

Huntington Community Primary School

Inspection report

Unique Reference Number	111093
Local Authority	Cheshire West and Chester
Inspection number	337621
Inspection dates	20–21 January 2010
Reporting inspector	Diane Auton

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

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	230
Appropriate authority	The governing body
Chair	Mr J Townend
Headteacher	Mr Duncan Rose
Date of previous school inspection	7 November 2006
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Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 10 lessons and observed nine teachers in their classrooms; approximately one third of inspection time was spent looking at learning, including time spent looking at pupils' work. They held meetings with governors, staff, groups of pupils and a group of parents. They observed the school's work, and looked at a range of documentation, including data about pupils' progress and attainment, the school's planning documents, policies, procedures and records. They reviewed information provided by parents and carers in a 100 completed questionnaires. They also took into account the views pupils and staff expressed in their questionnaires.

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

- the standards attained by pupils and the progress they make
- the effectiveness of teaching and the curriculum in building pupils' skills year-on-year
- the impact of leadership and management on achieving the best possible outcomes for pupils
- how well provision in the Early Years Foundation Stage enables children to progress in their learning and development.

Information about the school

The school is situated in a residential area; the proportion of pupils who have special educational needs and/or disabilities is smaller than that found in most schools. The proportion of pupils entitled to free school meals is below average. Most pupils are White British, with a small proportion from other heritages. Early Years Foundation Stage education is provided in the Nursery and Reception classes.

A new headteacher and deputy headteacher were appointed in the spring term of 2009. Significant changes in membership of the governing body have taken place and a new Chair of the Governing Body has been elected. The school holds the Activemark and the Healthy Schools Award. It was awarded Extended School status in 2008.

Before and after-school care are offered on the school site by independent providers. This provision was not subject to this inspection.

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

The school provides a satisfactory education for its pupils. Strengths are in the quality of teaching, the stimulating curriculum and good pastoral care. A two-year dip in standards at the end of Key Stage 2 is being addressed appropriately and there are early signs of significant improvement in pupils' progress and attainment in the current year.

Parents, carers and pupils describe Huntington as a happy, caring school, with a strong base in its community. Pupils are confident and articulate and have positive attitudes to learning. Pupils enter Key Stage 1 with skills at or above the expected level for their age. During the past two years, they have gone on to attain broadly average overall standards at the end of Key Stage 2, in contrast with attainment in previous years which was consistently higher than average. The school is not satisfied with this and is working diligently to improve matters. Most actions for improvement, for example setting individual targets for pupils, are at an early stage with limited impact to date. However, the school's assessments and scrutiny of work show that pupils in Year 6 are on track for above average overall attainment by the end of the year. Inspectors found that good quality provision is helping pupils to make good progress in most lessons. The curriculum in the Early Years Foundation Stage is satisfactory, but does not provide sufficient opportunities for children to solve problems and make independent decisions in their play. The school is inclusive, enabling a small but significant number of pupils with a wide range of additional needs to access education in a mainstream setting and to progress and achieve well in relation to their abilities and starting points.

The school's self-evaluation is largely accurate because the headteacher has taken decisive steps to improve monitoring and review systems. A positive team ethos prevails and, although many new developments are work in progress, the school's capacity for sustained improvement is satisfactory. For example, although the governing body is relatively new, the knowledgeable Chair of the Governing Body and the governor leading on safeguarding are long-standing members, and have already established a working partnership with the headteacher and staff. Senior staff and subject leaders have started to assist with assuring the quality and impact of provision, although their roles are at an early stage. The school has not yet identified precise criteria against which to measure the success of its actions to make the school development plan a more effective tool for improvement.

What does the school need to do to improve further?

- Raise attainment and improve pupils' learning and rate of progress by developing the use of individual learning targets for reading, writing and mathematics across

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the school, so that pupils gain an accurate understanding of how well they are doing.

