

Hunningley Primary School

Inspection report

Unique Reference Number	106614
Local Authority	Barnsley
Inspection number	287562
Inspection dates	16–17 May 2007
Reporting inspector	James Kilner HMI

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

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number on roll	
School	293
Appropriate authority	The governing body
Chair	Mr Steve Redford
Headteacher	Mr Robert Bowley
Date of previous school inspection	22 October 2001
School address	Hunningley Lane Barnsley South Yorkshire S70 3DT
Telephone number	01226 284867
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Age group	3–11
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Introduction

The inspection was carried out by one of Her Majesty's Inspectors and two Additional Inspectors.

Description of the school

Hunningley Primary School is situated in the Kendray area of Barnsley and serves a community which has high levels of social and economic deprivation. The percentage of pupils known to be eligible for free school meals is well above the national average. Pupil mobility is relatively high. The number of pupils from minority ethnic communities is very low, although recently the school has begun to admit an increasing number of pupils at the early stages of learning English. The proportion of pupils identified as having learning difficulties and/or disabilities is in line with the national average but the proportion of those with statements of special educational need is above average. The nature of pupils' special needs includes both moderate and severe learning difficulties. A recently built Children's Centre shares the school campus but is managed independently of the school. The school has achieved the Bronze Healthy Schools Award.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

Hunningley Primary School provides a satisfactory quality of education and gives satisfactory value for money. As a result of recently implemented monitoring and strategic action planning, the leadership team have been effective in halting a stubborn legacy of low attainment so that standards are now about average and improving. This is particularly so in Key Stage 2, where pupils are on target to meet challenging targets in 2007.

Prior to starting school, many children benefit from their attendance at the Children's Centre on the school campus. Children enter the Nursery class with skills that are below those expected for their age, particularly in relation to personal and emotional development and language skills. During their time in the Foundation Stage, pupils make good progress as a result of the nurturing environment, the opportunities given to encourage independence and a strong focus on the development of language and literacy skills. Nevertheless, by the end of Reception class, the attainment of most children is still slightly below that expected for children of that age and some have continuing difficulty with reading and writing.

The leadership team works unstintingly to rigorously monitor information on individual pupils' progress. As a result, they have successfully tackled deep-seated weaknesses in teaching and learning which has been the root cause of low levels of achievement and standards. This, together with support from the local authority through the intensifying support programme (ISP), is steering the school towards greater success. There are positive signs of improvement across the school so that overall standards are now about average, but not as high in English than they are in other subjects. Teaching and learning are satisfactory overall with some examples of good and even outstanding practice. However, the range in the quality of teaching is too wide resulting in rates of achievement for pupils also varying from barely satisfactory to good.

The curriculum is satisfactory with exciting opportunities for pupils to engage in activities outside of lessons. However, the opportunity for pupils to use key skills learnt in English, mathematics and science are not sufficiently developed in other subjects.

The school's strengths are in the care it provides for its pupils and their personal development and well-being. Behaviour is good both in lessons and around school and pupils benefit from a wide range of extra-curricular activities which encourage them to keep healthy. There is great support from parents for the work of the school: the majority value the care shown to their children. Improvement since the last inspection has been satisfactory. Governors and the leadership team are well placed to ensure that the school continues to advance at the current rate. The school has a good capacity to improve.

What the school should do to improve further

A small proportion of the schools whose overall effectiveness is judged satisfactory but which have areas of underperformance will receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

In order to raise standards, particularly in English.

- Ensure that the quality of teaching and learning is consistently good or better.
- Make better use of assessment information to match work to pupils' differing needs.
- Make sure pupils are given opportunities to use the key skills they learn in English, mathematics and science in all subjects.

Achievement and standards

Grade: 3

For some time, standards in the school have been below average at the end of Year 2 and just below average in Year 6. However, because of improvements made to the quality of teaching, standards are now rising and pupils are achieving satisfactorily.

The good rates of progress established in the Foundation Stage are not maintained in Key Stage 1. Progress here is satisfactory and few pupils achieve higher than the expected levels of attainment. Achievement in Key Stage 2 is also satisfactory. Pupils throughout Key Stage 2 are working at levels in line with those expected for their age. In Year 6, where the rate of progress accelerates rapidly, a significant number of pupils are expected to reach, and in some cases exceed, their challenging targets for 2007.

Children with learning difficulties and/or disabilities receive good support and make satisfactory progress.

