



# Hunloke Park Primary School

## Inspection Report

**Unique Reference Number** 112697  
**LEA** DERBYSHIRE LEA  
**Inspection number** 278996  
**Inspection dates** 2 February 2006 to 3 February 2006  
**Reporting inspector** Mr. Geof Timms LI

This inspection was carried out under section 5 of the Education Act 2005.

<b>Type of school</b>	Primary	<b>School address</b>	Lodge Drive
<b>School category</b>	Community		S42 6PT
<b>Age range of pupils</b>	4 to 11		
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01246276831
<b>Number on roll</b>	223	<b>Fax number</b>	-
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	Mr.Trevor Durham
<b>Date of previous inspection</b>	Not applicable	<b>Headteacher</b>	Mr. Richard Felton

<b>Age group</b> 4 to 11	<b>Inspection dates</b> 2 February 2006 - 3 February 2006	<b>Inspection number</b> 278996
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## Introduction

The inspection was carried out by two Additional Inspectors.

## Description of the school

Hunloke Park Primary School serves the village of Wingerworth and the surrounding area. The school is of broadly average size for a school of this type and most children come from average social and economic backgrounds. The number eligible for free school meals is below average. Most children are from White British backgrounds and a small proportion of children are from other minority ethnic backgrounds, two of whom are at an early stage of learning English. The proportion of children with special educational needs is above average. The attainment on entry of most children is broadly typical for their age.

## Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## **Overall effectiveness of the school**

### **Grade: 2**

Hunloke Park is an effective school which provides children with a good education, good levels of care, and good personal and social development. It is well led and the improvement since the last inspection has been good, especially with regard to provision in information and communication technology (ICT) and improving the day-to-day assessment of children's work. The role of subject leaders has also improved but still requires further development if they are to be fully effective in spreading good practice and raising standards further. The planning does not always make useful links between subjects thus providing better opportunities for children to use their skills in a variety of situations. Even so, the teaching is good throughout the school, and effective in supporting children's learning. This helps prepare them well for their secondary education. The inspection findings agree with the school's self-evaluation. Standards are good. Most children make good progress and achieve well. The school buildings require some significant improvement and classrooms are small. However, teachers work hard to minimise any shortcomings. The provision in the Foundation Stage (Reception class) is good and the children have access to very good indoor accommodation and resources. However, they do not have access to a secure and interesting outdoor area. The provision for children with special educational needs is good and helps them make good progress. The staff cater well for a range of needs and the school is very inclusive. Children who start school with very little English are well supported and helped to make good progress. The improvements made since the last inspection, as well as the current provision, indicate that the school has a good capacity to improve further in the future. Overall the school gives good value for money.

### **What the school should do to improve further**

- Improve the planning of cross curricular links, particularly in literacy, numeracy and ICT. - Develop further the roles of subject leaders to ensure they share good practice and raise standards further. - Seek to provide a suitable and secure outdoor area for the Foundation Stage.

## **Achievement and standards**

### **Grade: 2**

The majority of the children achieve good standards, and make good progress during their time at the school. Attainment on entry to the school is broadly in line with that expected but there are a number of children who have less well developed early reading, writing and calculating skills. Their physical development is often good, as are their personal and social skills. They make good progress in the Reception class and the majority reach the expected levels by the end of the year. The standards achieved in the national tests for Years 2 and 6 in 2005 were above average. A particular strength in the Year 2 tests was the children's writing and this is evident in the quality of the current work in Year 3. The progress made by children from Year 2 to Year 6 was

significantly above average overall in mathematics. It was average in English and science. The value added to children's attainment has improved steadily over the last three years. Standards achieved in the Year 6 tests were good overall, but few children reached the higher levels. The current Year 6 children are on target to attain higher standards than those of last year. The targets set for achievement are sufficiently challenging and the developing assessment procedures are beginning to help staff focus on children who are not making enough progress. The standards in ICT are broadly satisfactory and have improved since the last inspection. In assembly, children sing well and play a range of instruments to a good standard. The few children at an early stage of learning English make good progress. The wide range of children with special educational needs achieve well, especially when they get extra support.

## **Personal development and well-being**

### **Grade: 2**

Children's personal development is good. They enjoy school, are confident, feel valued and have positive attitudes towards learning. Attendance is good. Children behave well and are keen to take on roles of responsibility such as 'playground pals'. They appreciate the opportunities they have to work together in lessons, as members of the school orchestra or when playing team sports. Children know how to keep themselves safe and have a good understanding of how to lead a healthy lifestyle. They develop good literacy and numeracy skills that contribute positively to their future in the world of work. Through their fundraising activities for charity and their musical performances they make a good contribution to the local and wider community. They develop a good awareness of the needs of others less fortunate than themselves. Children's spiritual, moral, social and cultural development is good. Children are regularly consulted about the work of the school. They listen carefully to, and respect each others' views.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

The quality of teaching and learning is good. An analysis of children's work shows that they are often set sufficiently challenging and interesting work. The marking and day-to-day assessment has improved since the last inspection and the best practice helps children become more aware of how well they are doing and what they need to do to improve further. The improved ICT resources, such as the interactive whiteboards, are being used well to enliven and support the most effective teaching, and teachers are improving the opportunities found for children to use computers on a regular basis. Teachers have good subject knowledge and are able to impart understanding in an interesting way. A major strength of the teaching is the way the relationships between teachers and children, and between children, build on the whole school ethos of care and support. The children and parents explain that they like the teachers and appreciate the time and effort they put into activities. In lessons, children are normally on task

and attentive, and respond well to the teaching. This results in good learning, and children who are enthusiastic and willing to attempt new things. In the best lessons, there are good opportunities for children to explain their ideas to each other and this helps consolidate their learning very effectively. However, teachers do not always make clear to children what they are expected to learn and this means there are times when children are unclear about the purpose of tasks. The teaching in the Reception class is good but the lack of an appropriate outdoor area makes it more difficult to plan for children to develop their independence, or to create a full curriculum for their physical, creative and other areas of learning.

