

# Inspection of a good school: Hunningley Primary School

Hunningley Lane, Barnsley, South Yorkshire S70 3DT

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Inspection dates: 9 and 10 November 2021

## Outcome

Hunningley Primary School continues to be a good school. There is enough evidence of improved performance to suggest that the school could be judged outstanding if we were to carry out a section 5 inspection now. The school's next inspection will be a section 5 inspection.

## What is it like to attend this school?

Pupils at Hunningley Primary School flourish. They are proud of their school and the changes that leaders have made to improve all aspects of school life. Pupils are involved in making decisions in school as pupil ambassadors or in other pupil leadership roles.

Pupils feel safe in school. They know where to go if they are worried. Pupils say that adults act straight away if they have any concerns. Pupils say that bullying is rare, and that staff help them to resolve any issues quickly.

Pupils speak positively about the opportunities provided to broaden their experiences. They have the chance to take part in sporting, choir, cooking and reading clubs. They go on a range of educational trips to learn new things. Inspirational people are invited into school, like a British Paralympian, to talk to pupils about ambition and not giving up.

Pupils are well mannered and courteous. They show kindness and respect towards each other. In class, pupils try hard and are enthusiastic about their learning. During social times, pupils play happily together.

Parents speak highly of the school. They see staff as friendly and approachable. Many parents commented on how leaders have supported pupils who have special educational needs and/or disabilities (SEND) well.

## What does the school do well and what does it need to do better?

Leaders ensure that reading is given the highest priority. The headteacher leads with an ambition to ensure that all pupils, regardless of background, succeed in reading. Leaders have developed reading areas in school so that pupils have access to a wide range of

books to take home. Pupils enjoy reading books together in class, and they talk about their favourite parts of the story with enthusiasm.

Leaders prioritise phonics when children start school. They check which sounds children know before they move on to new phonics knowledge. Teachers help pupils to remember sounds. Teachers ensure that reading books closely match to the sounds that pupils know. They also make sure that if pupils fall behind, then they catch up quickly. By the time pupils leave key stage one, they read fluently and with understanding.

The mathematics curriculum is planned and sequenced well. Pupils develop a secure understanding. Teachers make good use of practical resources and ask questions which require pupils to think deeply. There are many opportunities for pupils to explain their thinking and develop their reasoning skills. Pupils are taught to use mathematical vocabulary correctly and precisely.

Detailed curriculum plans are in place for all subjects. These outline the knowledge pupils need to learn. Leaders have designed an ambitious curriculum that builds pupils' knowledge over time. Teachers receive training so that they can teach subjects well and have strong subject knowledge. Teachers link learning from different lessons together, which helps pupils to know and remember more. Teachers check on pupils' learning regularly. Sometimes, teachers do not give pupils opportunity to explain their answers fully. Occasionally, this prevents them from deepening their understanding of subjects.

The early years area is a safe and caring place to learn. There is plenty for children to see, do, explore and talk about. Leaders have clear expectations of what children need to learn. There is a strong focus on developing children's communication and language. Staff are kind and encouraging. Established routines help children to quickly develop strong relationships and learning behaviours.

The curriculum is adapted well to meet the needs of pupils with SEND. Staff know pupils very well. Teachers use this knowledge to plan activities that build on pupils' existing knowledge and skills. The special educational needs coordinator meets with pupils regularly to check on their learning. Pupils with SEND make strong progress and achieve well.

Pupils have many opportunities to take on responsibilities in the school. For example, they support younger peers by hearing them read. Pupils organise their own fundraising events, inspired by what is happening in the world around them. Pupils collected food to support families in need. All pupils, including those with SEND, take an active part in wider school life.

Staff feel well supported and valued. They are proud to work at Hunningley Primary School. Leaders take staff workload and their well-being seriously. Staff value this support from leaders.

## **Safeguarding**

The arrangements for safeguarding are effective.

Safeguarding is a high priority, and all staff take responsibility for ensuring that pupils are safe. Staff recognise signs of abuse, neglect or exploitation and know how to report any concerns. Leaders act immediately to secure help when pupils and families need it. They work in partnership with other agencies to make sure pupils' needs are met.

Teachers adopt an age-appropriate approach to teaching about risk, relationships and online safety.

Safer recruitment systems are robust and checked termly by the governing body.

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

### **(Information for the school and appropriate authority)**

- In subjects across the wider curriculum, such as history, some teachers do not encourage pupils to debate and explain what they are learning. This means that some pupils do not develop the depth of understanding that they could in these subjects. Leaders should work with staff to ensure that they provide pupils with greater opportunity to discuss what they have learned and explain their thinking.

## **Background**

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called a section 8 inspection of a good or outstanding school, because it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on a section 8 inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a section 5 inspection. Usually this is within one to two years of the date of the section 8 inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the section 8 inspection as a section 5 inspection immediately.

This is the first section 8 inspection since we judged the predecessor school, Hunningley Primary School, to be good in July 2014.

## **How can I feed back my views?**

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

## Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

## School details

<b>Unique reference number</b>	144037
<b>Local authority</b>	Barnsley
<b>Inspection number</b>	10200610
<b>Type of school</b>	Primary
<b>School category</b>	Academy converter
<b>Age range of pupils</b>	3 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	394
<b>Appropriate authority</b>	The board of trustees
<b>Chair of trust</b>	Dame Yasmin Bevan
<b>Headteacher</b>	Catherine Horton-Hale
<b>Website</b>	<a href="http://www.hunningley.org.uk">www.hunningley.org.uk</a>
<b>Date of previous inspection</b>	Not previously inspected

## Information about this school

- Hunningley Primary School converted to be an academy school in June 2017. When its predecessor school, Hunningley Primary School, was last inspected by Ofsted, it was judged to be good overall.
- Hunningley Primary school is part of United Learning Trust.
- The school does not make use of any alternative provision.

## Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with school leaders and has taken that into account in her evaluation of the school.
- The inspector met with the headteacher and other members of the senior leadership team. The inspector had a discussion with the regional director for the Trust, and met with two members of the local governing body.

- The inspector carried out deep dives in early reading, mathematics and history. This involved visiting lessons with subject leaders, discussing curriculum plans, looking at pupils' work and talking to pupils and teachers.
- The inspector reviewed a range of school documents. These included information about behaviour, attendance, the school curriculum and improvement planning. The school's website was also checked.
- The inspector met with the designated safeguarding lead, and reviewed a range of documentation about safeguarding, including safer recruitment checks.
- The inspector considered the 12 responses to Ofsted's online survey, Parent View, including 6 free-text responses. Thirty-six responses to Ofsted's online survey for staff and 17 responses to Ofsted's online survey for pupils were also considered.

### **Inspection team**

Rebecca Clayton, lead inspector

Ofsted Inspector

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