

# Hunningley Primary School

## Inspection report

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<b>Unique Reference Number</b>	106614
<b>Local Authority</b>	Barnsley
<b>Inspection number</b>	336705
<b>Inspection dates</b>	8–9 February 2010
<b>Reporting inspector</b>	Terry McDermott

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 of pupils on the school roll</b>	300
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Steve Redford
<b>Headteacher</b>	Mr Robert Bowley
<b>Date of previous school inspection</b>	6 May 2007
<b>School address</b>	Hunningley Lane Barnsley South Yorkshire S70 3DT
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## Introduction

This inspection was carried out by three additional inspectors. About half of the inspectors' time was spent looking at learning. All teachers were seen teaching and 20 lessons or parts of lessons were seen. Inspectors spoke with groups of pupils, staff and governors. They observed the school's work, and looked at reports from the School Improvement Partner, the school's development plan, governing body records, lesson monitoring records, and the school's assessment system. Many pupils' books were examined. Responses from 39 families to the Ofsted questionnaire were analysed and considered, along with responses from pupils in Years 3, 4, 5, and 6, and staff.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- the quality of teaching and learning throughout the school since the previous inspection report indicates inconsistencies
- the progress pupils in all year groups are now making
- how well the regulations for safeguarding pupils' well-being, and the requirements for promoting community cohesion, are met
- the capacity the school's leaders have for securing sustained improvement in pupils' achievement.

## Information about the school

This larger-than-average primary school serves the area of Stairfoot, close to the town centre of Barnsley. It has an Early Years Foundation Stage comprising Nursery and Reception classes. The larger part of the Early Years Foundation Stage operates as the Foundation Stage Unit, with all the nursery-age, and a majority of the reception-age children. The smaller part is a separate Reception class; a large minority known as 'The Foundation Flyers' is in a different part of the school. The proportion of pupils eligible for free school meals is well above average. A very large majority of pupils are of White British heritage. A small proportion of pupils, mostly from Eastern Europe, speak English as an additional language. The proportion of pupils with special educational needs and/or disabilities, including those with a statement of special educational needs, is average. The school building is attached to the local Children's Centre, though this is not managed by the school's governors. The school holds the Active Mark and the national Healthy School's Award.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**3**

**The school's capacity for sustained improvement**

**3**

### Main findings

This is a satisfactory school. Staff morale is high and there is positive team spirit running throughout. The main strength of the school is in the good care, support and guidance it provides for all pupils and their families. The good role modelling by adults successfully encourages pupils to: enjoy learning; behave well with consideration for others; respect and celebrate diversity and equality; and adopt healthy lifestyles. This ensures that pupils' spiritual, moral, social and cultural development is good.

Pupils' achievement is satisfactory. It is inconsistent across the school. When children enter the school, the level of their skills is well-below age-related expectations. There is convincing evidence in pupils' books, and recorded in the school's reliable and accurate assessment and tracking system, to show that everyone makes at least satisfactory progress and that some pupils are making good progress, particularly in Years 5 and 6. Most lessons, particularly in Key Stage 2 and in the Foundation Stage Unit, are well planned, with work closely matched to pupils' different learning needs. In these lessons, all pupils know what they are going to learn; they work confidently and independently, and they learn well. In some other lessons, mainly but not exclusively in Key Stage 1, teachers do not let pupils know clearly enough what they need to do next to improve during the lesson or check their learning as the lesson progresses. Some lessons in the separate Reception class are limited in scope by the lack of access to appropriate facilities and resources. Together, these cause learning and progress in this section of the school, inevitably, to slow. This makes it difficult for teachers in Key Stage 2 to close the attainment gap. At the end of Year 6 in 2009, pupils' attainment in English, mathematics and science was below the national average, though this was significantly affected by an unusually large number of pupils entering and leaving that class during the school year.. No group of pupils underachieves. Those with special educational needs and/or disabilities, those at an early stage of learning English as an additional language, and those from a minority ethnic heritage, make the same progress as other pupils because of the good support they receive.

The school provides a calm and welcoming learning environment. Examples of pupils' good work, in a range of subjects, are on display in order to provide motivation and to raise self-esteem. Pupils say they are happy and feel secure because, 'staff are great, they help you and make you feel safe'. This is reflected in their very good attitudes to learning, their respect for adults and each other in lessons, and in the care they take of their immediate environment.

The curriculum is satisfactory. The necessary requirements of the National Curriculum are met. The school is moving towards linking subjects together so that pupils are able to practise the skills they have learned in one subject across a range of different

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subjects. This has yet to show its full impact on pupils' academic learning. The wider curriculum is effective in providing enrichment for pupils' personal development. A good range of visits, sporting activities and cultural visits help to widen pupils' horizons. This aspect is well supported by the weekly 'University for Life' whereby all pupils work together in different age groups. Provision in the Early Years Foundation Stage is satisfactory, although not all children have equal access to resources, especially those in the separate Reception class-base.

