

# John Hunt Primary and Nursery School

## Inspection report

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<b>Unique Reference Number</b>	122614
<b>Local Authority</b>	Nottinghamshire
<b>Inspection number</b>	340184
<b>Inspection dates</b>	15–16 June 2010
<b>Reporting inspector</b>	Glynn Storer

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>	466
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Rachel Dalby
<b>Headteacher</b>	Mrs June Braddow
<b>Date of previous school inspection</b>	13 December 2007
<b>School address</b>	London Road New Balderton Newark
<b>Telephone number</b>	01636 682 007
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## Introduction

This inspection was carried out by four additional inspectors. The inspectors visited 18 lessons and, in doing so, observed the work of all of the school's 18 regular teachers. The inspectors also held meetings with the headteacher, members of staff at all levels, pupils and governors. They observed the school's work, and looked at policy documents, pupil performance data, planning and safeguarding information. The inspectors also took account of the views of parents and carers in the 246 questionnaires that were returned.

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

- whether pupils are making sufficient progress, especially in writing
- whether teaching is consistently good enough to further accelerate pupils' progress, especially in Key Stage 2
- the extent to which the curriculum and arrangements for the care, guidance and support of pupils promote positive outcomes in both the academic and personal dimensions of pupils' learning
- how well middle managers contribute to school improvement and the extent to which governors monitor the work of the school and hold senior staff to account for what it achieves.

## Information about the school

This large primary and nursery school serves the community of New Balderton and its surrounding area. Most pupils are White British and, of the small number from minority ethnic backgrounds, only a very few are at an early stage of learning English as an additional language. The number of pupils with learning difficulties and/or disabilities is average for a school of this size. The school opened as a primary school for 3 to 11-year-olds in September 2008 following the closure of the former junior school and the reorganisation of the former infant school.

The school has gained the following awards: Healthy Schools (Gold Award), Activemark and International Schools (Foundation Level).

**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

John Hunt Primary and Nursery School provides a good education for its pupils. Since its opening two years ago, the school has done well to maintain above average standards in the Early Years Foundation Stage and in Key Stage 1. Standards at the end of Key Stage 2 have risen markedly and are now broadly in line with national averages, although standards in writing remain lower than in other key subjects. These standards represent good progress for most pupils in Year 6 because, by the time they started at John Hunt two years ago, many had underachieved significantly in the past. Progress accelerates as pupils approach the end of Key Stage 2 because regular high-quality teaching and an excellent response from pupils promote effective learning. However, in most year groups, boys do somewhat less well than girls, especially in writing.

Pupils learn effectively because much of the teaching is good and there are examples of outstanding teaching, for example in Nursery, Year 2 and in upper Key Stage 2. The most successful lessons are characterised by teachers' high expectations of what pupils should achieve, challenging but highly enjoyable tasks and effective use of assessment information to inform planning and the targets set for pupils. Embedding consistently good quality teaching has been a priority and the school has come a long way. While pupils generally know the levels at which they are working and are well motivated to succeed, the quality of advice that they receive from teachers on how to improve their work is inconsistent. Consequently, pupils are not always clear about their personal targets or how to achieve them in any given lesson.

Excellent partnerships in and beyond the immediate area enable the school to provide a good curriculum, although development, for example in provision for science, is on-going. The strength of current arrangements is that they give pupils a tremendous range of rich and memorable experiences, which promote high levels of motivation and enjoyment. A strong focus on the arts permeates the curriculum and standards, for example in art and design, are high. When asked to sum up their experience of school in one word, this is what pupils said: 'amazing, interesting, challenging, colourful, creative, fascinating and fun.' The curriculum also places a strong emphasis on promoting personal growth, and outcomes in this area are outstanding. Pupils make an excellent contribution to the school as a community and to the community beyond the gates. Spiritual, moral, social and cultural development is outstanding. Above average rates of attendance, secure basic skills of literacy and numeracy, and pupils' highly positive attitudes to learning prepare them well for the future. Pupils have an exceptionally clear understanding of issues that affect their personal safety and that of others. They rightly feel safe and extremely well cared for. Highly effective safeguarding and outstanding care for all pupils is based on effective engagement with parents and carers and strong

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links with other schools and support agencies. Pupils whose circumstances make them vulnerable receive excellent care and support.

The headteacher and her two deputies are relentless in the pursuit of excellence. That is why the school has come so far in such a short time. Staff morale is high and there is a shared ambition to improve the school. Improved systems for checking on standards and quality of work, along with a strong culture of accountability at all levels, ensure that self-evaluation is accurate and whole-school targets are challenging but realistic. The roles of middle leaders are not sufficiently developed, for example, in collecting first-hand evidence about whole-school and individual pupils' performance and in their contribution to school improvement. Nevertheless, the school's record of improvement since opening is good, especially in embedding consistently good teaching and creating an exceptionally positive climate for learning. This record, together with effective management procedures and good governance, demonstrates good capacity for sustained improvement in the future.

