

# Huntingdon Primary School

## Inspection report

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<b>Unique Reference Number</b>	131090
<b>Local Authority</b>	CITY OF NOTTINGHAM
<b>Inspection number</b>	293703
<b>Inspection dates</b>	22–23 May 2007
<b>Reporting inspector</b>	Andrew McDowall 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>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	192
School	
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Cllr David Trimble
<b>Headteacher</b>	Ms Diana Owen
<b>Date of previous school inspection</b>	25 February 2002
<b>School address</b>	Alfred Street Central St Ann's Nottingham NG3 4AY
<b>Telephone number</b>	0115 9156841
<b>Fax number</b>	0115 9156842

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<b>Age group</b>	3–11
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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

This is an average sized primary school. It serves an area where levels of social deprivation are extremely high. The number of pupils qualifying for free school meals is significantly above the national average. The number of pupils with learning difficulties and disabilities (LDD) is also well above average. The proportion of pupils attending the school from minority ethnic groups is well above average, as is the number of pupils at an early stage of learning English as an additional language (EAL). There is considerable mobility in the area surrounding the school. Consequently, the number of pupils who leave and join the school each year is well above average. Building work is nearing completion on a children's centre on the school site.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 1

The quality of education provided by this school is outstanding in almost every way. Its improvement in recent years has been remarkable. The school is a very special place that gives its pupils an excellent start to their education.

On entering the school you are immediately impressed by the school building and the way the pupils' work is celebrated and displayed. When you meet the pupils you quickly see that they are mature, well rounded individuals who really enjoy school. Talking to them you discover that they have high self-esteem and are ambitious for themselves. All this has happened because the school has provided them with an exciting and rich curriculum and outstanding teaching. Together these have promoted outstanding personal development as testified by the pupils' self-confidence, excellent attitudes to learning and outstanding behaviour in school. Pupils are very involved in the local community and international links are excellent. Progress in academic subjects is good and getting better. It is not outstanding because many pupils face significant challenges in their personal lives, and this affects their progress and sometimes their attendance which, overall is satisfactory. However, the school is extremely good at supporting vulnerable pupils and ensuring they are settled and happy in school. The pupils are well prepared for the next stage in their education and later life.

When they start school standards are significantly below those typically found in this age group. The children in the Nursery and Reception classes are well catered for and make good progress. Pupils continue to make good progress throughout the rest of the school and standards are close to those achieved nationally by the time they leave. The school is working very hard to increase the number of pupils who reach the higher levels in their writing and mathematics.

Another key factor in the success of the school is the outstanding care, guidance and teaching it provides. The close attention the school gives to the needs of individual pupils ensures prompt action is taken whenever a pupil is falling behind in their work or is unhappy for any reason. Pupils have a good understanding of healthy living and the school does much to enable them to know how to stay safe both in and out of school. The way in which the pupils know and use their personal targets to assess how they are doing is really excellent and is one of the reasons standards are rising.

All this happens because leadership and management in this school are of the highest order. The headteacher is outstanding. Along with her very able deputy headteacher, she has built a team of staff who work hard and 'go the extra mile' for the pupils. In this school every child really matters, and the leadership ensures the school provides what is needed to help them make progress in their personal and academic development. The governors share the same drive for improvement and have fought hard to have a children's centre at the school. These factors mean the school has outstanding capacity for further improvement. The quality of the school's self-evaluation is good. It is not outstanding because some of the monitoring undertaken by the school does not yet measure the impact that initiatives such as staff training and curriculum development are having on achievement and standards.

### What the school should do to improve further

- Raise standards in mathematics and writing, particularly for pupils capable of the highest levels.

- Give greater priority to measuring the impact school improvement initiatives have on achievement and standards.

## **Achievement and standards**

### **Grade: 2**

Standards are satisfactory overall but achievement, particularly given the challenges faced by many pupils, is very good.

When they start at the school, pupils have very low levels of skill and ability in each of the required areas of learning, and they are exceptionally low in communication skills and knowledge and understanding of the world. The school gives a high priority to developing these skills in the Nursery and Reception classes and, although progress is good, standards are still below average when the pupils move to Year 1. This good progress continues in Years 1 and 2 where standards are broadly in line with those achieved nationally.

Progress in Years 3 to 6 is good. Standards have been rising steadily in recent years and are similar to those achieved nationally. Progress in science is outstanding, with standards that are above average and which include a high proportion of pupils reaching the higher level (Level 5). Traditionally the proportion of pupils reaching the higher levels in mathematics and writing has been below the national average, but there are signs that this is improving, due to the school's increasing expectations of what pupils can achieve. Pupils from different backgrounds and abilities all make good progress.

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

### **Grade: 1**

Personal development is outstanding. Pupils are highly motivated and behaviour is excellent. Pupils clearly understand what is expected of them and they view the school's reward system as 'fair'. Pupils enjoy school very much because, 'we do good things that help us to learn'. They say the school offers 'something interesting whatever country you come from'. The school works extremely hard to improve attendance and the current levels are close to the national average. Pupils participate in a wide range of sporting activities and they understand how this contributes to a healthy lifestyle. The school is successful in helping pupils know how to keep themselves safe, both inside and outside school. Spiritual, moral, social and cultural development is outstanding. Pupils collaborate extremely well in lessons, share ideas and learn about each other's cultures and traditions. Meaningful activities, such as presenting assemblies to the rest of the school, with multi-cultural music, songs and stories, help them to become very confident members of the school community. The school council has an input into the way the school is run and the school builds strong links with communities overseas to help pupils to learn about other people's lifestyles. Pupils make good progress in literacy, numeracy, and information and communication technology (ICT), key learning skills that contribute significantly to their future economic well-being.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 1**

Teaching and learning are outstanding. Teachers make excellent use of resources, such as interactive whiteboards with sound tracks and videos to provide a multi-sensory experience,

which stimulates pupils' imagination. Their enthusiastic approach and excellent subject knowledge excite and motivate pupils, promoting outstanding personal development and attitudes to learning. Teachers manage pupils extremely well and as a result behaviour is excellent. Questions are used very well to encourage pupils to think and to develop their own ideas. Well informed teaching assistants play an active role in effectively supporting pupils in lessons. Those with LDD and EAL are all very well supported by staff who work with other professionals to enable them to make good progress. Teachers plan practical activities that the pupils enjoy doing. Teaching and learning in the Foundation Stage (Nursery and Reception) are good, resulting in good progress, particularly in early reading and writing. The school recognises the need to do more to extend children's learning even further through activities that children choose for themselves when they play, both indoors and out.