- Strengthen leadership and management by:
 - ensuring that the school development plan is sharply focused on raising standards, and that it identifies clear criteria against which the success of actions can be measured
 - developing the roles and responsibilities of subject leaders and senior staff to enable them to contribute fully to assuring the quality and impact of the school's work.
- Extend the range of opportunities for children in the Early Years Foundation Stage to solve problems and make decisions and choices in investigative and adventurous play activities both in and out of doors.
- 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 apply themselves well in lessons, with interest and enthusiasm. They use information and communication technology with assurance. They work well with a partner or in groups which helps them to develop and share ideas confidently. In most of the lessons seen, pupils made good or better progress. During the last school year, however, progress across the subjects and year groups was satisfactory, reflected in pupils' broadly average overall attainment at the end of Key Stage 1 and 2. In Key Stage 2, in 2009, attainment in English was above average, an improvement on the previous year. Attainment in mathematics was lower than in 2008, however, and fewer pupils attained the higher level in science. The school has raised its expectations for pupils in all subjects and has begun to track and review their progress very carefully. This rigorous approach is starting to impact on accelerating rates of progress. Improvement is most evident in the current Year 6, where pupils are on track to attain above average standards in all tested subjects by the end of this academic year. Pupils with special educational needs and/or disabilities achieved well in 2009, as a result of the school's good provision to meet their needs. Similar progress is evident this year. Pupils are polite and friendly. They show good awareness of healthy living and personal safety. They thrive on responsibility, for example as influential school councillors or as playtime monitors. They form good relationships with each other and with the adults in school and they say they are confident that help is on hand if they encounter any problems. They consider and discuss important issues in lessons and assemblies and the well enriched curriculum is enabling them to have a good awareness of cultural diversity and of cultures beyond the area they live in. It captures pupils' interest well and engages them in learning. Their extremely good attendance reflects the supportive relationships that prevail between home and school.

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These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account:	
Pupils' attainment ¹	3
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	2
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	2
Taking into account:	
Pupils' attendance ¹	1
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

Teaching is of good and improving quality overall. Lessons are planned well to take the range of learners' needs into account. In the majority of lessons learning moves along briskly. Learning tasks are appropriately challenging and teachers use questions well to extend pupils' thinking. Teachers ensure that pupils are given a clear understanding of what they are expected to do and to achieve in lessons. Regular assessment ensures teachers have an overview of pupils' progress. Although the use of individual learning targets is having a positive impact in some year groups, the strategy has not been fully developed in all of the classes and so pupils are not always given a clear enough understanding of how well they are doing. In lessons where teaching is less effective, time is not managed well enough and so the pace of learning slows. Well-trained teaching assistants make a good contribution to pupils' learning, in particular, pupils with additional needs. This contributes well to the school's inclusive ethos and to the good progress those with special educational needs and/or disabilities make.

The curriculum brings subjects together in topics that are chosen well to interest pupils and ensure they are fully engaged. There are good opportunities for pupils to practise

¹ 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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and develop their basic skills through work across other subjects. The curriculum is very well enriched by opportunities for pupils to develop skills in sports, the performing arts and a modern foreign language and by visitors and visits, including a number of valuable residential visits. Carefully planned provision for pupils with special educational needs and/or disabilities ensures they enjoy full access to learning and social inclusion. Pastoral care is good and the school works sensitively and successfully to support vulnerable pupils and their families.

These are the grades for the quality of provision

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

How effective are leadership and management?

The headteacher leads a united staff with a shared vision for taking the school forward. Together, they have raised their expectations for pupils' attainment and are taking concerted action to improve standards across the school. For example, regular progress reviews have been instituted, so that any underachievement can be identified and addressed promptly. It is too soon to measure the full impact of these developments, but they represent an improved rigour in analysing how well the school is doing. Because of this, the school has reliable information on progress and attainment that can be used to inform its planning. This is work in progress, however. For example, the school development plan is not yet sufficiently strategic to be fully effective. The headteacher has taken the lead in monitoring the quality of teaching and has established appropriate systems and procedures for this. Senior staff and subject leaders are starting to play a more active role in checking the quality of the school's work, but this development is also at an early stage. Most parents and carers expressed positive views of the school, reflecting the good relationships that prevail between parents, carers and staff and the good communications between home and school. The school complies well with statutory requirements for safeguarding, health and safety and child protection through well-managed procedures and through very regular review of their effectiveness. The school's inclusive ethos supports equal opportunities, access to educational entitlement and ensures that discrimination is not tolerated. The school contributes well to community cohesion through its partnerships in the community, with neighbouring schools, with a range of agencies that support pupils' health, welfare, social and learning needs and with its partner schools in Africa and France. The governing body is fully constituted and ready to take up its duties this term; the Chair of the Governing Body is playing a key role in ensuring continuity, while at the same time acting as critical friend to the school.

