

Inspection of Hunton and Arrathorne Community Primary School

South View, Hunton, Bedale, North Yorkshire DL8 1QB

Inspection dates: 12 and 13 September 2023

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Good
Early years provision	Outstanding
Previous inspection grade	Good

What is it like to attend this school?

Pupils thrive at this school. They benefit from a variety of wider opportunities to develop their characters through 'Hunton 21', a series of rich, diverse experiences for all pupils to have before they leave primary school. The school inspires pupils to contribute to their local community through fundraising and by sending every home in the village a Christmas card. Pupils learn more about the world around them through 'Tuesday Newsday' and inclusive assemblies, which deepens their understanding of protected characteristics.

Behaviour is excellent. Pupils treat each other, staff and visitors with high levels of respect. Bullying is not an issue. Children in the early years learn the routines of school and conduct themselves exceptionally well. Pupils live out the school motto of 'care, aspire, excel'.

Pupils achieve well in this school. Leaders have embedded a broad and ambitious curriculum. There is a well-established reading culture. Pupils are keen to contribute in lessons. Those pupils with special educational needs and/or disabilities (SEND) achieve well. Children in the early years benefit from an excellent curriculum.

Leaders have prioritised pupils' learning about equality, morality and British values. As a result, pupils talk articulately about making their school, village and world a better place.

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

Children in the early years benefit from a carefully planned and resourced indoor and outdoor environment. Staff know the children exceptionally well. Children's interests are skilfully woven into the curriculum to enhance their engagement and learning. The school ensures that the early years curriculum prepares children well for what they will learn in subsequent years. Children are highly motivated and engage with all activities. They listen, take turns and play together harmoniously. Adults prioritise modelling positive social and communication skills for children.

Reading is a priority in this school. Children begin learning to read upon starting Reception. Most pupils learn to read quickly and fluently. Pupils who struggle are supported with timely interventions. The school inspires a love of reading for pupils. Pupils enjoy daily story time with their class teacher. They talk passionately about the books that they have read and shared. Pupils' love of reading is encouraged through exciting book corners, author visits and access to a wide variety of texts. The school has carefully chosen books to develop pupils' characters and their understanding of the diverse world around them.

Pupils achieve well across the curriculum, including those with SEND. The school has ensured that the curriculum sets out the precise knowledge, skills and vocabulary that pupils need to know. The school has prioritised the inclusion of subject-specific

vocabulary in the classroom. Pupils begin most lessons with a vocabulary recap. In science lessons, pupils wear science shirts on which they can write important vocabulary to remember. In the early years, vocabulary prompts and questioning sheets develop children's communication and language. Pupils talk about their learning with confidence.

The school has clear systems to ensure that teachers know exactly what to teach and when. All teachers understand what pupils have learned before and what will come next. Pupils have well-considered opportunities to revisit their prior knowledge across subjects. Lessons are well structured to help pupils secure their learning. However, occasionally, some activities do not help pupils connect and deepen their knowledge in the way that leaders intend. Teachers use a range of assessments to check what pupils know and can do. Some of these assessments do not closely match the intended curriculum. As a result, in some subjects, the school does not spot misconceptions or gaps in pupils' knowledge as quickly as it could.

Behaviour in school is exemplary. A well-established behaviour system means that pupils understand what is expected of them. The school recognises and celebrates positive behaviour at all times. As a result, there is a calm and purposeful atmosphere. Pupils are proud to be part of the school. They treat each other well.

Personal development in this school is exceptional. Leaders have woven opportunities for character development into every part of the school. The school inspires pupils to be proud of where they are from. Staff cultivate pupils' appreciation of, and curiosity about, the wider world. There is a range of leadership opportunities available to pupils. They talk enthusiastically about their roles as well-being warriors, reading ambassadors, team captains, school councillors and as members of the eco-committee.

Leaders are ambitious for all pupils in the school. They know pupils well and strive to give them opportunities to flourish. Governors are committed to the leadership of the school. Their regular visits contribute to the improvement journey of the school. Governors have an accurate picture of the school and share leaders' vision. Leaders work collaboratively with stakeholders to support staff, develop practice for pupils with SEND and create wider opportunities for pupils.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Some assessment systems are not focused tightly on the intended curriculum. As a result, in some lessons, misconceptions and gaps in knowledge are not addressed quickly enough. The school should review how checks are made to

ensure that pupils have learned and remembered the intended knowledge identified in the curriculum.

- There are some inconsistencies in teachers' subject expertise and pedagogical choices. As a result, there are missed opportunities to deepen pupils' knowledge in lessons. Leaders should ensure that teachers receive training to develop their practice and subject-specific knowledge.

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' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	121302
Local authority	North Yorkshire
Inspection number	10290075
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	78
Appropriate authority	The governing body
Chair of governing body	Patrick Barber
Headteacher	Samuel Donaldson
Website	www.huntonarrathorne.n-yorks.sch.uk
Date of previous inspection	15 March 2018, under section 8 of the Education Act 2005

Information about this school

- The school provides a breakfast club and after-school childcare.
- The school currently uses no alternative provision.

Information about this inspection

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

Inspections are a point-in-time judgement about the quality of a school's education provision.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors spoke to senior leaders, including members of the governing body and the local authority school improvement partner.

- Inspectors carried out deep dives in early reading, mathematics and geography. For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to staff, spoke to some pupils about their learning and looked at samples of pupils' work.
- Inspectors also spoke to leaders about pupils' learning in some other subjects.
- Inspectors listened to a range of pupils read from different year groups.
- Inspectors checked the arrangements for safeguarding, including looking at the single central record, behaviour logs, and attendance and safeguarding records.
- Inspectors also spoke to leaders, teachers, governors, and pupils about safeguarding.
- Inspectors met with the special educational needs and disabilities coordinator, spoke to pupils with SEND and reviewed plans to support these pupils. They visited lessons to see how pupils with SEND are supported.
- Inspectors visited the early years provision to check safeguarding arrangements and discuss the learning with children and leaders.
- Inspectors observed behaviour at the start of the day, at lunchtimes and in lessons.
- Inspectors analysed the responses to Ofsted's pupil survey and staff survey. They reviewed responses to the online questionnaire, Ofsted Parent View, including free-text responses.

Inspection team

Georgina Chinaka, lead inspector

His Majesty's Inspector

Jo Heaton

Ofsted Inspector

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