## **Curriculum and other activities**

### **Grade: 2**

The school provides a broad curriculum that is enriched by a good range of after school activities. Children value highly the opportunities they have to play sport, learn to play musical instruments and go on visits. Older children are particularly enthusiastic about going on their residential visit because of the new activities they will experience. Participation in these activities is good and contributes well to children's personal and social development and their health and well-being. Curriculum planning is good overall and helps to secure good standards. Children's learning is particularly good when links between subjects are made. While this is evident throughout the school it is not systematically planned for and so some learning opportunities are missed. In the reception class, the lack of a secure outdoor learning space reduces the opportunities for learning that can be provided for the youngest children. Children with physical and learning difficulties are provided with good support. This enables these children to take a full part in the life of the school and achieve their personal learning targets.

## **Care, guidance and support**

### **Grade: 2**

The school takes good care of its children. Procedures to ensure children's health and safety are well established and consistently applied by all staff. Children feel valued and in this supportive environment develop into confident, caring and happy individuals. Relationships throughout the school are positive. Children trust and respect the adults in the school and are confident that they are helped to achieve well. Teachers make good use of the assessment information to guide and support children. Children work hard to achieve the challenging targets set for them. The school works productively with parents and outside agencies to ensure children who need specific additional support achieve as well as other children. The school works constructively with local pre-school settings and the secondary school to ensure children transfer smoothly into the school and on to the next stage of their education.

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## Leadership and management

### Grade: 2

The leadership and management are good. The school is well led by a very popular and able headteacher. He has created a very positive and inclusive ethos in the school, and developed very positive relationships between children and adults, and established very effective links with parents. Although there have been changes to the subject leadership since the last inspection, this remains an area for improvement, as leaders do not have sufficient time for monitoring and evaluating their subjects, or for auditing and budgeting resource needs. Other improvements since the last inspection have been good and the majority of the issues raised have been addressed. The school is good at evaluating its strengths and weaknesses, and the self-evaluation is honest and accurate. This creates good conditions for further improvement. The views of parents and children all feed into this self-evaluation, although often in an informal way. The school improvement plan contains appropriate priorities but lacks sufficient detail about specific actions which will lead to improvement. The school has developed pupil-tracking systems and information gathered is now being analysed more closely by the assessment co-ordinator to enable staff to identify weaknesses and areas of underachievement as well as areas of strength. The school has a good commitment to equal opportunities. The governing body is effective and provides the school with sufficient challenge and support. Governors are aware of the major strengths and weaknesses, and of ways the school can improve further in the future. The current headteacher is due to retire shortly and a new headteacher has been appointed. The school is managing this change very effectively to ensure it is smoothly and efficiently carried out.

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## Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	<b>School Overall</b>	<b>16-19</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	2	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	2	NA
The effectiveness of the school's self-evaluation	2	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

### Achievement and standards

<b>How well do learners achieve?</b>	2	NA
The standards <sup>1</sup> reached by learners	2	NA
How well learners make progress, taking account of any significant variations between groups of learners	2	NA
How well learners with learning difficulties and disabilities make progress	2	NA

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	2	NA
The attendance of learners	2	NA
How well learners enjoy their education	2	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	2	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	2	NA

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	2	NA
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	2	NA
<b>How well are learners cared for, guided and supported?</b>	2	NA

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	2	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2	NA
How effectively and efficiently resources are deployed to achieve value for money	2	NA
The extent to which governors and other supervisory boards discharge their responsibilities	2	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

<b>The extent to which schools enable learners to be healthy</b>	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
<b>The extent to which providers ensure that learners stay safe</b>	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
<b>The extent to which learners make a positive contribution</b>	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
<b>The extent to which schools enable learners to achieve economic well-being</b>	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

### **Text from letter to pupils explaining the findings of the inspection**

Thank you for welcoming us to your school when we visited. We enjoyed visiting your lessons and the assemblies where we thought you sang and played instruments really well. We particularly enjoyed talking with you, and you told us a lot about the things you like doing at school. This letter is to tell you about some of the important things we saw during our visit. Your parents are very happy with your school, and you told us you are very happy there as well. You have told us that you like the way teachers give up their time to run clubs and trips, that they provide you with work that is interesting and they help you if you find it difficult. Mr Felton, the teachers and other adults all look after and care for you very well. They encourage you to be healthy and to stay safe, and are working very hard to ensure that you learn new things and to make the school even better in the future. You behave very well in lessons and in the playground, and this helps the teachers teach you. The school helps you get good test results and this helps prepare you well for secondary school. Your teachers are keen to make the school even better for you. To do this we think they need to try and develop a good outside play area for the Reception class. They also need to make better links between subjects so you can use skills you have learned in one lesson to help you in others. Teachers also need to improve the way they help and support each other in some subjects. You are very lucky to be at such a good, friendly school. Keep working hard and enjoy your time at Hunloke Park School!