



Hunsbury Park Primary School

Inspection Report

Unique Reference Number 121952
Local Authority Northamptonshire
Inspection number 292272
Inspection dates 21–22 November 2006
Reporting inspector Marion Wallace

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

Type of school	Primary	School address	Dayrell Road
School category	Community		Camp Hill
Age range of pupils	4–11		Northampton NN4 9RR
Gender of pupils	Mixed	Telephone number	01604 761566
Number on roll (school)	328	Fax number	01604 769657
Appropriate authority	The governing body	Chair	Tony Shanahan
		Headteacher	Gail Barnshaw
Date of previous school inspection	8 May 2006		

Age group 4–11	Inspection dates 21–22 November 2006	Inspection number 292272
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Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

Hunsbury Park Primary is an average sized primary school. The majority of pupils are White British with just under one fifth from minority ethnic backgrounds. Some of this minority speak English as an additional language but none are at the early stages of learning English. The proportion of pupils with learning difficulties and disabilities is above average and the proportion entitled to free school meals is below average. During and prior to the inspection the school experienced some disruption from significant building work to extend the school site. In the last two years the school was reorganised from a lower to a primary school. Reception and Year 1 are taught in mixed classes.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

Overall effectiveness is satisfactory. Pupils enjoy school and have a positive attitude to their work because the school is a caring community that values and respects all individuals. This view is supported by both parents and pupils. 'My favourite thing about the school is the teachers, they are all very caring,' said a Year 6 pupil.

Attainment on entry is below average. Children in the Foundation Stage and Year 1 experience a good curriculum and are well taught and consequently they make good progress working towards the expected goals. Standards remain below average as pupils progress through the school and achievement is satisfactory. Pupils who have learning difficulties and disabilities make the same progress as their peers. Preparation for future economic well-being is satisfactory; whilst pupils develop good personal qualities and social skills, progress in the basic skills of literacy and numeracy is satisfactory.

The pupils' overall satisfactory progress in Years 2 to 6 is the result of satisfactory teaching across classes. Some good lessons were observed during the inspection, but not enough to enable all pupils to achieve consistently good levels. Teachers are well organised and plan interesting lessons but expectations of what pupils can do and how quickly they achieve tasks are not always sufficiently high to ensure pupils make maximum gains in their learning, especially in English and mathematics. In the Foundation Stage and Year 1 however, pupils make good progress because teaching and learning are good

Pupils' personal development is good. They all learn to adopt healthy lifestyles because there is a strong focus on this aspect. The learning mentor makes a significant contribution to personal development; pupils know she is always available to help them sort out any problems. They say they all feel safe and their views are valued. The school council is proactive in reflecting and acting upon pupils' views. Care, guidance and welfare are satisfactory. Pupils experience a good level of care but procedures to ensure academic progress is maintained are satisfactory. The curriculum is satisfactory; specialist teaching enriches learning for older pupils but the curriculum needs a sharper focus to ensure all needs are fully met, especially in English and mathematics. There are limited opportunities for pupils to use writing in other subjects.

Leadership and management are satisfactory. The headteacher and deputy headteacher have been very successful in minimising disruption caused by the extensive building works and the school reorganisation. They have a sound understanding of the strengths and weaknesses of the school. There has been a strong emphasis on establishing a sense of community and positive ethos for the new school. The focus to raise achievement to good and to ensure good improvement in English and mathematics, however, is not yet sharp enough. The school has made satisfactory progress since the last inspection and has satisfactory capacity to improve.

What the school should do to improve further

- Raise achievement and standards in English and mathematics.

- Introduce more rigorous monitoring to ensure that the quality of teaching and learning is consistently good, and clarify the pace, challenge and expectation needed to ensure all pupils make good gains in their learning.
- Provide more opportunities for pupils to develop their writing skills across the curriculum.

Achievement and standards

Grade: 3

Children enter Reception with below average standards and their speaking, listening and social skills are at a particularly low level. Activities are well planned and teachers intervene and challenge children well in the mixed age classes. They enjoy what is offered, respond to the clear expectations and consequently make rapid progress, especially in their personal, social and emotional development. Achievement is satisfactory in Year 2; pupils are still below average in reading, writing and mathematics by the end of the year. The use of 'talking partners' is helping to improve speaking skills but greater challenge and expectation is needed to ensure good progress in writing, reading and mathematics.

Pupils make satisfactory progress in Years 2 to 6 where standards are below average. The current 2006 cohort has a significant number of pupils with special educational needs and this was a similar picture in 2005. Pupils with learning difficulties and disabilities make sound progress towards their individual targets in lessons and small groups, improving specific skills. Standards in information and communication technology have improved since the last inspection as a result of better resources and specialist teaching for older pupils.