The school's capacity for sustained improvement is satisfactory. Leaders, teachers and adults at all levels are very committed to the school. Their ambition to improve is clear. The school's assessment methodology is regular, consistent and reliable. Though leaders' evaluations sometimes lack precision, they are becoming increasingly self-critical in their analysis. The school understands that evaluations of teaching, curriculum and leadership have been linked too closely to the good personal development of pupils, and not closely enough to satisfactory academic achievement. Most areas of weakness in teaching identified at the last inspection have been improved. Self-evaluation of the quality of the personal development outcomes for pupils is largely accurate. Governors do not have an adequate understanding of the strengths and weaknesses of the school.

**What does the school need to do to improve further?**

- Raise standards and improve achievement in English, mathematics and science by:
  - ensuring that individual pupils understand clearly what they have to do next in lessons to improve their knowledge skills and understanding
  - providing all children in the Early Years Foundation Stage with the same good quality learning opportunities both indoors and outdoors.
  - checking much more closely on what pupils are actually learning and achieving from the activities provided for them
  - making sure that governors understand:
    - how to measure the progress pupils are making from year to year
    - how to challenge the school's leaders about the school's overall performance.
- About 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

**Outcomes for individuals and groups of pupils****3**

Pupils' achievement is satisfactory overall, because learning and progress are inconsistent across the school. During the inspection some examples of very rapid learning were seen in lessons in Key Stage 2. Here, pupils were challenged to think things through for themselves, their depth of understanding was markedly increased and their progress was outstanding. Progress was not as good in some other lessons in

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Key Stage 1, because teachers did not give pupils enough specific information on what they needed to do next to improve. Learning here slowed significantly.

Pupils say they enjoy being in school. They wear their uniforms with pride, and their sunny demeanour contributes strongly to the happy atmosphere in the school. All pupils quickly gain a secure hold on the values of respect, integrity and consideration held up by the school. Their behaviour and attitudes to learning are good, and this is demonstrated in their trustworthiness when asked to work independently. They are acutely aware of the difference between right and wrong, and they are very tolerant and accepting of diversity. Their multicultural awareness is good because of the strong personal, social and health education programme the school delivers. This is supported by thought-provoking religious education lessons and by reflective assemblies. Together, these ensure that the inclusive community nature of the school is sustained well. Pupils have a good understanding of how to stay healthy through taking a balanced diet and regular exercise. Older pupils know the effects of exercise on the body. Attendance remains average despite the relentless and wide-ranging efforts the school makes to encourage parents to bring their children to school. Pupils are satisfactorily prepared for the next stage of their education.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>3</b>
Taking into account: Pupils' attainment <sup>1</sup>	4
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>3</b>
Taking into account: Pupils' attendance <sup>1</sup>	3
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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## How effective is the provision?

All lessons are characterised by good relationships between pupils and adults, pupils' good behaviour and attitudes to learning, and the effective work of support assistants. The very best lessons move forward at a good pace, actively engaging all pupils in short, sharp and interesting activities. In these lessons pupils make excellent progress, because teachers' accurate assessments allow them to set demanding challenges for all pupils. Occasionally, in some lessons, pupils of all abilities listen passively to the same input from the teacher, instead of learning actively at a level suited to their individual needs.

The curriculum is currently being modified into themes, with subjects grouped together. This is enabling pupils to use what they know and understand in a range of circumstances. Pupils say they like this way of learning. This recent innovation has yet to be fully embedded throughout the school. Enrichment activities are good and have a marked effect upon pupils' understanding of the world in which they live. This is successfully underpinning their good personal development and helping them to become good citizens.

Adults in the school, pupils and their families know each other very well. The school is a centre for the tight-knit community it serves. It is trusted by parents, who appreciate the personal contacts with staff and the commitment of the school to helping their children. This informal knowledge is well supported by formal systems which are used sensitively and confidentially to identify and resolve any pastoral or academic problems that arise. The school is prompt in preparing effective interventions to support pupils as required and is not afraid to seek the help of outside professional agencies when circumstances go beyond its own resources or expertise.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>3</b>
Taking into account: The use of assessment to support learning	3
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>3</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

## How effective are leadership and management?

Following the example set by the long-serving headteacher, staff in the school are fully committed to giving pupils every opportunity to learn and develop. They form an enthusiastic team and their morale is good. An atmosphere of consideration, honesty and trust runs through the school.

Leaders do not yet evaluate the effectiveness of everyone's efforts with sufficient

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sharpness, though this is changing. Governance is inadequate. Governors are keen to support the school, but do not have an accurate picture of the school's strengths and weaknesses. They do not hold the school sufficiently to account for its performance.

Provision for community cohesion is satisfactory. The school knows directly its influence within its local community. Through its audit, it knows how and where its curriculum provision covers religious and geographical aspects. It has yet to evaluate thoroughly the effectiveness of its work in this area.