Personal development and well-being

Grade: 2

Pupils' personal development and well-being are good. Well coordinated spiritual, moral, social and cultural studies both instruct and promote attitudes that impact positively on pupils' behaviour, which is now good. There are no longer permanent exclusions in the school as all pupils adhere to the 'Golden Rules' behaviour policy. Achievements are frequently celebrated so that pupils are proud of one another and of their school. Children recently arrived to the country are welcomed by the pupils who learn much about their new classmates' cultures, for example, supporting one child through their Eid-ul-Fitr fast.

Pupils are encouraged to develop healthy eating habits from their earliest days in the school. Many older pupils speak of the impact the school has had on their eating habits out of school. There are many opportunities, both in and out of school time, for them to be actively engaged in a wide range of sporting and artistic activities. A popular and highly energetic breakfast football club is well supported by both girls and boys. Pupils adopt safe practices. Younger children develop an awareness of the traffic dangers they face daily both on the road and railway. They are trained in good 'kerb-craft' and safety awareness. Older school councillors even accept responsibility for undertaking health and safety assessments round the school with a governor.

Most pupils enjoy their education, although some do not always concentrate in those lessons which fail to motivate. The school works hard to improve pupils' attendance which has risen steadily over the last four years and is now satisfactory. Pupils make a good contribution to school life and beyond. Some volunteer as 'buddies' in the playground, an initiative that has ensured trouble-free and enjoyable recreational times. Pupils speak of their appreciation of being in an environment free from bullying. Others run successful charitable appeals such as collecting shoes for African children.

Good work habits are formed at school. Pupils cooperate well together. When given the opportunity they are willing to accept responsibility for others and pupils in Year 5 and Year 6 take responsibility for keeping a check on their own progress. Many are also experiencing what it is to save their money for the future through a well supported banking initiative, the 'First

Savers' Club. The school instils in pupils the personal qualities needed for their next stage of education but still has yet to develop the academic skills of all pupils as effectively.

Quality of provision

Teaching and learning

Grade: 3

Teaching and learning are satisfactory overall with examples of some good and outstanding practice. All classrooms are calm and purposeful places because behaviour is well managed and teachers encourage positive relationships. Many teachers set a suitable atmosphere, created by soft music and aesthetic displays of pupils' work. Whilst many teachers confidently build on pupils' increasing readiness to learn, this is not consistent. It is successfully achieved in the Foundation Stage and in some Key Stage 2 classes, most notably in Year 6. Where this is the case, the intended learning is often broken down to provide work at differing levels and tasks are interesting. As one older boy accurately put it, 'Learning is fun'. Better lessons are enhanced through the teacher's considered use of language and their encouragement to pupils to speak and listen to one another as they explore their ideas. For example, in a history lesson, pupils in role as archaeologists were interviewed by peers whilst others used cameras to film the event. Older pupils are more routinely given opportunities to appraise their own and each other's work, to celebrate success and to identify future improvements. In this way, pupils not only practise key skills but use them in ways that make them think. The result is that, most notably in Year 6, the progress made by pupils accelerates dramatically.

Teaching elsewhere, but particularly in Key Stage 1, is not as adventurous. Here, teaching is sound but can lack inspiration for some learners, especially the higher attainers. As a result tasks are mundane and although pupils continue to acquire key skills these are not always put to good enough use and there is an over-reliance on prepared work sheets. Whilst opportunities to talk are offered to pupils, they are not as skilled in listening; as a result they miss the opportunity to share in the learning of their peers. Equally, on occasion, teachers' presentations to pupils are too long, leaving little opportunity for extended work and activities so that some pupils lose concentration. Weaker teaching is also exemplified by low level tasks for some more able pupils; the wealth of assessment information on pupils' progress is not consistently used in planning lessons that challenge the thinking of the higher attaining pupils in Key Stage 1.

Curriculum and other activities

Grade: 3

The curriculum is satisfactory. A thorough programme for pupils' personal development boosts their confidence and self-esteem. A wide range of well-attended sports clubs helps pupils lead an active life. The curriculum in the Foundation Stage is interesting. Most key skills, especially talk, are woven into everyday learning and a good balance is achieved between learning indoors and outdoors. In Key Stages 1 and 2, a suitable emphasis is given to literacy, numeracy and computing skills, but the wider curriculum isn't always used well enough to apply these thoughtfully. There are some examples of pupils writing in interesting and exciting ways in subjects such as history. However, too much factual writing and worksheets restrict the opportunities for pupils to be imaginative and, in subjects such as science, to be investigative. The school uses a good range of trips and visitors to broaden pupils' horizons but does not always make the most of the potential these have for pupils to gain academically, for example, in writing creatively.