Personal development and well-being

Grade: 2

Pupils' personal development, including their spiritual, moral, social and cultural development is good. The popular 'Values' lessons successfully promote pupils' spiritual and moral development. Social development is good; members of the school council take their responsibilities seriously. In lessons, pupils confidently and sensibly express opinions. Teachers have high expectations of behaviour and attitudes; consequently, pupils behave well and are polite and helpful. Pupils have positive attitudes to learning and enjoy coming to school. Attendance has improved significantly and is now broadly average. Pupils contribute well to the local and wider community, for example through sponsoring animals at Twycross Zoo. Their appreciation of the significant contribution made by Britain's minority groups is less well developed but is satisfactory. Pupils say that teachers deal with instances of bullying quickly and effectively. They understand the need to eat healthy foods and are proud of the school's Silver Healthy Schools Award. Many of the pupils take part in optional sporting activities and they appreciate the opportunity to benefit from massage and yoga. A well planned PSHE programme ensures pupils understand the dangers of smoking, drug abuse and have an understanding of sex education at appropriate levels. The school's support for pupils

moving up to secondary schools gives them the confidence needed for a smooth transition.

Quality of provision

Teaching and learning

Grade: 3

Teachers give children a good start in the Foundation Stage and Year 1. In Years 2 to 6, teachers know their pupils well and plan lessons they find interesting; pupils say that 'learning is fun'. Pupils develop confidence because teachers are supportive and use praise effectively. Teachers use interactive whiteboards well to capture pupils' interest and involve them in their learning. Planning takes account of the different abilities of pupils in the class, but it is not always sufficiently challenging. Consequently, not all pupils make as much progress as they could. Teaching assistants provide sound support for pupils with learning difficulties, so they make satisfactory gains in their learning. Marking is frequent but variable in quality. Recently introduced assessment procedures enable teachers to see whether pupils are making expected progress and extra support is given for those who need it. These procedures however, have not been in place long enough to impact on standards. All pupils have individual targets and tracking procedures are in place but are not yet used consistently well by all teachers.

Curriculum and other activities

Grade: 3

An interesting curriculum ensures that pupils enjoy their learning. Older pupils benefit from specialist teaching in the foundation subjects. Curriculum planning is detailed but is not always closely matched to pupils' abilities. Pupils use computers to enrich learning in other subjects but opportunities for writing in lessons other than English are less well developed. Curriculum enrichment is good and covers a broad range of interests. Clubs are well attended and homework club is available for pupils who find it difficult to work at home. Frequent visits and visitors enhance pupils' learning. Pupils enjoy competitive sports and are proud of their successes; for example, the football team came second against 22 local schools during the inspection. Personal, social and health education is well planned and ensures pupils know how to stay safe and be healthy. Plans are in place to improve the provision for gifted and talented pupils.

Care, guidance and support

Grade: 3

The high quality of pastoral care promotes the pupils' good personal development. Staff show a good knowledge of individual pupils and their needs; 'I like the teachers because they look after you', said one pupil. Effective arrangements are in place for safeguarding pupils and the quality and care for vulnerable pupils is good. Pupils are very aware of the need for safety during the building work. A learning mentor plays

a key role in providing personal support for pupils who have difficulties. Her successful breakfast club gives pupils a positive start to the day and this has helped improve attendance and punctuality as well as fostering hygiene and healthy eating.

Support for academic development is satisfactory. Assessment is well used in Reception and Year 1 to help pupils to make good progress. In Years 2 to 6 the quality of individual target setting is mixed and not always effective enough to ensure that pupils are clear about what they need to do to improve their work. Pupils new to the school settle in well because induction procedures are well considered.

Leadership and management

Grade: 3

The headteacher and deputy headteacher have sound knowledge of the strengths and weaknesses of the school and there are appropriate plans for the next stage of development. Staff share a common sense of purpose and this contributes to the good atmosphere in the school. The headteacher manages the school very well on a day-to-day basis. The school improvement plan reflects awareness of issues to be addressed. Measures to bring about improvement in pupils' standards and achievement, such as improved monitoring and training and support for teachers and assistants, are evident, but not sharply focused enough to ensure good improvement. There are satisfactory procedures to track pupils' progress and the school acknowledges that this is still an area for further development. Subject managers provide satisfactory leadership and are intent on ensuring all groups achieve well. Opportunities to monitor teaching and learning are developing. The management of the Foundation Stage is good and is one of the reasons why children make good progress. Governance is satisfactory; the governors are supportive but are not sufficiently aware of their responsibilities in holding the school to account and challenging where necessary. The capacity to improve is satisfactory.

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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	3
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	4
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?	3

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.

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

Thank you very much for welcoming us into your school. We enjoyed talking to you and your teachers, coming to your assembly and listening to your beautiful singing, especially your school song, 'We're Learning'.

These are the things we liked most about your school

- When you first come to the school in Reception, you make a good start to your education and you do well.
- You told us you feel safe and well cared for.
- You enjoy school and all the activities, including those that take place outside the school day.
- Your teachers and Shirley (learning mentor) help you realize the importance of leading a healthy lifestyle and being part of the school community.

But to make things even better we have suggested a few things that we think will help

- We think you could make more progress in English and mathematics.
- You can all help your teachers by working even harder and completing tasks as quickly as you can. Mrs Barnshaw can check that teachers are challenging you to do this all the time.
- We think that you should practise your writing more across all the subjects.