

# Inspection of a good school: Hunsley Primary

Bluebird Way, Brough HU15 1XB

Inspection dates:

22 and 23 November 2023

## **Outcome**

Hunsley Primary continues to be a good school.

The headteacher of this school is Lucy Hudson. This school is part of The Education Alliance, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Jonny Uttley, and overseen by a board of trustees, chaired by Karen Dow.

## **What is it like to attend this school?**

Pupils are sociable and friendly at Hunsley Primary. They greet visitors with a smile and a warm welcome. Leaders have created a positive culture for attendance. Pupils' attendance is high. They enjoy coming to school.

The school has high expectations for pupils' learning and behaviour. Pupils benefit from an ambitious curriculum. Adults build nurturing relationships with pupils. Pupils know who they can go to when they have a concern or a worry. They are safe. Parents and carers comment positively on the care their children receive. One parent said, 'The teaching team genuinely care about the pupils, their learning and well-being.'

Pupils behave well around school and in lessons. They have positive attitudes towards their learning. Pupils listen to their teachers and respond quickly to instructions. This begins in the early years, where children follow a clear set of routines.

Pupils know how to keep themselves safe online and in their local community. Pupils take on responsibilities, including well-being ambassadors, eco-warriors and sports leaders. They are proud of these roles and other pupils know how they make a difference to the school. Many pupils participate in a wide range of extra-curricular activities. These include sporting, dance and choir clubs. Pupils follow their interests and develop their talents. Parents appreciate the range of events on offer for their children.

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

The school's curriculum is ambitious for all pupils, including those with special educational needs and/or disabilities (SEND). It has been carefully planned from Reception Year through to the end of key stage 2. The curriculum identifies the key knowledge that pupils should learn and in what order they should learn it. Across subjects, knowledge is taught clearly. Teachers provide exciting and engaging activities in lessons. The school has effective systems in place to identify the additional needs of pupils with SEND. These needs are well-understood by adults, who provide pupils with effective support. Parents of children with SEND value the communication with school and the support that their children receive.

In phonics and mathematics, teachers regularly check how well pupils are learning the intended curriculum. Pupils build on their prior learning. They build up secure and detailed knowledge over time. For example, in Years 5 and 6, pupils remember the times tables up to 12. Teachers use assessment well to identify gaps in pupils' learning in areas such as reading and mathematics. However, strategies for checking pupils' knowledge in the wider curriculum are less well developed. This means that it is not always clear what pupils need to learn next or where they have gaps in their learning.

The phonics and early reading curriculum are taught by well-trained, experienced staff. Children in Reception learn phonics as soon as they start school. Pupils build up their phonics knowledge quickly and effectively. Pupils get the support they need to catch up well. Books are well matched to the sounds pupils are learning. Staff support pupils to apply their phonics knowledge to read texts accurately and with understanding.

The school is a calm and purposeful place to learn. Pupils engage well with adults right from the early years. Pupils understand that being 'good to be green' helps them to behave sensibly. They celebrate with their friends when they earn their place on the blue or purple board. Pupils enjoy earning rewards for their sticker chart. At social times, pupils enjoy the range of activities on offer to them in the playground. They move around the school site with care.

The school provides a wealth of activities to support pupils' wider development. Regular development days expand pupils' knowledge of the world around them. As a school within a new housing development, leaders are keen to develop a sense of community. Pupils engage with activities in the local area. This includes collecting for a food bank with the nearby care home, opening the local supermarket with a member of the Olympic team and helping to plant pumpkins at the 'Brough in Bloom' event. Through their actions and conduct, pupils demonstrate some of the fundamental British values. For example, they have a clear understanding of equality and respect. However, fundamental British values are not taught explicitly enough to ensure that pupils fully understand them.

Leaders promote well-being for all staff, with a dedicated senior leadership post for this responsibility. Staff are appreciative of the steps taken by leaders to reduce workload. Those with curriculum and leadership responsibilities value the time they are given to develop their roles.

Leaders at all levels are proud of the journey of the school. They are committed to establishing the school within the growing community. Governance is strong. The local governing body and board of trustees have the necessary training and experience to support and challenge the work of the school.

## **Safeguarding**

The arrangements for safeguarding are effective.

## **What does the school need to do to improve?**

### **(Information for the school and appropriate authority)**

- In some subjects, the school's systems to check what pupils have learned are not fully developed. This means that the school does not have a secure understanding of how well pupils are learning important knowledge and skills. The school should continue to enhance how it checks how well pupils are learning the intended curriculum.
- The school does not teach fundamental British values with sufficient clarity. This means that pupils' understanding of British values is underdeveloped. The school should take further action to teach these values more clearly and to deepen pupils' understanding in this area.

## **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 school to be good in July 2018.

## **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 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

<b>Unique reference number</b>	142119
<b>Local authority</b>	East Riding of Yorkshire
<b>Inspection number</b>	10290289
<b>Type of school</b>	Primary
<b>School category</b>	Academy free school
<b>Age range of pupils</b>	4 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	201
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	Karen Dow
<b>CEO of the trust</b>	Jonny Uttley
<b>Headteacher</b>	Lucy Hudson
<b>Website</b>	<a href="http://www.hunsleyprimary.org.uk">www.hunsleyprimary.org.uk</a>
<b>Dates of previous inspection</b>	3 and 4 July 2018, under section 5 of the Education Act 2005

## Information about this school

- The school is part of The Education Alliance multi-academy trust.
- The school does not use alternative provision.

## Information about this inspection

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. The inspector discussed the impact of the pandemic with the school and has taken that into account in this evaluation of the school.
- The inspector met with the headteacher, the CEO and the Special Educational Needs Co-ordinator.
- The inspector met with the chair of the board of trustees and the chair of the governing body.

- The inspector carried out deep dives in early reading, mathematics and PE. For each deep dive, the inspector held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work. The inspector heard pupils read to a familiar adult.
- The inspector observed pupils' behaviour in lessons, around the school, at playtime and at lunchtime. The inspector spoke with pupils about their views of the school and their learning, behaviour and safety.
- To evaluate the effectiveness of safeguarding, the inspector: reviewed the single central record of recruitment checks; met with the designated safeguarding leads; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- The inspector considered responses to Ofsted's online questionnaire for staff and pupils and Ofsted's online survey for parents and carers, Ofsted Parent View, including comments received via the free-text facility. The inspector also talked to parents in the school playground.

### **Inspection team**

Nicola Beaumont, lead inspector

His Majesty's Inspector

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at <http://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2023