

East Hunsbury Primary School

Inspection report

Unique Reference Number	121953
Local Authority	Northamptonshire
Inspection number	340055
Inspection dates	23 November –16 December 2009
Reporting inspector	Lynne Blakelock

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	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	436
Appropriate authority	The governing body
Chair	Alastair Brenan
Headteacher	Rita Arundel
Date of previous school inspection	3 July 2007
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Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 20 lessons and held meetings with governors, staff and pupils. They observed the school's work, and looked at the school improvement plan, details of school policies and procedures and the governing body minutes. The inspection team analysed staff and parental questionnaires and 150 questionnaires returned by parents.

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

- the progress of pupils of all abilities and groupings through the school
- the impact of the curriculum on pupils' achievement, enjoyment and involvement in their learning, and on their personal development
- the effectiveness of the governing body in monitoring the performance of the school through its knowledge of its performance and needs
- the extent to which the school is inclusive in its provision for all groups and abilities of pupils and in how it values every child.

Information about the school

This large, popular school is situated on the outskirts of the town. Most pupils are White British although the proportion from other ethnic groups is increasing steadily. Very few pupils are eligible for free school meals. An above average percentage of pupils have special educational needs and/or disabilities, or a statement of special educational needs. The school has a Designated Special Provision (DSP) unit for 35 pupils with severe learning difficulties.

The school has been awarded Activemark, the gold Artsmark and the Eco bronze award. It has achieved Healthy School status and in March 2009 was awarded a three year accreditation for Effective Early Learning. A morning and after school club are held on the site each weekday, during term time. They are run by an outside provider.

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

East Hunsbury Primary School is an effective school. There are particular strengths in the curriculum, the care, guidance and support provided by the school, and in a number of aspects of pupils' personal development, all of which are excellent. The foundation for its success is the inspirational leadership of the headteacher, backed up by her accurate understanding of the school's needs and her drive to address them.

The rapidly improving governing body is now able to help the school to move forward to a greater extent than at the last inspection, because of its increased involvement and knowledge. Governors' monitoring, though, does not yet extend to systems which enable them to have a good knowledge of the quality of teaching and learning across the school. Together with effective senior and middle leaders and the quality of its evaluation, the school demonstrates a good capacity for improvement. High expectations by the leadership lead to a 'things can always be done better' culture. Consequently, the school continues to evolve. This judgement is backed up by parents with whom the school engages extremely effectively so that they can support their children's learning. Parents are one of many partnerships which strengthen and broaden its impact. Through all of the school's activities, team work with outside agencies and providers add to the quality of provision. The outstanding care, guidance and support contribute significantly to pupils' progress, confidence and self-esteem. Every pupil is valued as unique and special and included in all activities and plans. As a result they are empowered to learn and grow, in a culture of inclusion, including the DSP pupils and from the Early Years Foundation Stage onwards. Pupils' attitudes towards school and learning are very positive.

The good progress of all groups of pupils and their above average standards by the end of Year 6 are due to good teaching as well as the organisation of learning groups. There are numerous good features of teaching across the school, including a clear purpose to learning. Specific questioning towards achieving the lesson objectives is a feature of the best lessons, as is marking. However, too often, marking does not tell pupils what they have achieved or how to move forward in their learning. While pupils have targets and many pupils can say what they are, they are not often an integral part of lessons to be able to accelerate their progress.

What does the school need to do to improve further?

- Accelerate the pace of pupils' learning by:
 - ensuring that marking very regularly informs pupils what they have achieved and how to move forward in their learning

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- making sure that pupils' targets are a major focus in lessons.
- Ensure that the governing body focuses on strengthening their knowledge and understanding of the quality of teaching and learning so that they have a full picture of the performance and needs of the school.

Outcomes for individuals and groups of pupils**2**

Pupils of all abilities and groupings make good progress through the school. Although standards vary from year to year, they were above average in 2009 and were the highest attained by the school. Challenging targets were met. Pupils' progress in writing is quickening due to the school's continuing emphasis on developing writing skills both in literacy and across the curriculum, increasingly in ability groups as pupils move through the school. Those pupils with special educational needs and/or disabilities and those who speak English as an additional language achieve well because of tailor-made individual learning plans and effective guidance by support staff. DSP Pupils from the unit make good progress overall. Although their progress is often slower in the key skills of literacy and numeracy, they make good strides in their learning overall, especially in their personal development. Pupils enjoy learning and make good progress in lessons. A class of boys, for example, responded enthusiastically in a science lesson to a task of choosing strategies for separating mixtures, working maturely and productively in small groups.

