a classroom and whole-school level. They seize these opportunities with great enthusiasm and pride. Pupils at this school want to make a difference to their community and the wider world.

Parents speak highly of the school and the support that they receive. Leaders alongside the pastoral team go to great lengths to provide for and meet the needs of this community. Their work is commendable.

Trustees and governors are highly effective in their leadership role. They share the same desire to give pupils the very best life opportunities and high-quality education. Social context is not seen as a barrier, but a challenge to overcome.

Safeguarding

The arrangements for safeguarding are effective.

Leaders have created a strong culture of safeguarding across school. They understand the challenges of the families and the community that they serve. Leaders ensure that staff are trained on a wide range of safeguarding issues. Staff know how to identify concerns around pupil safety and how to report these in a timely way. Leaders are tenacious in ensuring that any actions to support pupils and families are followed up and that pupils are getting the support that they need.

Pupils are taught how to be aware of the safety risks online, as well as in their lives outside of school. The ethos of care at the school ensures that pupils feel confident to share any worries or concerns with trusted adults.

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 information from Ofsted Parent View 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.

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	144037
Local authority	Barnsley
Inspection number	10240606
Type of school	Primary
School category	Academy converter
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	412
Appropriate authority	Board of trustees
Chair of trust	Richard Greenhalgh
Principal	Catherine Horton-Hale
Website	www.hunningley.org.uk
Date of previous inspection	9 to 10 November 2021, under section 8 of the Education Act 2005

Information about this school

- This school is part of United Learning Trust.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- Inspectors discussed any continued impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors carried out deep dives in these subjects: early reading, mathematics, geography, science and physical education. For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- During the inspection, inspectors had formal meetings with the principal, vice principal, senior leaders, special educational needs leader, subject leaders, governors, teachers and pupils. Inspectors also talked with representatives from the local governing body and United Learning Trust.

- The views of parents and staff that were received through Ofsted’s surveys were considered. Inspectors also spoke with some parents at the beginning of the school day.
- Inspectors observed pupils’ behaviour in lessons and around the school site. Additionally, inspectors spoke to pupils to discuss their views about the school.
- Inspectors reviewed the arrangements for safeguarding by scrutinising safeguarding records, speaking with staff and through discussions with pupils.

Inspection team

Sarah Gordon, lead inspector	His Majesty’s Inspector
Liam Colclough	His Majesty’s Inspector
Lynn George	Ofsted Inspector
Richard Jones	His Majesty’s Inspector

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