The school works diligently to ensure that all types of inequality are addressed, including through links with schools with a different population profile. There is no discrimination in this harmonious school. The school's procedures for safeguarding pupils' well-being are good. The protection of pupils' interests is central to the school's work. Government requirements for child protection and safeguarding are met. The school gives satisfactory value for money.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>3</b>
Taking into account: The leadership and management of teaching and learning	3
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>4</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>3</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>3</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>3</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>3</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>3</b>

**Early Years Foundation Stage**

Children make a positive start when they join the Nursery class. They settle quickly and easily into a welcoming and colourful learning environment, and benefit from good teaching and care. In the Foundation Stage Unit, children make good progress because they have access to good provision, which encourages them to be both independent and cooperative, indoors and outside. There is a calm yet purposeful approach, with staff responding flexibly to children's interests and making playing and learning fun. Warm and positive relationships ensure that children are safe, happy and ready to learn.



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Behaviour is consistently good as children share and play together well. Team working between adults is good, with staff moving fluently between roles as necessary. This is facilitated by clear planning which ensures continuity during the free-flow of learning as children move between teacher-led and self-selected learning activities. Links with parents are good. Information flows readily back and forth and ensures that parents are active in helping their children to learn.

However, the school does not make the most effective use of its resources. A significant proportion of Reception class children work in a separate class-base, which does not match the good standard of provision available to other children in the Foundation Stage Unit. Though teachers are dedicated, and well supplied with many colourful toys, books, equipment and other learning resources, this class-base is small and isolated from the Foundation Stage Unit. This limits the quality of these children's learning experiences, and their progress.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>3</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	3

## Views of parents and carers

Thirty nine parents returned the Ofsted questionnaires. They were unanimous that their children enjoy school. Almost all were happy with their child's experience at the school and expressed complete confidence in the work of the school, and in how the school was led and managed. No parent raised any issues about the school keeping their child safe. A small number of parents raised questions about bullying or behavioural incidents. Inspectors looked at this mainly through talking to pupils and through looking at the school's own records. The pupils did not express any undue concerns and the school's records were complete and meticulously kept. The school has very clear policies and actions in place to deal with any incidents of bullying. Pupils were very clear about what to do if they were being bullied themselves, or saw others being bullied.

### Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Hunningley Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 39 completed questionnaires by the end of the on-site inspection. In total, there are 300 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	25	57	19	43	0	0	0	0
The school keeps my child safe	27	61	16	36	0	0	0	0
The school informs me about my child's progress	21	48	20	45	3	7	0	0
My child is making enough progress at this school	23	52	17	39	3	7	0	0
The teaching is good at this school	23	52	20	45	1	2	0	0
The school helps me to support my child's learning	19	43	22	50	1	2	1	2
The school helps my child to have a healthy lifestyle	17	39	24	55	3	7	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	17	39	22	50	1	2	0	0
The school meets my child's particular needs	14	32	26	59	1	2	1	2
The school deals effectively with unacceptable behaviour	17	39	22	50	4	9	1	2
The school takes account of my suggestions and concerns	13	30	24	55	6	14	1	2
The school is led and managed effectively	14	32	28	64	0	0	0	0
Overall, I am happy with my child's experience at this school	23	52	20	45	1	2	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> <li>■ The school's capacity for sustained improvement.</li> <li>■ Outcomes for individuals and groups of pupils.</li> <li>■ The quality of teaching.</li> <li>■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.</li> <li>■ The effectiveness of care, guidance and support.</li> </ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



10 February 2010

Dear Pupils

Inspection of Hunningley Primary School, Barnsley, S70 3DT

Thank you for making us so welcome when we inspected your school recently. We were impressed with your politeness, good manners and the considerate way in which you all support and help each other. We particularly appreciated your very good behaviour and attitudes to learning in lessons. I really enjoyed my lunch at the golden table and meeting those pupils who were being rewarded for their excellent behaviour. Well done to them!

We found that Hunningley is a satisfactory school, with a definite strength in the consistently good way it looks after you and keeps you all safe and happy. It really helps you to become sensible and thoughtful young citizens.

However, we found that it could do some things better than it does at present. So we want the adults who lead, manage and teach in the school to do the following things which will help you to make better and more consistent progress.

- Teachers must ensure that each one of you understands what you have to do next in lessons in order to learn and understand things more quickly.
- The headteacher and other leaders must ensure that all children in the Reception classes can have the same exciting and good quality learning opportunities both indoors and outdoors.
- The headteacher and other leaders need to check much more closely that you are learning everything you should be learning from the activities you do.
- The governors of the school must make sure that they know more clearly that you are all actually learning enough.

You can help your school to get better by continuing to be the happy and sensible young people you already are, who enjoy being in school and who behave really well. Good luck to you all for the future.

Yours sincerely

Terry McDermott

Lead inspector

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