## **Curriculum and other activities**

### **Grade: 1**

The curriculum is outstanding. The school provides a very broad and balanced programme of interesting activities across all areas of the curriculum. Pupils are able to access a superb range of additional activities, such as the steel band or salsa club, outside school hours, to enrich their classroom experiences. Other activities, such as specialist workshops presented by visiting artists, contribute effectively to pupils' high levels of participation and enjoyment. The curriculum is very well planned and good links are made between subjects that enable pupils to practise their writing and mathematical skills in other lessons. A rich programme of experiences and highly attractive displays of pupils' work, effectively reflect and celebrate the cultural diversity in the school. Pupils are very confident in the use of ICT to support and extend their learning. Effective strategies such as 'Thinking Hats' help pupils to solve problems and become independent learners. Provision for children in the Foundation Stage is good, and plans for further development are in place with clear objectives to secure ongoing improvement.

## **Care, guidance and support**

### **Grade: 1**

Care guidance and support are outstanding. There is a strong sense of teamwork and a common commitment amongst all staff to keep pupils safe. This is evident in the good levels of supervision throughout the day and the very close attention to risk assessment and security on the school site. All necessary checks are made to ensure people working at the school are suitable to work with children. The pupils say they feel very safe in school. Bullying is not a major problem and pupils report that any incidents are promptly dealt with by the staff. They understand the purpose of the 'Bully Box' to alert staff to what is happening in the school, and use it when necessary. The quality of guidance pupils receive on what they need to do to improve is outstanding. The school's excellent approach to target setting is working very well and is driving up standards. Pupils apply these targets well when doing their work and they are increasingly able to reflect on how they learn. Teachers' marking is good and pupils are very involved in assessing their own progress. The school works hard to promote partnerships with parents and these are developing. The breakfast club is popular and provides good support to pupils and their families. Parents value what the school does and recognise the high level of care it provides for their children. Very good links with other agencies ensure the needs of vulnerable pupils are carefully considered and addressed.

## Leadership and management

### Grade: 1

Leadership and management are outstanding. The leadership team set challenging targets for the school and has the drive and enthusiasm needed to achieve them.

There are good systems to check on the progress the pupils are making. Lessons are observed regularly and teachers receive helpful guidance on what they need to do to improve. Subject leadership is good. Curriculum co-ordinators have a good overview of the work in their areas of responsibility and are given the time to monitor the quality of teaching and learning in their subjects. This monitoring leads to excellent professional development that helps teachers to improve. Overall, the way in which the school evaluates its own performance is good. The leaders and managers have a clear and accurate view of the school's strengths and weaknesses. However, some of the monitoring focuses too much on the provision and not enough on assessing the impact of the changes the school is making on standards and achievement. The school governors know the school very well, provide excellent support and challenge the school to do better. They visit school regularly and are actively involved in the monitoring of standards and provision.

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## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	<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>	1
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	2
The capacity to make any necessary improvements	1
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	3
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	3
How well learners enjoy their education	1
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	1
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	1
<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>	1
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	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1
How effectively and efficiently resources, including staff, are deployed to achieve value for money	1
The extent to which governors and other supervisory boards discharge their responsibilities	1
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

24 May 2007

Dear Children

Inspection of Huntingdon Primary School, Nottingham, NG3 4AY

Thank you all very much for making us feel so welcome in your school when we visited it recently. You all told us that you thought your school was really good. We agree with you, in fact we think it is outstanding. There is so much for you all to be proud of.

We were so impressed with you all. Your school has helped you all to believe in yourselves. Your singing in assembly was brilliant and the steel band was terrific. Your behaviour in school is really excellent and you all work hard and do your best in lessons. This is because all the staff make your lessons fun and plan interesting and challenging things for you to do. Your work on the walls and in your books shows us that you are involved in all kinds of things that help you develop mature and sensible attitudes to your learning. You are all making good progress with your work, and because the school has such a good target setting system, you know what you need to do to improve. Your work in science, where many of you reach the higher levels, is really good. All the staff are trying hard to make your writing and numeracy work just as good. We have asked them to carry on trying to do this.

All the adults in the school care a lot about every one of you. They think carefully about each of you and do their best to see that you all get the help you need.

Your headteacher and deputy headteacher are doing a terrific job. Along with all the other staff and the school governors they are making sure you get the best education possible. This is why you are all doing so well at school. Ms Owen is like the captain of a ship. She makes sure the school is moving in the right direction and, because she knows only the best will do for you all, you are in very safe hands. The people who lead your school are good at checking on the quality of the teaching and they are always trying to make things better. We have suggested that when they are checking how well things are going, they make sure they look to see if changes they have made in the school have helped you to improve your work.

It was a pleasure to spend two days with you at Huntingdon. You go to a great school. Keep working hard and the sky is the limit for you all.

Yours sincerely

Andy McDowall

Her Majesty's Inspector of Education, Learning and Skills