

# Hunnyhill Primary School

## Inspection report

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<b>Unique Reference Number</b>	118167
<b>Local Authority</b>	Isle of Wight
<b>Inspection number</b>	339156
<b>Inspection dates</b>	28–29 June 2010
<b>Reporting inspector</b>	Caroline McKee

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>	4–9
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	129
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Tony Murrant
<b>Headteacher</b>	Lynda Evans
<b>Date of previous school inspection</b>	9 May 2007
<b>School address</b>	Albany Road Newport PO30 5HZ
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## Introduction

This inspection was carried out by two additional inspectors. Thirteen lessons or parts of lessons were observed. The breakfast club and after-school club were also visited. Meetings were held with the headteacher and the assistant headteacher, staff, pupils and the chair of governors. Inspectors observed the school's work, and looked at documents such as the school's development plan, pupils' work and monitoring and attendance records. Inspectors also evaluated the responses from 50 questionnaires from parents and carers and responses from pupils and staff.

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

- the effectiveness of monitoring at all levels of leadership in sustaining and developing academic improvements, especially for different groups of pupils
- the impact of the work of the governing body on school improvement
- what more the school needs to do to improve the quality of teaching to outstanding
- the quality of the school's community cohesion audit and action plan, and their impact on the school and local community.

## Information about the school

Hunnyhill Primary School is smaller than average, and pupils currently leave at the end of Year 4. This will change in the next academic year and pupils will remain at the school until the end of Year 6. The proportion of pupils known to be eligible for free school meals is higher than the national average and the percentage of pupils with special educational needs and/or disabilities is below average. Almost all pupils are White British but the number of pupils from different ethnic minority groups is higher than in other schools on the island. The school has been awarded a number of accolades such as the Financial Management Standards in Schools 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?**

**2**

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

**2**

## Main findings

This is a good school. The pupils' academic achievements at the end of Year 2 are outstanding and have been consistently so for the last three years. The school provides a caring, supportive yet stimulating environment for pupils, who say that learning is fun and that they feel safe and very well cared for. The school has had an acting headteacher for most of this year who has competently maintained the good work of the school and ensured a smooth handover to the new headteacher in April. Good leadership and management from the new headteacher and her team have created a strong sense of united purpose to drive things forward, with middle managers contributing to improvement, particularly in teaching. Staff enjoy productive links with governors, who in turn have an increasingly clear view of what needs to be better and who are now involved in monitoring action plans for improvement. The headteacher has a good grasp of the quality of teaching across the school and recognises the need to fine-tune the analysis to get an even more detailed overview. Nonetheless, the strengths in leadership and management and ongoing improvements demonstrate good, sustainable capacity to move the school on even further. Since the last inspection, the school has maintained and further improved its strengths in pupils' personal development, in particular their now outstanding behaviour and attitudes to learning. They have embraced the use of information and communication technology (ICT) so that it fully contributes to their learning and is integral to all lessons. Currently, overall progress to the end of Year 4 is good for the very large majority of pupils. It is satisfactory for pupils with special educational needs and/or disabilities. These pupils are well supported in lessons and have child-friendly plans for improvement, but staff expectations for their progress are not as high as for other pupils. The school has accurately prioritised and improved speaking and listening skills for all, and writing for boys in particular. The marking of pupils' work is not always focused on helping the pupils to see what they need to do to improve or linked to expected targets. Senior staff are determined to accelerate pupils' progress to enable them to make the best possible start in their lives. Success is becoming evident as learning objectives are much clearer to pupils, and the improving pace of lessons keeps all pupils interested and focused. The school recognises that these improvements have not yet gone far enough, but is sharply focused on its goals. Pupils do well because of good, engaging teaching, a good curriculum that finds ways of enriching their lives and broadening their horizons, and outstanding care, support and guidance that make a strong contribution to their personal development. The school capitalises on pupils' positive, enthusiastic attitudes to help them to understand their progress better, and reflect on their achievements and how they feel and think about important things in their lives. Parents and carers

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welcome information about their children's learning and the majority are very pleased with their children's experience at the school.