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These are the grades for leadership and management

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

Early Years Foundation Stage

Children's skills on entry to Nursery are mostly at or above expectations for the age group. They make satisfactory progress and by the end of the Reception Year most children are working securely within or above expected levels for their age. Leadership ensures staff work together as a team to promote the children's learning and well-being. The satisfactory teaching provides a range of activities that interest the children and present an appropriate level of challenge. Activities led by adults predominate, however. Although there are some opportunities for activities initiated by the children, these are insufficient to support the development of independent skills and creativity through investigative and adventurous play, indoors and outside. Relationships are caring and warm and, consequently, children are happy and secure in the setting. Provision to ensure their welfare meets requirements well. Assessment is based on observations of the children in their activities and is used to plan for their individual learning needs. The positive relationships with parents that prevail throughout children's time in school are forged in the Early Years Foundation Stage. The learning environment is bright and welcoming and improvements have been made to the outdoor area so that it can be accessed by children in all weathers. Links with external agencies help to support the progress of children with special educational needs and/or disabilities.

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These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	3
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

Around half of parents and carers responded to the questionnaire. A large majority of those who responded said they agree or strongly agree that they are happy with their children's experience at the school. This is in line with the inspection team's judgement on the school's satisfactory overall effectiveness and its good partnerships with parents and carers.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Huntington Community 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 100 completed questionnaires by the end of the on-site inspection. In total, there are 230 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	68	75	21	23	1	1	0	0
The school keeps my child safe	69	76	22	24	0	0	0	0
The school informs me about my child's progress	47	52	41	45	3	3	0	0
My child is making enough progress at this school	45	49	41	45	2	2	1	1
The teaching is good at this school	50	55	39	43	0	0	1	1
The school helps me to support my child's learning	53	58	32	35	3	3	0	0
The school helps my child to have a healthy lifestyle	47	52	39	43	4	4	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)	49	54	30	33	3	3	0	0
The school meets my child's particular needs	48	53	37	41	3	3	1	1
The school deals effectively with unacceptable behaviour	41	45	38	42	6	7	1	1
The school takes account of my suggestions and concerns	43	47	40	44	1	1	0	0
The school is led and managed effectively	52	57	36	40	1	1	0	0
Overall, I am happy with my child's experience at this school	61	67	27	30	1	1	1	1

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"> ■ The school's capacity for sustained improvement. ■ Outcomes for individuals and groups of pupils. ■ The quality of teaching. ■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships. ■ The effectiveness of care, guidance and support.
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.



22 January 2010

Dear Pupils

Inspection of Huntington Community Primary School, Chester, CH3 6DF

Thank you for making the inspection team so welcome when we visited your school.

As you know, we came to see how well the school is doing and how you are all getting on with your learning. These are some of the things we found out about Huntington.

- Huntington is a happy school and you are well behaved and polite young people. You work hard in your lessons, you enjoy your work and you get on well with each other and with the adults in school. Congratulations to you and your parents on your excellent attendance!
- The Early Years Foundation Stage gets your education off to a satisfactory start and the school gives you a satisfactory standard of education.
- The headteacher and other staff are working hard to raise standards and your good work is helping to make this happen. You enjoy your lessons and your progress in class is improving.

There is still some work to be done to make Huntington the best school it can possibly be. I have asked the headteacher and the staff to make these further improvements.

- Make sure you all have learning targets that you know and understand for reading, writing and mathematics, to help you to know how well you are doing in each subject.
- Get all the teachers involved in making sure the school is doing as well as it possibly can. Also, improve the big plan that they make each year for developing the school. The new governing body will be able to help with all of this.
- Find more opportunities for the children in the Early Years Foundation Stage to solve problems and carry out investigations through play.

You can help by continuing to do your best and by continuing to be happy learners.

Yours sincerely

Mrs Diane Auton

Lead inspector

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