

# Hunloke Park Primary School

## Inspection report

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<b>Unique Reference Number</b>	112697
<b>Local Authority</b>	Derbyshire
<b>Inspection number</b>	325667
<b>Inspection date</b>	19 January 2009
<b>Reporting inspector</b>	John Brennan

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

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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 (total)	177
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Ms J White
<b>Headteacher</b>	Ms J Cadman
<b>Date of previous school inspection</b>	2 February 2006
<b>Date of previous funded early education inspection</b>	Not previously inspected
<b>Date of previous childcare inspection</b>	Not previously inspected
<b>School address</b>	Lodge Drive Wingerworth Chesterfield Derbyshire S42 6PT
<b>Telephone number</b>	01246 276831
<b>Fax number</b>	01246 276831

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## Introduction

The inspection was carried out by two Additional Inspectors.

Inspectors evaluated the overall effectiveness of the school and investigated the following issues: the achievement of, and teaching and learning for, higher attaining pupils in Key Stage 1; higher attaining pupils in writing; the quality of provision in the Early Years Foundation Stage (EYFS) and the effectiveness of middle leadership. Other aspects of the school's work were not investigated in detail, but inspectors found no evidence to suggest that the school's own assessments, as given in its self-evaluation, were not justified, and these have been included where appropriate in this report.

## Description of the school

The school serves pupils from Wingerworth and the surrounding area. Pupils come from a relatively wide range of social and economic backgrounds. Almost all pupils are of White British heritage. The proportion of pupils who have learning difficulties and/or disabilities is broadly average. Children join the EYFS with skills and abilities that are broadly typical for their age. An independently run pre-school group operates on the school site and was inspected at the same time as the school.

The school has achieved the Bronze Eco award and the Activemark. Shortly after the last inspection a serious fire damaged much of the school. This necessitated an extensive period of temporary accommodation and significant refurbishment and resourcing. A new school building was completed in May 2008.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 2

This is a good school that meets pupils' academic and social needs well. Following a steady start to school life in the EYFS pupils' progress accelerates. Recent improvements to teaching and learning, particularly with regard to higher attaining pupils in Years 1 and 2, are working well. This has led to above average standards in reading, writing and mathematics. Standards at the end of Year 6 have been above average in reading, mathematics and in science for the past two years and more recently have reached this mark in writing. By the end of Year 6, more pupils reach the higher level than at the time of the last inspection. However, progress in the juniors, although good overall, is uneven.

Much of this is due to a few remaining inconsistencies in the quality of teaching and learning. In the main teaching has improved under the prompting of the headteacher who has set about helping staff make learning more active and lessons engaging. Well-targeted training, for example in writing, has helped achieve this so that overall the quality of teaching and learning is good. Consistent strengths in teaching are to be found in the way pupils are managed and their efforts encouraged. As a result, pupils feel good about themselves and about school. For the most part demonstrations and instructions are accurate. This was evident in a mathematics lesson in Year 6, where in response to skilful probing questions by the teacher, pupils combined aspects of number, shape and algebra to devise equations. Such engaging learning, often characterised by pupil as well as adult talk, can often be found elsewhere. However, there are still occasions when pupils do too much listening, work is mundane and is either too hard for some pupils or too easy for others.

Pupils' personal development is good. Their positive attitudes and behaviour help them to make the most of school life. Attendance rates compare favourably with similar schools and are above average. Pupils work and play well together. They demonstrate a good understanding of how to live a healthy and active life. Pupils readily take responsibility for their school and are active in the local community. Links with Uganda have been intelligently devised to 'help children learn from each other.' For example, homemade games and their instructions from both cultures were made and swapped. All of this helps pupils gain an understanding of society and a personal sense of rights and responsibility. Work on the Eco award adds a further environmental dimension to this and pupils are well versed in how to make the school run as efficiently as possible. Although pupils' spiritual, moral, social and cultural development is good, their knowledge of life in multi-cultural Britain is largely restricted to an understanding of religious faiths. Nevertheless, they acquire many of the personal and academic skills needed for the next stage of education.

The good quality of the school's curriculum, aided by the new building, and the good quality of care, support and guidance play a key role in this. A thorough programme for pupils' personal development helps pupils understand how to stay safe. Enrichment of the curriculum is strong and is a key reason why pupils say they enjoy school. The increased access to learning musical instruments and to using computers has added to what the school can offer pupils. Procedures for safeguarding pupils' meets current government guidelines. The needs of those who find learning more difficult are carefully considered and these pupils achieve well. The strengthening of the system to track pupils' progress provides individual teachers and school leaders with valuable information. In the main, this is used well to keep progress and pupil grouping under review and to devise strategies to boost underachievement. Suitably challenging improvement goals are set and often met. In many instances assessment guides subsequent teaching, which

in turn gives pupils a good idea of how to improve their work. Pupils in Year 1, for example, eagerly pointed out key success criteria as they researched and produced their own non-fiction writing.

