

# East Hunsbury Primary School

## Inspection report

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<b>Unique Reference Number</b>	121953
<b>Local Authority</b>	Northamptonshire
<b>Inspection number</b>	292273
<b>Inspection date</b>	3 July 2007
<b>Reporting inspector</b>	Champak Chauhan HMI

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

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	463
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Alastair Brenan
<b>Headteacher</b>	Rita Arundel
<b>Date of previous school inspection</b>	18 February 2002
<b>School address</b>	Penvale Road Northampton NN4 0QW
<b>Telephone number</b>	01604 677970
<b>Fax number</b>	01604 677971

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## Introduction

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

## Description of the school

East Hunsbury Primary School is considerably larger than average and has designated special provision (DSP) for 35 pupils with severe learning difficulties. The school is relatively new and was established after reorganisation of all schools in Northampton in 2003. The number of pupils eligible for free school meals is significantly below average. The school has a higher than average proportion of pupils with learning difficulties or disabilities, including those with statements of special educational needs. The percentage of pupils from minority ethnic groups is well below average.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 2

The school's overall effectiveness is good with outstanding features. The school is a well ordered, vibrant and harmonious community that is strongly supported by its parents and carers. Relationships are excellent. Meeting the needs of every child is at the heart of everything it does and it is highly successful in ensuring that its philosophy and practice include everybody. As a result, there is some exemplary work in ensuring that the pupils with severe learning difficulties who are in the DSP are integrated well within the whole school. Pupils and staff in the main school and in the DSP work closely together to ensure there is seamless and high quality provision for all. One typical comment from a parent was: 'I have been a parent at the school for seven years. From day one there has been an overwhelming sense of inclusion in the school community'.

Pupils start in the Reception Year with attainment that is below average. Mainstream pupils make good progress. Children achieve standards in the Foundation Stage that are appropriate for their ages. They make at least good progress and attain standards in the Key Stage 1 and Key Stage 2 national tests that are above average. Pupils achieve well because the teaching is good, with outstanding features. Teachers plan their lessons conscientiously, set interesting and challenging activities and ensure that any additional adult support is well directed to meet particular needs. Teachers regularly evaluate pupils' learning in lessons. However, this is not yet consistent across the school.

There is an excellent and caring ethos that permeates every aspect of school life. The variety of learning experiences that pupils are offered and the quality of the school's care, guidance and support are outstanding. This results in pupils' outstanding personal development and well-being and excellent behaviour. The pupils have an acute awareness of adopting healthier lifestyles through regular exercise and the need to eat well-balanced and nutritious meals. They feel safe in school. They are aware of the dangers of smoking and drug misuse. Pupils enjoy their education. As one commented, 'We do things in a fun way' while another said, 'I like this school because everyone is really friendly, including the teachers'. As a result, the school's attendance rate is higher than the national average. Pupils make an excellent contribution to the community. They have raised substantial sums of money for charities and they participate in a wide range of activities in the local community. In addition, the school council has helped to improve provision for all pupils, for example by helping to develop the school grounds. Pupils are well prepared for their future economic well-being through a range of relevant activities, including undertaking sports leadership training courses and running stalls to raise money for charity.

The headteacher's leadership is outstanding. She and the rest of the senior leadership team have an incisive understanding of the school's strengths and weaknesses. They are constantly striving to make things better for the pupils and staff. The governing body is in transition. A number of governors have recently stepped down because they had served two terms and new governors are being recruited. The governors have strengthened their committee structure. The more established governors have a good understanding of provision in the school. For example, the governor with responsibility for the DSP has good oversight of its provision. More recently, the governors independently produced the School Profile. However, the governing body's role in checking the work of the school is underdeveloped.

## What the school should do to improve further

- Strengthen assessment procedures in day-to-day teaching and learning so that pupils' progress can be enhanced even further.
- Strengthen the role of the governing body in checking the work of the school.

## Achievement and standards

### Grade: 2

Pupils' achievements are good and standards are consistently above average. Children in the Foundation Stage are taught well and make good progress. Pupils continue to make good progress and the results in Key Stage 1 of those not in the DSP are above national averages. The more able pupils achieve well and reach well above average levels in reading, writing and mathematics. This better than expected progress continues as pupils get older, and the results of mainstream pupils in Key Stage 2 are above national averages. There has been a significant rise in the proportion gaining at least the higher Level 5 in the Key Stage 2 results, especially in English and mathematics. Pupils in the DSP make good progress. They are developing well their skills in language and communication, in addition to their basic literacy and numeracy skills. The targets in their individual education plans offer them good challenge.

## Personal development and well-being

### Grade: 1

Pupils adopt healthier lifestyles by participating in a good range of physical exercise. In addition to normal physical education lessons, pupils participate in a wide range of extra-curricular activities, including rugby and yoga. The all-weather pitch, tennis, netball and basketball courts, and the trim trail and imaginative play spinney enable many pupils to undertake healthier activities. Pupils are aware of healthy eating and all participate in the school's 'healthy snack' system. Pupils feel safe in school and they act safely. They are aware of the dangers of smoking and of drug abuse. Pupils enjoy their education and their behaviour is impeccable. The development of pupils' spiritual, moral, social and cultural development is excellent. Pupils make an excellent contribution to their community. The school council, for example, has helped to raised significant sums of money for charity and a team of pupils established the school newspaper. Pupils in Year 6 undertake a joint project with pupils from the DSP and they also undertake St. John's Ambulance training. There is a wide range of activities in the local community, for example carol singing in residential homes, and taking part in town-wide music festivals and sporting events.