Care, guidance and support

Grade: 2

The care, guidance and support of pupils are good. Teachers are well trained in child protection issues. Risk assessments are thorough and regularly updated. In the Foundation Stage, provision is good and there is a very high level of care and support. The school has developed a very structured programme, across a number of subjects, to deliver an integrated package of personal development that caters for the wide and varied needs of its pupils. Health and safety are well promoted: pupils develop an awareness of the benefits and dangers of drugs, as well as the problems that can be caused by alcohol and tobacco. More able pupils in Key Stage 2 benefit from working together. The support for those with learning difficulties and/or disabilities and for those with behavioural difficulties is good. A skilled workforce of classroom assistants and support workers is effective in promoting the learning of those requiring additional help.

Parents appreciate the level of care the school provides for their children. Strong links to the Children's Centre ensure smooth transition from home to school and effective transfer arrangements are in place as pupils make their journey through school. New arrivals are welcomed and supported well. The school ensures there are sufficient translators and dual language signs to ensure good communication with parents and children recently arrived in the country. Well-established assessment procedures enable individual targets to be regularly updated in reading, writing and mathematics, although not all teachers use these as effectively as they could to improve pupils' achievement. Older pupils particularly are aware of, and refer to, their targets. In Year 6, pupils are confident enough to set and monitor their own targets in consultation with their teacher.

Leadership and management

Grade: 3

Leadership and management are satisfactory. Under the sensitive leadership of the headteacher all staff work hard to provide a safe, caring and nurturing environment in which pupils learn. Self-evaluation is sound and largely accurate although, occasionally, it lacks sufficiently measurable success criteria linked to the school's main priority, to raise pupils' attainment. The recently appointed deputy headteacher ensures that the management of the school concentrates on raising attainment.

Through a developing programme of classroom monitoring, the headteacher has a clear view on strengths and weaknesses in teaching. In those classes where steps have been taken to improve teaching it is now good. The headteacher has been instrumental in developing the role of the leadership team in monitoring key aspects of the school. Most notable has been the recent formation of management teams designed to ensure the focus for the work of the school is closely aligned to the 'Every Child Matters' outcomes. This is proving effective in eradicating the history of underachievement through clearly targeted intervention and support. Further monitoring of provision for pupils with learning difficulties and/or disabilities is also ensuring that all support is more closely matched to need.

The school is currently part of the ISP and, with guidance from the local authority team, is implementing strategic action in order to raise attainment. Governors meet their statutory obligations in areas such as finance and health and safety. In areas where they are confident, they play an effective part. They are sufficiently involved in strategic planning and monitoring

the effectiveness of the school in respect to achievement and standards, although this has been a recent innovation.

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Annex A

Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	3
How well does the school work in partnership with others to promote learners' well-being?	2
The quality and standards in the Foundation Stage	2
The effectiveness of the school's self-evaluation	3
The capacity to make any necessary improvements	2
Effective steps have been taken to promote improvement since the last inspection	Yes

Achievement and standards

How well do learners achieve?	3
The standards ¹ reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	3
How well learners with learning difficulties and disabilities make progress	3

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2
The extent of learners' spiritual, moral, social and cultural development	2
The behaviour of learners	2
The attendance of learners	3
How well learners enjoy their education	2
The extent to which learners adopt safe practices	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	3

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	3
How well do the curriculum and other activities meet the range of needs and interests of learners?	3
How well are learners cared for, guided and supported?	2

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

Annex A

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3
How effectively performance is monitored, evaluated and improved to meet challenging targets	3
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
The extent to which governors and other supervisory boards discharge their responsibilities	3
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Text from letter to pupils explaining the findings of the inspection

First of all, a big thank you for the warm welcome you gave my team of inspectors and me when we visited your school this week. Many of you took the time to come and speak with us and tell us how much you enjoy your school. We were particularly impressed with those of you who had been asked to meet with us. You certainly made sure we knew how proud you are to attend Hunningley Primary School.

Here are some of the things we found out about your school.

- All your teachers, helpers and support workers care a great deal for you.
- You feel safe in school and like the way playground buddies and staff make sure bullies will not be tolerated in your school.
- The standards that you reach are getting better.
- You behave really well and get along with one another.
- You are ready to learn as soon as you enter the classroom at the start of lessons.

Here are the ways we think your school can improve.

- Your teachers already work extremely hard for you, and we have asked that they work just as hard in different ways to make sure that all your lessons are good so that everybody does as well as they can.
- There is a lot of information about how well you are doing in school and we want this to be used more often when teachers plan your lessons so that all of you reach your full potential.
- We have asked the school to make sure that you use the skills you learn in English, mathematics and science in all the subjects you study.

You can help to achieve these by making sure you remember your targets and continuing to do the best you can. You might be able to think of other ways you can help; we know you have some really good ideas.

Thank you again for our welcome, we hope you continue to do well at your school.