

Inspection of a good school: Hucknall National Church of England Primary School

Montague Road, Hucknall, Nottingham, Nottinghamshire NG15 7DU

Inspection dates:

27 and 28 June 2023

Outcome

Hucknall National Church of England Primary School continues to be a good school.

What is it like to attend this school?

Pupils thrive at Hucknall National. Pupils and adults exemplify the school's Christian values. They have caring and respectful relationships. Pupils behave well and trust adults to help them with any problems they might have.

Pupils are well prepared for the next stage in their education. As one parent said: 'The staff have a genuine desire to see pupils be the best they can be.' Leaders and teachers have high aspirations for all pupils, including pupils with special educational needs and/or disabilities (SEND). Pupils work hard in lessons and achieve well.

All pupils are taught a broad and balanced curriculum. Most curriculum subjects are clearly planned. In some of the foundation subjects, the curriculum is not as precisely planned. Pupils speak enthusiastically about the many trips and experiences that help their learning.

Leaders place great emphasis on pupils' wider development. Pupils enjoy a variety of extra-curricular clubs and activities, including football, choir and dodgeball. Every child has the opportunity to play an instrument and learn to read music. Pupils have responsibilities, including as members of the pupil parliament and as sports ambassadors. Pupils know how to be a good citizen and are celebrated as being a 'Hucknall Hero'.

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

Leaders have designed an ambitious curriculum for pupils. Leaders have considered the needs of all pupils, including children in early years and pupils with SEND. Leaders have embraced the rich history and culture of the school's location in their curriculum plans. Pupils benefit from trips and experiences that enhance the curriculum.

Leaders have set out what they want pupils to learn by the end of each year group and in each subject. In most subjects, leaders have identified the most important knowledge that pupils must learn and the order in which learning should take place. Pupils remember the intended curriculum well. However, in a small number of subjects, leaders have not yet fully considered the knowledge that pupils need to be successful. In these subjects, teachers are not as clear about what they need to teach, and when. This slows down the progress that some pupils make in these subjects.

Leaders have made reading a high priority. Staff promote a love of reading throughout the school. Pupils know the importance of reading. They are motivated to read because the school library is attractive and full of great books. They like the rewards they receive for reading. Pupils also enjoy the high-quality texts used in lessons. In the early years and key stage one, teachers expertly deliver phonics lessons. Pupils practise their reading often with books matched to the sounds that they know. Every pupil gets the right support to become a confident reader.

Pupils enjoy their mathematics lessons. Staff have strong subject knowledge. Teachers know precisely what pupils need to learn, including important vocabulary. Teachers question pupils to check their understanding. They plan activities that help pupils to practise what they have been taught in order to secure understanding. Pupils achieve well in mathematics.

In most subjects, teachers regularly review what pupils know and can do. Pupils' mistakes are identified quickly. Teachers put in place additional support for pupils who have gaps in their understanding. This support is effective. However, in some subjects where key knowledge has not been precisely identified, the checks that teachers make are not as useful.

Leaders and staff know pupils well. Systems to identify pupils with SEND are effective. Staff receive the training they need to meet the needs of pupils with SEND. Pupils with SEND are well supported in lessons. Leaders ensure that they work alongside their peers and access the same broad curriculum.

Pupils behave well. They exemplify the school's values. They are well mannered, kind and respectful. Disruptions to learning are rare. Pupils have extensive opportunities to develop their leadership skills. Pupil parliament members and key stage one buddies support the younger pupils and develop character. Leaders plan many educational visits and experiences to enrich the curriculum and support pupils' wider development. For example, a local pilgrimage supports well-being and pupils' spiritual development.

Governors and trust leaders know the school well. They fulfil their statutory responsibilities. Leaders show high levels of care for staff well-being. Staff say that the school is well led. They appreciate the support they receive from leaders.

Leaders enjoy the benefits of working within a trust. They value working collaboratively to develop the curriculum and provision for pupils with SEND. Most parents are positive about their child's experience at school.

Safeguarding

The arrangements for safeguarding are effective.

Leaders and governors have created a strong culture of safeguarding. Leaders have established clear systems to keep pupils safe. Governors and members of the trust make regular checks to ensure that these systems are working well. Leaders regularly monitor a wide range of information to ensure that the right actions have been taken in response to concerns raised. Leaders ensure that families get the help they need. They seek advice from external agencies when required.

Pupils trust the adults in school and know who to talk to if they have concerns. They learn how to keep themselves safe online.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some subjects, leaders have not broken down the most important knowledge that they want pupils to know into precise small steps. In these subjects, teachers are not as clear about what pupils are required to know and remember. Leaders should ensure that the long-term aims of the curriculum are broken down into small steps and that these are used by teachers to deliver effective lessons.
- In some foundation subjects, teachers do not check what children know and can do. As a result, they cannot identify where pupils may have gaps in their learning. Leaders must ensure that teachers use assessment effectively in all subjects to inform future planning and teaching.

Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the first ungraded inspection since we judged the predecessor school, Hucknall National Church of England (VA) Primary School, to be good in July 2016.

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	147827
Local authority	Nottinghamshire County Council
Inspection number	10268453
Type of school	Primary
School category	Academy converter
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	410
Appropriate authority	Board of trustees
Chair of trust	Philip Blinston
Headteacher	Sarah Barratt
Website	www.nationalprimary.co.uk
Date of previous inspection	Not previously inspected

Information about this school

- Hucknall National Church of England School is a school with a Christian ethos. The school's last Statutory Inspection of Anglican and Methodist Schools inspection took place in May 2016.
- Hucknall National Church of England Primary School converted to become an academy school in September 2020. When its predecessor school, Hucknall National Church of England (VA) Primary School, was last inspected by Ofsted, it was judged to be good overall.
- The school joined the Diocese of Southwell and Nottingham Multi-Academy Trust in September 2020.
- The school does not use any alternative provision.

Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with leaders and has taken that into account in her evaluation of the school.

- The inspector carried out deep dives in reading, mathematics and history. For each deep dive, the inspector discussed the curriculum with subject leaders, visited lessons, spoke to teachers and pupils and looked at samples of pupils' work.
- To check the quality of safeguarding, the inspector met with safeguarding leaders, reviewed the school's single central record and spoke with staff to check how well they understood their safeguarding responsibilities.
- The inspector held meetings with the headteacher and other senior leaders. A meeting was held with three members of the governing body, including the chair of governors, and with a representative from the trust.
- The responses to Ofsted's surveys for parents, pupils and staff were considered.

Inspection team

Kate Mann, lead inspector

Ofsted Inspector

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