

# Inspection of Hunmanby Primary School

Priest Close, Hunmanby, Filey, North Yorkshire YO14 0QH

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Inspection dates: 30 April and 1 May 2024

**Overall effectiveness** **Good**

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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 are proud of their school. They are safe and happy. Pupils know the school's golden rules and follow them. Pupils are kind and respectful to each other. All staff have high expectations of pupil's behaviour, so classrooms are calm places for pupils of all ages to learn.

Leaders are ambitious and set high expectations for what pupils can achieve, including those who have special educational needs and/or disabilities (SEND). Pupils have positive attitudes to their learning because they find their lessons exciting and fun. This motivates them and helps them to achieve well.

Pupils enjoy a selection of clubs, such as chess and gymnastics. An amateur radio club gives pupils confidence and allows them to speak to people in different countries. Pupils excitedly told inspectors how they had managed to contact people in Madrid.

The school encourages pupils to take on extra responsibilities. Prefects enjoy keeping their friends safe by supervising them during breaktimes. School council members talk with pride of fundraising to improve the school library. Pupils have a 'voice' and know their opinions matter.

Leaders prioritise pupils' well-being. Winnie, the well-being dog, is a welcome addition to the school team. Pupils say she helps them to stay calm and makes them happy.

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

The school's curriculum is broad and ambitious. The key knowledge and skills that pupils should know are broken down in well-ordered steps from the early years to Year 6. However, recent improvements to the curriculum have not had enough time to impact on the outcomes in mathematics for pupils at the end of key stage 2 in 2023. As a result, the published data for those pupils does not reflect how well current pupils are learning.

Reading is a high priority for the school. The school library is a welcoming and well-stocked space. The reading shed provides pupils with a cosy place to enjoy a book at breaktime.

All adults have received the training they need to teach early reading well. Pupils who need extra help with their reading are supported to catch up. In the early years, children are introduced to many different stories and rhymes as soon as they start school. Reading lessons happen every day. Adults help children to develop their language skills as they learn through play. Teachers make regular checks on the sounds pupils are learning. They use this information carefully to match the books to the sounds pupils have learned. However, in other subjects, such as science,

assessment is not used accurately enough. Pupils are moved on too quickly and this results in gaps in their learning.

Hunmanby Primary is an inclusive school. In each subject, leaders have provided clear guidance for teachers to help them adapt the curriculum and support pupils with SEND. Detailed pupil support plans set out the strategies teachers should use for individual pupils. In most subjects, the help given to pupils with SEND allows them to learn the curriculum alongside their classmates and achieve well. However, this approach is recent and remains inconsistent.

The mathematics curriculum is well planned. Teachers regularly recap on previous learning and this helps pupils to remember what they have been taught. The school is working with a local mathematics hub to help them improve the curriculum further. Adults in the early years provide lots of opportunities for children to practise their mathematical skills and vocabulary. Inspectors saw children throwing beanbags into numbered hoops and calculating the total. Other children demonstrated a good understanding of mathematical vocabulary relating to shapes as they built structures, with the help of an adult.

Pupils are very respectful of different cultures, beliefs and religions. Through assemblies and personal, social and health education (PSHE) lessons, pupils learn about the importance of protected characteristics. In Year 6, pupils could talk knowledgeably about racial inequality after their unit on Maafa history. Pupils learn about the importance of staying healthy, both physically and mentally. Regular mindfulness lessons and 'happy breathing' help them to be calm and focus on their learning. Older pupils have an age-appropriate understanding of healthy relationships.

The school has set clear targets for pupils' attendance. A small number of pupils do not attend school as regularly as they should. The school's approach to improving attendance for these pupils is starting to have a positive impact and attendance is improving.

Governors have a detailed understanding of the school and its priorities. They make regular visits to meet with staff and check on curriculum developments. However, the information governors receive from the school is not always detailed enough for them to check on the impact of leaders' actions sufficiently.

Teachers say that leaders are supportive and approachable. They value the way leaders consult with them when changes are made. Staff are proud to work at 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, assessment is not used accurately enough to check what pupils know and understand. As a result, some pupils are moved on too quickly and this results in gaps in their learning. The school should review the way that teachers use assessment information to ensure that pupils' misunderstandings are addressed before moving on to new learning.
- The support provided to pupils with SEND is inconsistent. Consequently, in some subjects, the curriculum is harder for these pupils to access. The school should ensure that the curriculum adaptations they have identified for pupils with SEND are in place by using support plans consistently in all subjects.
- The reports that the school provides to governors do not give them enough detailed information. Governors do not have all the information they need to check fully on the impact of the school's actions. The school should improve the information that is shared with the governing body so that governors have the detail they need to support them in their monitoring.

## 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

<b>Unique reference number</b>	121451
<b>Local authority</b>	North Yorkshire
<b>Inspection number</b>	10297316
<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	2 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	242
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Jill Tiffany
<b>Headteacher</b>	Conrad Fox
<b>Website</b>	<a href="http://www.hunmanbyprimary.co.uk">www.hunmanbyprimary.co.uk</a>
<b>Date of previous inspection</b>	6 November 2018, under section 8 of the Education Act 2005

## Information about this school

- The school does not use alternative provision.
- The school has an on-site nursery that caters for two-year-old children. It is managed by the school.
- The proportion of pupils in receipt of an education, health and care plan is above national averages.

## 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.

- To evaluate the effectiveness of safeguarding, the inspectors: reviewed the single central record; 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.
- Inspectors carried out deep dives in the following subjects: early reading, mathematics, science and history. Inspectors held discussions with curriculum leaders, visited lessons, spoke to pupils and teachers and looked at pupils' work.
- The lead inspector listened to pupils reading to a familiar adult.
- Inspectors spoke with the headteacher, the deputy headteacher and other school leaders.
- The lead inspector met with a group of governors, including the chair of the governing body. The lead inspector also met with the local authority senior education adviser.
- Inspectors met with leaders who are responsible for behaviour and attendance, early years, pupils with SEND and PSHE.
- Inspectors met with a selection of pupils to talk about their wider experiences of school. Inspectors also observed pupils' behaviour at lunchtime and in lessons.
- Inspectors took account of the responses to Ofsted's online survey for pupils and staff.
- Inspectors met with a selection of parents and carers at the start of the school day. The lead inspector held a telephone conversation with a parent to hear their views. Inspectors took account of the responses to Ofsted Parent View. This included a review of the free-text responses.

### **Inspection team**

Chris Pearce, lead inspector

Ofsted Inspector

Stu Mills

Ofsted Inspector

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