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

- Raise standards in writing by:
  - ensuring that all staff give regular and clear guidance to pupils on how they can progress to the next level;
  - providing even more writing activities that engage and motivate all pupils, but especially the boys.
- Improve the management of teaching and learning by strengthening the role of middle leaders in contributing to the school's self evaluation and in planning for school improvement.

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

**1**

Standards are improving strongly. Current standards are much better than those attained at the end of Key Stage 2 in 2009. Pupils throughout Key Stage 2 are exceeding the expected rate of progress. Most pupils in Years 5 and 6 are now attaining, and many are exceeding, the standards expected for their ages. Pupils in Years 3 and 4 are building well on above average standards from the end of Key Stage 1. However, in both key stages, writing is the weakest of the key subjects. This is because classroom initiatives to motivate all pupils, but especially the boys, to enjoy and engage fully with writing activities are at an early stage of development and not yet impacting fully on standards. Almost all pupils, including those with learning difficulties or disabilities, are now making good progress. In most year groups, girls outperform boys to some extent, though seldom significantly.

Pupils' achievements in relation to their personal development are outstanding. Most behave extremely well and show high levels of enjoyment in their work. Pupils know what is expected of them and respond consistently well in lessons. Their enthusiasm, determination to meet challenging targets and their ability to work independently and/or

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collaboratively contribute to successful learning. Opportunities to undertake outdoor and adventurous activities give pupils an excellent understanding of aspects of personal safety. Their healthy, energetic play also reflects a keen awareness of the need to consider the safety of others. Pupils' excellent contribution to the school community is shown in their roles as school councillors, playground buddies, eco-warriors, librarians and by their enthusiastic participation in fundraising and school events, such as interviewing prospective new staff. Pupils have a good understanding of the needs and interests of the local community and of issues that affect the wider world, and make a strongly positive contribution to both. Pupils' social and cultural development is particularly effective because provision for the arts is strong and pupils gain a good understanding of the diversity of modern society and of how to be good citizens.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account: Pupils' attainment <sup>1</sup>	3
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
<b>The extent to which pupils feel safe</b>	<b>1</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>2</b>
Taking into account: Pupils' attendance <sup>1</sup>	2
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>1</b>

## How effective is the provision?

Teachers create stimulating and supportive environments in all classrooms. As a result, pupils are happy in school and engage willingly in learning activities. Teachers have high expectations of pupils' behaviour, response and what they are able to achieve. Lessons

<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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are challenging, and 'hands-on' activities and opportunities for both independent and collaborative learning bring the best out in pupils. Teachers generally make good use of on-going assessment to plan lessons that meet pupils' needs across the ability range. They know the levels at which pupils are working but current practice is inconsistent in the extent to which teachers guide pupils on how to attain to the next level. At times, this restricts pupils' progress.

The school is actively developing its curriculum. Initiatives to boost pupils' performance in mathematics have proved successful. Moves to improve pupils' writing and to motivate boys to write are beginning to come on stream, though these are yet to be fully embedded. The arts are strongly represented in the curriculum. Effective cross curricular links add to the relevance of pupils' work and promote enjoyment. An excellent range of educational visits, visitors and special events brings learning to life and is a key factor underpinning pupils' excellent attitudes and response. Such events are also highly effective in promoting personal development and in this area, outcomes are outstanding.

The school regards care for the well-being of staff, pupils and their families as a high priority. Pupils express total confidence in staff to deal effectively with any problems that arise. Staff work hard to build positive relationships, and good levels of engagement with parents and carers enable the school to respond promptly in times of need. The quality of this response is further strengthened by the school's extensive links with outside professionals, not only from the world of education, but also from social services, health and community support agencies. Parents and carers are virtually unanimous that the school keeps their children safe and comment positively on the quality of care and support that they or their children have received. One parent wrote: 'I have always found the teachers and assistants to be very helpful, kind and caring.'

*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?**

Under the highly committed and effective leadership of the headteacher and her deputies, the school has improved substantially since it opened in 2008. Leaders at all levels share and promote the headteacher's ambitions for the school so that all staff are working towards commonly understood goals. The effective management of teaching and learning ensures that all know what they are responsible and accountable for. The school has put in place effective systems for tracking pupils' progress. The leadership

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roles of other staff have begun to develop, although some middle leaders are not yet fully involved in matters of school evaluation and improvement. Governors strike a good balance between support and challenge and use their professional and community experience to good effect in supporting the school and in monitoring its performance.