Pupils are extremely positive about school which is special to them because it provides them with so many opportunities. Consequently, their behaviour and attendance are good. They are very thoughtful towards the needs of others, understanding through teaching about feeling safe that unkind behaviour is destructive. The curriculum supports good quality and day-by-day reinforcement of how to keep healthy and safe while the excellent range of after school clubs is also used to develop enterprise skills and to provide pupils with practise in becoming young leaders and responsible citizens. Pupils show by their high participation in sporting activities outside lessons and in their good awareness of a healthy packed lunch that they know the great importance of a healthy lifestyle.

The school's opportunities for pupils to develop as young citizens are exemplified in the school council, which has a genuine voice in school improvement and pupils enjoy numerous other team work and leadership roles. Together with above average academic skills, they mean that pupils are well prepared for the next stage of their education. Pupils' excellent social and moral development is matched by their spiritual and cultural development. Themes that reflect the growing cultural diversity of pupils provide real opportunities for them to engage with people from other cultures and to appreciate the similarities and differences between the countries and cultures they have experienced.

These are the grades for pupils' outcomes

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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Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account: Pupils' attainment ¹	2
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	2
The extent to which pupils feel safe	1
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	2
The extent of pupils' spiritual, moral, social and cultural development	1

How effective is the provision?

Corridors and classrooms are a riot of colour and full of examples of pupils' work. They provide a wonderful backdrop and stimulus for learning and enjoyment and contribute significantly to pupils' positive attitudes to school. Overall, teaching is good through the school with a small amount that is satisfactory. Teaching in four lessons was outstanding. There are common strengths to teaching. Good planning of lessons results in clear objectives which are revisited during the lesson so that the purpose of learning is clear. Many opportunities are set up for independent learning and group work, which pupils benefit from and enjoy. Teachers make good use of interactive white boards to involve pupils in learning and there are a range of tasks to match the different levels at which pupils work. However, work set is not always as accurate as it could be in matching the levels at which pupils are working. In the best lessons, tasks are adapted as the lesson progresses, following teachers' ongoing assessment of pupils' work in the lesson. This is often through very specific questioning such as in a Year 6 English lesson. Assessment of pupils' learning is variable. Marking does not regularly inform pupils of their achievements or what to do to improve although some examples of exemplary marking were seen, which drives pupils' progress. Targets are in place but are not given enough focus in teaching and learning to accelerate progress.

The curriculum is very carefully planned and adapted to promote the achievement, enjoyment and personal development of pupils of all abilities and needs. It is organised year on year to reflect the needs of the cohort. The school's analysis of girls' achievement in science, for example, has led to single-sex teaching, enabling girls' standards to rise significantly. Pupils in the DSP unit experience a kinaesthetic

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curriculum which enables them to learn through practical situations. Makaton signing and widget symbols form the basis of learning for many of them and enable them to make good strides in their learning. A unit of work put in place by Year 6 pupils for the DSP group illustrates the way that pupils of all abilities work and play together, strengthening their personal development. The provision for information and communications technology is good through the school and tailored particularly carefully to those pupils with special educational needs and/or disabilities. Specialist teachers in a range of subjects, and partnerships with other schools, provide additional expertise and opportunities for all pupils to develop their skills, both academic and social. This is strengthened by regular links between subjects, as in the highly effective India theme week. Their personal development needs are built into all learning and daily school routines, such as the wide range of extra curricular and enhancement activities.

In the very caring and nurturing environment, provided by the school, pupils thrive. Staff understand the needs of pupils well and carefully planned strategies are in place to meet a diverse range of needs, including behavioural, social and learning. Effective partnerships with a wide range of agencies provide additional support. Parents are very confident in the school's ability to keep their children safe. They are equally pleased that the school seeks their views and that they inform school planning. 'Welcome to year group meetings,' for example, were requested by parents and enable them to have a clear understanding of the curriculum and how it is taught.

These are the grades for the quality of provision

The quality of teaching Taking into account: The use of assessment to support learning	2
	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	1
The effectiveness of care, guidance and support	1

How effective are leadership and management?

This is a school in which ambition is embedded. It is led extremely effectively by the headteacher, who drives improvement rigorously. Supported well by the deputy headteacher, her robust monitoring and analysis of the school's performance have led to challenging targets being set, and met, for the achievement of pupils. Her high expectations of the role and impact of middle leaders have led to their clear and effective focus on broadening provision and raising standards through the monitoring of teaching and learning. In particular, the great attention to the well-being and progress of all groups of pupils demonstrate the school's exemplary commitment to equality of opportunity in a school where all pupils are valued for who they are. This includes the DSP, which is led with great care in order to meet the disparate needs of the pupils. The leadership of the school has been strengthened since the last inspection by the