Since the last inspection, the school has maintained and further improved its strengths in pupils' personal development, in particular their now outstanding behaviour and attitudes to learning. They have embraced the use of information and communication technology (ICT) so that it fully contributes to their learning and is integral to all lessons. Currently, overall progress to the end of Year 4 is good for the very large majority of pupils. It is satisfactory for pupils with special educational needs and/or disabilities. These pupils are well supported in lessons and have child-friendly plans for improvement, but staff expectations for their progress are not as high as for other pupils. The school has accurately prioritised and improved speaking and listening skills for all, and writing for boys in particular. The marking of pupils' work is not always focused on helping the pupils to see what they need to do to improve or linked to expected targets. Senior staff are determined to accelerate pupils' progress to enable them to make the best possible start in their lives. Success is becoming evident as learning objectives are much clearer to pupils, and the improving pace of lessons keeps all pupils interested and focused. The school recognises that these improvements have not yet gone far enough, but is sharply focused on its goals.

Pupils do well because of good, engaging teaching, a good curriculum that finds ways of enriching their lives and broadening their horizons, and outstanding care, support and guidance that make a strong contribution to their personal development. The school capitalises on pupils' positive, enthusiastic attitudes to help them to understand their progress better, and reflect on their achievements and how they feel and think about important things in their lives. Parents and carers welcome information about their children's learning and the majority are very pleased with their children's experience at the school.

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

- Accelerate the progress of pupils with special educational needs and/or disabilities by developing and implementing more challenging targets for how well they can do.
- Improve pupils' knowledge of why they have succeeded and what they need to do next by improving the quality of marking.
- Fine-tune the systems used to monitor improvements in teaching so that more detailed patterns can be shared with teachers and governors.

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

**1**

Pupils work with pride and enthusiasm, and drive themselves to succeed. They make good progress in lessons because they are fun, stimulating and relevant to their lives and experiences. They apply their skills, particularly those in ICT, across a range of subjects and in their topic projects. For example, they use the school blog to appraise each other's work and make suggestions for improvement. They are very independent and work effectively in pairs and groups, chatting in a purposeful way about their work.

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Pupils' books and work in lessons show that standards at the end of Year 2 have been sustained and built upon in Years 3 and 4. Boys' writing has been improved by using more exciting stimuli and linking them to their experiences of school trips and visits of other organisations, such as a full-sized military tank to the playground when doing their topic work on the Second World War. Pupils with special educational needs and/or disabilities often make slower progress because their learning is too tightly controlled by adults and they are not provided with enough opportunities to learn for themselves.

Pupils enjoy school immensely, grow in confidence and develop very positive attitudes to learning. Happy relationships support the hardworking atmosphere. Pupils are very aware of possible dangers and are clear about how to stay safe. They develop an extensive understanding of their responsibilities to the school and the wider community, and eagerly take advantage of the many opportunities to contribute to both. Pupils develop impressive social skills and work supportively together, with a genuine interest in each other's ideas. This, together with good and improving standards in the acquisition of basic skills, means that they are very well prepared for the next stage of their lives. Their attendance is good because of the school's high level of support and encouragement. Pupils' spiritual, moral, social and cultural development is outstanding, and assemblies are celebratory and thoughtful occasions in which pupils are encouraged to think and then write about others' and their own place in the world.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>1</b>
Taking into account: Pupils' attainment <sup>1</sup>	1
The quality of pupils' learning and their progress	2
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>1</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>1</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>1</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>1</b>
Taking into account: Pupils' attendance <sup>1</sup>	2

<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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<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>1</b>
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## How effective is the provision?

In most cases, the pace of lessons is brisk and a good variety of activity engages and stimulates pupils from all backgrounds, so they develop curiosity and a love of learning. Assessment is good, often using focused oral dialogue between adults and pupils, and between pupils themselves, to evaluate their learning and reason through problems. Marking is a weaker aspect of teaching, with comments not telling the pupils why their work was judged to be successful and what they need to do to specifically improve it. However, staff track pupils' achievement well, so most work matches their prior attainment and moves learning forward effectively. Subjects are well integrated so that pupils make links between ideas and learn to incorporate ICT into their work in a commendable variety of ways. Good learning in subjects such as music, physical education and art leads to a well-rounded experience for all pupils. They talk enthusiastically about extra-curricular sports, music, art and design, design and technology, and their visits, all of which add richness to their experience. The curriculum for pupils with special educational needs and/or disabilities is satisfactory but is not always sufficiently well tailored to their requirements, particularly in terms of ensuring a high level of challenge. Pastoral care is outstanding so pupils feel safe and valued, and staff are highly attuned to the needs of vulnerable pupils. The deployment of teaching assistants and mentors is well targeted, no stone is left unturned in ensuring that pupils get to school each day, and that parents and carers are involved in their child's education.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</b>
Taking into account: The use of assessment to support learning	2
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>1</b>

## How effective are leadership and management?

The headteacher's clear determination and drive to improve the school have quickly been established because they are shared by all involved in decision making, including staff, governors and pupils. All are committed to sustaining the improvements already under way and preparing for the increase in year groups to the school in September. The school predicts pupils' attainment accurately and meets its targets, and there is a strong focus on improving practice and provision at every opportunity. Relationships with homes and families are dealt with sensitively and staff feel valued and proud of

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their achievements. Aspects of safeguarding such as personnel checks and carrying out risk assessments are secure and well supported by the governing body. The school responds appropriately to any concerns raised by parents and carers.