Checks on the suitability of all adults who work with pupils fully meet government requirements. Practice relating to child protection is exceptionally rigorous and staff training in such matters is up to date. Supervision and the ways in which staff deal with and record minor day-to-day incidents or accidents are extremely thorough. The governing body is conscientious in overseeing and ensuring best practice in all aspects of safeguarding.

The quality of provision and current outcomes for pupils show that the school promotes equality of opportunity and tackles discrimination effectively, though not fully resolved in relation to writing. The school's positive engagement with parents and carers and its exceptionally constructive partnerships both within and beyond the world of education permeate its work. They are particularly influential in providing good learning opportunities and in underpinning arrangements for care, guidance and support. The school's promotion of community cohesion is effective. An enquiry into the nature of the immediate and wider communities gives the school a good platform from which to build provision across the curriculum and to launch community-based initiatives.

Consequently, pupils' understanding of, and engagement with, different sections of the community has increased and the school reaches out effectively to groups who benefit from its support.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>1</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>2</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>1</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>



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## Early Years Foundation Stage

Children get an excellent start to their education in the Nursery. An extremely stimulating environment, high quality teaching and care, and provision that closely matches children's individual needs results in excellent progress. Children make rapid gains in confidence, independence and in the skills the need for their remaining time in school. Good progress continues in Reception. Thorough assessment underpins all aspects of children's learning and staff strive to provide activities which excite and motivate children to learn. However, the quality of current provision in Reception is restricted by children's limited access to outdoor learning. Plans have already been agreed to remodel the whole of Early Years Foundation Stage provision, creating one integrated unit. Though this will initially cause some disruption, especially to Nursery provision, the outstandingly able Early Years Foundation Stage leader has already demonstrated the necessary understanding, insight and management skills to accomplish this radical reorganisation to the greater good of the children.

*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	1

## Views of parents and carers

In a high return of questionnaires, parents and carers were overwhelmingly positive in their views about the school. A very small minority of parents and carers expressed concerns about how the school deals with unacceptable behaviour and about the extent to which the school takes account of their views. Inspection evidence indicates that pupils' behaviour in and around school is excellent and staff deal effectively with minor incidents that occur. The school maintains effective communication with most parents and carers and actively seeks their views. Several parents and carers added positive comments. These focused on the quality of provision in Early Years, support for pupils with special educational needs, pupils' progress and how much their children enjoy school. Inspection evidence supports these positive views.

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

Ofsted invited all the registered parents and carers of pupils registered at John Hunt Primary and Nursery 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 246 completed questionnaires by the end of the on-site inspection. In total, there are 466 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	145	59	89	36	8	3	2	1
The school keeps my child safe	155	63	81	33	7	3	2	1
The school informs me about my child's progress	119	48	107	43	19	8	0	0
My child is making enough progress at this school	124	50	102	41	13	5	3	1
The teaching is good at this school	122	50	112	46	8	3	0	0
The school helps me to support my child's learning	119	48	102	41	22	9	0	0
The school helps my child to have a healthy lifestyle	128	52	112	46	5	2	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)	98	40	105	43	14	6	0	0
The school meets my child's particular needs	110	45	120	49	11	4	1	0
The school deals effectively with unacceptable behaviour	82	33	117	48	29	12	7	3
The school takes account of my suggestions and concerns	86	35	124	50	23	9	5	2
The school is led and managed effectively	120	49	105	43	14	6	3	1
Overall, I am happy with my child's experience at this school	136	55	97	39	12	5	1	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 pupils' 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.**



17 June 2010

Dear Pupils

Inspection of John Hunt Primary and Nursery School, Newark, NG24 3BN

Thank you for making my colleagues and I so welcome and for taking time to talk to us when we visited your school. I particularly enjoyed seeing how well you play together at lunchtime. My colleagues were impressed by the answers that the lunchtime discussion group gave and by what a happy place the Nursery is. This is what we found out about your school:

- children get an excellent start to their school lives in the Nursery
- most of you are making good progress in reading, writing and mathematics, although writing is not quite as good as your reading and mathematics
- your behaviour and the way that you respond in lessons are excellent
- you have an excellent understanding of how to keep yourselves and others safe
- you make a strong contribution to the school and wider community
- staff always help you if you have problems and take particularly good care of anybody who is having a hard time
- the headteacher, staff and governors are successfully improving the school.

We have made some suggestions that should help your school to improve further. This is what I would like everyone to do:

- give all of you, but especially the boys, lots of interesting things to write about and ensure that you know exactly how to get your writing to the next level
- give middle leaders more opportunities to see how well everybody is doing so that they can help the headteacher to find the things that still need to be improved.

You can all help by following teachers' advice and doing your best in every lesson.

Yours sincerely

Glynn Storer

Lead inspector

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