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governing body's increasing contribution to school improvement. Governors have a greater understanding of the strengths of the school and more rigorous systems to monitor it. Thus, their ability to evaluate its performance is sound and improving. Through regularly reviewed safeguarding procedures, they help to ensure that pupils and staff are kept safe. Planning for community cohesion has been based on the composition of the school and its needs. Through the curriculum, daily school life and by the wide range of partnerships enjoyed by the school, pupils are developing a good understanding of the religious, social and ethnic context of the school and community, and increasingly further afield. The respect that the school holds for parents is reflected in the many ways in which it engages with them to further improve the quality of education.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	1
Taking into account: The leadership and management of teaching and learning	1
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	1
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	1
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	2

Early Years Foundation Stage

The majority of children start school with levels of knowledge and skills that are in line with national expectations. They move on quickly in all areas of learning, making good progress. This is because teaching is good and children benefit from imaginative activities, both in the classroom and the outdoor area. There is great emphasis on them learning independently, a major factor in their good progress and personal development. Teachers' good understanding of each child's needs and circumstances, gained from constructive relationships with parents and information from pre-school settings, means that provision matches their needs closely.

Children enjoy school and are proud to be given jobs to do. Preparation for the world of work begins at this stage, with children, for example, having a sale of vegetables. It is

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one of the many activities and daily routines that promote their good personal development and encourage helpful and kind behaviour towards others. It also promotes their feeling of security in school, supported by good welfare arrangements. By the end of the stage, the standards of many of the children are above those expected for children of their age. The leader of the stage recognises that data about children's progress is not yet always analysed thoroughly enough to provide small steps in learning.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
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

A high percentage of parents responded to the questionnaire. The overwhelming majority of those who responded are delighted with their child's experiences at the school. One parent wrote that, 'My child comes to school with a smile and a wave and leaves with a smile and a wave.' Parents say that their child enjoys school and express great confidence in, for example, the good teaching at the school and how it helps parents to support their child's learning. They are very positive about the staff, who they say work hard to, 'Give my child a broad range of invaluable experiences; experiences she will always remember.' A very small minority of parents feel that pupils who misbehave regularly are not dealt with effectively. Inspectors found no evidence of this during the inspection.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at East Hunsbury 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 150 completed questionnaires by the end of the on-site inspection. In total, there are 436 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	106	70	43	28	1	1	0	0
The school keeps my child safe	93	62	57	38	1	1	0	0
The school informs me about my child's progress	85	56	61	40	3	2	1	1
My child is making enough progress at this school	88	58	53	35	8	5	1	1
The teaching is good at this school	97	64	49	32	2	1	0	0
The school helps me to support my child's learning	92	61	55	36	2	1	0	0
The school helps my child to have a healthy lifestyle	93	62	55	36	2	1	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)	74	49	63	42	1	1	0	0
The school meets my child's particular needs	86	57	58	38	3	2	1	1
The school deals effectively with unacceptable behaviour	70	46	65	43	7	5	1	1
The school takes account of my suggestions and concerns	71	47	66	44	7	5	1	1
The school is led and managed effectively	84	56	61	40	3	2	1	1
Overall, I am happy with my child's experience at this school	99	49	99	49	2	1	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"> ■ 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.



25 November 2009

Dear Pupils

Inspection of East Hunsbury Primary School, Northampton, NN4 0QW

On behalf of the inspection team, I am writing to thank you for making us feel so welcome when we inspected your school a few weeks ago. There were so many things that we enjoyed seeing. In particular, we were delighted to be able to find out so much from you about your school and why you like being there. From the Early Years Foundation Stage, you are all cared for and provided for equally well. You feel very safe. Your teachers are especially good at organising lessons to help you to learn and this is one example of the excellent curriculum. The Year 2 music lesson that I saw was very exciting and resulted in some great sounds!

We have judged that your school is a good school. You make good progress in your learning because teaching is good. Your parents are very happy with your school. It looks after you very well from the time that you start there and provides lots of interesting and often fun ways to learn. We were also pleased to find out about the many ways that the school equips you with skills that you will need through your life. You are learning to work well in teams and to take responsibility.

Your headteacher leads your school very well and the staff work hard to help you to make good progress. There are ways in which your school can help you to make quicker progress. Marking of your work should regularly tell you what you have learnt and what you need to do to make more progress. We are pleased that you all have targets but they are not being used enough in lessons to help you to focus on how to move forward in your learning. The governors work very hard for you and have good ways of checking a lot of things that the school does. We have asked them to find out more for themselves about the quality of teaching and learning in the school so that they have a full picture of how well things are going.

I do hope that you will help the staff to make these improvements and I wish you all the best for the future.

Yours sincerely

Lynne Blakelock

Lead inspector

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