## Quality of provision

### Teaching and learning

#### Grade: 2

The quality of teaching and learning is good, with outstanding features. Teachers work hard and are dedicated to meeting the needs of their pupils. They thoroughly plan lessons after regular evaluation of the learning that has occurred in previous lessons. Their day-to-day planning is comprehensive. Learning objectives are routinely shared with the class and referred to during the course of the lesson. Pupils are often asked to evaluate whether learning objectives have been met and, if so, how. In lessons where the teaching and learning are outstanding, the teachers' instructions, direction, questioning, and modelling of answers mean that pupils learn

at a rapid rate. The staff have realistically high expectations, the work set is challenging and the intensive additional support given to individuals, including in the DSP, ensures that pupils make at least good progress. The pupils enjoy their learning and all concentrate for sustained periods. Teachers are developing their approaches to assessing pupils' learning better in lessons but this is not yet consistent across the school.

## **Curriculum and other activities**

### **Grade: 1**

The school ensures that the basic curriculum is complemented by rich and varied experiences which significantly enhance pupils' learning. Pupils' interests and aptitudes are developed through the use of numerous artists in residence, poets, dancers, musicians and authors who regularly teach or run workshops. The school has secured the services of a specialist music teacher who works alongside the music subject manager. This has had a significant impact in extending the experience of music for all pupils and has led to the establishment of a school band and choir. Peripatetic music teaching has been extended to meet the needs of talented pupils who play instruments, including the violin and trumpet. There are school visits regularly to places of interest, for example to Wicksteed Park and the Roald Dahl Museum. In addition, pupils enjoy residential visits to Yorkshire and London. The school celebrates Super Learner Events for all pupils every year by organising activities such as American football, bricklaying and code-breaking. There are extensive extra-curricular activities which have high participation rates. These include French, basketball and drama.

## **Care, guidance and support**

### **Grade: 1**

Staff know pupils' needs extremely well. Pupils say that if bullying occurred, the staff would promptly deal with it. All staff have been trained in child protection procedures. There are extensive links with outside agencies and medical professionals, especially those that deal with learning difficulties or disabilities. Pupils in the DSP are encouraged to become independent and they are taught well to communicate with other pupils and adults. Staff often use signing to communicate with the pupils. There is very good identification of pupils with learning difficulties or disabilities in the main school and their needs are well met. A school nurse runs 'drop-in' sessions for pupils in Years 5 and 6, whilst a learning mentor works closely with individual pupils and, if appropriate, with their families. The school offers sex and relationships education and drugs education, both of which are valued by pupils. Transition arrangements to secondary schools are thorough. Pupils' progress is comprehensively monitored by the routine gathering of attainment data and the setting of targets. Year leaders and senior leaders have excellent knowledge and understanding of the progress of individual pupils at any given point.

## **Leadership and management**

### **Grade: 2**

Leadership and management are good, with outstanding features. The headteacher's leadership is outstanding. She is hardworking and dedicated, and constantly strives to make provision better for the pupils and staff. Her management style promotes the highly successful inclusive ethos of which the school is rightly proud. The headteacher is supported extremely well by the senior leadership team. Together, they have an acute understanding of the strengths and weaknesses of the school. They set challenging targets for improvement and will take appropriate

action to achieve them. For instance, it became apparent that the more able pupils were not being sufficiently challenged. Senior and middle leaders put in place a comprehensive programme of intervention and support, particularly in Year 6. As a result, the proportion of pupils achieving the higher Level 5 in the Key Stage 2 tests significantly increased. Middle managers are made accountable for their work and they have a very good understanding of strengths and weaknesses in their areas of responsibility. The leadership and management of the DSP are good. Staff share a common purpose and have created a warm, caring and purposeful learning environment. The school has a good capacity to improve even further. The governing body, however, is in a state of transition and some aspects of its work need to be strengthened.

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## Annex A

## 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>
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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
How well does the school work in partnership with others to promote learners' well-being?	1
The quality and standards in the Foundation Stage	2
The effectiveness of the school's self-evaluation	1
The capacity to make any necessary improvements	2
Effective steps have been taken to promote improvement since the last inspection	Yes

### Achievement and standards

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

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	1
The extent of learners' spiritual, moral, social and cultural development	1
The behaviour of learners	1
The attendance of learners	2
How well learners enjoy their education	1
The extent to which learners adopt safe practices	1
The extent to which learners adopt healthy lifestyles	1
The extent to which learners make a positive contribution to the community	1
How well learners develop workplace and other skills that will contribute to their future economic well-being	1

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	2
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	1
<b>How well are learners cared for, guided and supported?</b>	1

<sup>1</sup> 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**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1
How effectively performance is monitored, evaluated and improved to meet challenging targets	1
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
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**

4 July 2007

Dear Pupils

Inspection of East Hunsbury Primary School, Northampton, NN4 0QW

Thank you for welcoming us to your school recently. We enjoyed our visit and I would like to say below what we thought.

What the school does particularly well.

We feel that you attend a good school which has outstanding aspects to it.

- Relationships are excellent and the school is rightly proud of the way in which all pupils, including those in the DSP, are integrated into everyday life.
- Your behaviour is excellent. You make good progress and your results at Key Stage 1 and at Key Stage 2 are higher than those achieved by many other primary schools.
- The staff work hard and teach you well. Some of the teaching is outstanding.
- The learning experiences you are offered, the manner in which you are cared for, guided and supported, and your personal development and well-being are all outstanding.
- Your headteacher's leadership is outstanding. She is helped particularly well by other senior staff. Together, they know how to make things even better for you.

What could be improved.

- Although the teaching is at least good, your teachers need to check more regularly that you understand everything in lessons so that you can make even more progress.
- Some governors know the school well but we are asking that they all check the work of the school more regularly to keep up the good progress.

I wish you all the best for your future.

Mr C Chauhan Her Majesty's Inspector