Governors now make a good contribution to the life and improvement of the school through an increasingly clear understanding of its performance, and have taken a major lead in the movement to a full primary school and change of premises. Partnerships with organisations such as the Church and visits to places of worship belonging to other faiths add depth to the pupils' multicultural understanding. Visits to the school by dance and drama groups from the mainland are used well to enrich pupils' experiences. The school is committed to equality for all and to this end harnesses other partnerships very effectively, to support potentially vulnerable pupils for instance. Its family education sessions ensure that parents and carers can also learn new skills and use the school's ICT facilities. Community cohesion is promoted at all levels and the school has identified ways to improve further. A recent financial management award testifies to the school's effective use of resources to generate good 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>2</b>
Taking into account: The leadership and management of teaching and learning	2
<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>2</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>1</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>1</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

**Early Years Foundation Stage**



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

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

## Views of parents and carers

The overwhelming majority of questionnaires returned by parents and carers were supportive and appreciative of the school. All felt that their child enjoyed school and that the school was well led. There were some individual concerns about their child's learning and behaviour management, but the team and many other parental comments found these to be at least good; the other individual concerns followed no particular pattern. There were extremely positive comments about the ethos of the school and the high levels of support for individual needs. One parent wrote, 'When you walk into the school you walk into a warm and friendly environment.' The inspection team were in agreement with these views.

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

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	23	46	27	54	0	0	0	0
The school keeps my child safe	34	68	15	30	1	2	0	0
The school informs me about my child's progress	23	46	22	44	4	8	0	0
My child is making enough progress at this school	24	48	23	46	3	6	0	0
The teaching is good at this school	26	52	21	42	1	2	0	0
The school helps me to support my child's learning	22	44	20	40	7	14	0	0
The school helps my child to have a healthy lifestyle	33	66	16	32	0	0	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)	18	36	27	54	1	2	0	0
The school meets my child's particular needs	22	44	26	52	2	4	0	0
The school deals effectively with unacceptable behaviour	18	36	24	48	6	12	1	2
The school takes account of my suggestions and concerns	23	46	22	44	1	2	0	0
The school is led and managed effectively	32	64	16	32	0	0	0	0
Overall, I am happy with my child's experience at this school	30	60	18	36	2	4	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

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

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 is for the period 1 September to 31 December 2009 and is the most recently published data available (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

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.**



30 June 2010

Dear Pupils

Inspection of Hunnyhill Primary School, Newport, PO30 5HZ

Thank you all so much for making us feel so welcome at your special school. You go to a good school where many things are outstanding: the standards you attain, which are well above the national average, your behaviour, how well you think about ways to help and support each other, your understanding of how to live healthily, your aspirations to reach for the best possible, and most of all, your vibrant spirit that makes you the very special people that you are. We found that you make good progress overall, but pupils with learning difficulties make progress that is satisfactory because they are not expected to make as many gains as others.

You enjoy a good curriculum that gives you a wide range of experiences and the chance to be the best and try different sports, music and topic work. The displays around the school are exciting and show off so well all that you achieve. We found that the teachers and other staff offer you high quality care, support and guidance so that you are safe and well prepared for life in general. We were impressed with your headteacher and her leadership team and the way they make you feel about how well you can do. They encourage the staff to improve their good teaching and try new ideas to make your life exciting and learning fun.

We have agreed with your school that there are three things that will help it to become even better, and we hope that you will work even harder to help them succeed:

- make sure that pupils with learning difficulties are given higher targets to aim for, so they make progress as rapidly as everyone else
- improve the marking of your work so you are very clear about what you have done well and why, and what it is that you need to do to make it even better
- ensure that the headteacher and governors create an even better method for checking that teaching improves, so it becomes outstanding.

We all wish you the very best for your exciting future lives!

Yours sincerely

Caroline Mckee

Lead inspector

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