Leadership and management is good. The headteacher, as well as managing the trauma of the major fire, which occurred shortly after her appointment, has put into practice a clear vision of the school. Staff, governors and pupils have responded well to this. Parents are happy with the school. The school's own survey of parental views has led to a strengthening of the way it communicates with parents, the establishment of a website and a text messaging service. However, newsletters are still relatively infrequent. Recently, much of the responsibility for leading and managing change lay with the headteacher. The appointment of a deputy headteacher and the reassigning of the leadership roles, particularly at Key Stage 1, have led to a more even spread of responsibilities. The school has a good understanding of its strengths and weaknesses. Priorities for improvement are pertinent and action plans to take these forward well written. Training is used to good effect and staff are increasingly involved in monitoring and evaluating the work of the school. The governing body is very supportive of the school. It has been proactive in helping the school through the new build and in devising financial plans. Training for new governors is underway and they are beginning to hold the school to account for performance. Even though it has been through a difficult period due to the fire, the school has improved well since the last inspection and is well aware of the next steps in its future development. This, together with the increasing breadth of leadership, give it good capacity to improve further.

## **Effectiveness of the Early Years Foundation Stage**

### **Grade: 3**

Children enter the school with achievements that are broadly typical for their age. They make satisfactory progress so in most instances they enter Year 1 having met expected goals. The children are happy and their behaviour is good. Even though some have only recently joined the school, they are well settled into school routines. Suitable assessment procedures are in place and the safety of the children is promoted well. Adults provide them with an appropriate balance of teacher-led and child-led activities. It is early days when it comes to making full use of the newly built outdoor learning area. Planning, particularly daily planning, does not take full account of children's differing abilities. This leads to lack of challenge, particularly for higher attaining children, and especially in tasks they choose to do for themselves. In turn, interventions by adults have a greater sense of purpose in teacher-led than child-led activities. There have been some noteworthy improvements in recent times reflecting satisfactory leadership and management. For example, in response to an identified weakness, a more structured approach to the teaching of reading is having an impact on raising pupils' achievements in reading and in turn writing. However, significant staff absence has meant that change has not been as rapid or as widespread as in other parts of the school. Partnerships with the pre-school group and parents to help them become fully involved in their children's learning are at an early stage of development.

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

- Improve provision and outcomes further in the EYFS by improving the quality of teaching and learning in independent activities, by making full use of the outdoor learning area and by developing more widespread partnerships with the pre-school and parents.

- Ensure that all teaching involves pupils more in questioning and sets them interesting work that is matched to their differing abilities.

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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?	2
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well being?	3
The capacity to make any necessary improvements	2

### Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	3
How well do children in the EYFS achieve?	3
How good are the overall personal development and well-being of the children in the EYFS?	3
How effectively are children in the EYFS helped to learn and develop?	3
How effectively is the welfare of children in the EYFS promoted?	3
How effectively is provision in the EYFS led and managed?	3

### Achievement and standards

How well do learners achieve?	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/or disabilities make progress	2

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<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.



## Personal development and well-being

<b>How good are the overall personal development and well-being of the learners?</b>	2
The extent of learners' spiritual, moral, social and cultural development	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	2
The extent to which learners enjoy their education	2
The attendance of learners	2
The behaviour of learners	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	2

## The quality of provision

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

## 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	2
How effectively leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination eliminated	2
How well does the school contribute to community cohesion?	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

**Annex B**

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

20 January 2009

Dear Children

Inspection of Hunloke Park Primary School, Chesterfield, S42 6PT

Thank you very much for welcoming us to your school when we visited it recently. We would like to share with you what we thought about your school.

You go to a good school. It is not just the new building that is good - it is also what goes on in it that is good.

You play your part well in making the school happy and successful. You join in with lessons fully and play happily with each other. We were particularly impressed with the friends you have made in Uganda and the care you take of your school and each other.

The headteacher and staff have done a lot to make school life interesting. There are lots of good things happening in your classrooms. We could see how well you worked and how much thought you put into it when you were set interesting tasks. There are still some classrooms in which lessons are not always as appealing as they might be. We have asked the school to do something about this and make all lessons as interesting as possible. You can help in this by continuing to give of your best.

We very much like the new building for the younger children and the space you have to learn and play indoors and outdoors. We think there is still more to do to make the best possible use of the space and equipment. We have asked the school to help you to choose activities that make you think and to make as much use as possible of the outdoor area. We have also asked the school to work as closely as possible with your parents and the pre-school group.

Thank you once again, and good luck in the future.

John Brennan

Lead inspector