

Hunwick Primary School

Church Lane, Hunwick, Crook, County Durham, DL15 0JX

Inspection dates 14–15 January 2014

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Pupils' achievement is good. They make good progress in reading, writing and mathematics. Their attainment is typically above average at the end of Year 6.
- Teaching is good overall and occasionally outstanding in Year 3 and Year 6, in writing, physical education and science.
- Teachers plan lessons which have interesting topics and a range of activities. They make it very clear to pupils how they can be successful in their work. They use pupils' reading very well as a stimulus for their writing.
- Teaching assistants are very skilled at teaching and supporting pupils' learning.
- The curriculum offers pupils many exciting opportunities to see the links between subjects. Pupils enjoy science, history, music and art.
- The school offers sensitive care and support and provides very well for pupils' spiritual, moral, social and cultural development.
- Pupils' behaviour is good. They care very well for one another and say they feel extremely safe. They take great pride in the presentation of their work and their handwriting.
- The headteacher and the governing body have a very clear understanding of the school's strengths and relative weaknesses. They have improved teaching, pupils' achievement and the leadership skills of other teachers.

It is not yet an outstanding school because

- In some instances, when teachers mark work, they do not give clear advice about how pupils can improve their work.
- Pupils are not clear about the level of their work or what they need to do to reach the next level in their learning.
- Work is not always well-matched to the level at which different groups of pupils are working.
- Targets for pupils' progress in the school development plan and teachers' performance management are not rigorous or specific enough.

Information about this inspection

- Inspectors held meetings with staff, groups of pupils and the Chair of the Governing Body as well as two other governors. The inspectors also met with a representative from the local authority.
- Inspectors looked at a range of evidence including the school’s improvement plan; the school’s data relating to pupils’ progress; the work in pupils’ books and the school’s documentation relating to safeguarding.
- Inspectors observed teaching and learning in 12 lessons taught by seven teachers. They listened to groups of pupils in Years 1 and 2 read. In addition, the inspectors made a number of short visits to lessons.
- The inspectors conducted two lesson observations jointly with the headteacher. The inspectors also observed the headteacher reporting back to the teachers on their findings regarding the quality of teaching, learning and pupils’ achievement in the lessons.
- The inspectors took into account the 23 responses to the on-line questionnaire (Parent View). Inspectors also spoke to parents by telephone, received one letter from a parent and analysed the school’s own survey of parents.
- Eleven staff completed questionnaires and the responses were analysed.

Inspection team

Gordon Potter, Lead inspector

Additional Inspector

Deborah Bailey

Additional Inspector

Full report

Information about this school

- This school is smaller than the average sized primary school.
- Almost all pupils are White British.
- The proportion of pupils known to be eligible for the pupil premium is average. (The pupil premium is additional funding for those pupils who are known to be eligible for free school meals, children from service families and those children that are looked after by the local authority.)
- The proportion of pupils supported at school action is above average.
- The proportion of pupils supported at school action plus or with a statement of special educational needs is average.
- There are morning and after-school clubs which are run by a private company as well as lunch-time and after-school clubs which are run by school staff.
- The school meets the government's current floor standards which set the minimum expectations for pupils' progress and attainment in English and mathematics.
- During the inspection, two teachers who have significant leadership roles in the school were on maternity leave.
- The school does not use any alternative provision.

What does the school need to do to improve further?

- Improve the quality of teaching so that it is outstanding, to further raise standards and rates of pupils' progress, by:
 - improving consistency in the quality of marking and target-setting so that pupils have a clear understanding of the level of their work and what they need to do to reach the next level in their learning
 - using teachers' understanding of the level at which pupils are working to plan work that is specifically linked to the skills and abilities of different groups of pupils
- Increase the impact that leaders at all levels have on pupils' attainment and progress, by ensuring targets for pupils' progress in teachers' performance management and the school development plan are specific and rigorous.

Inspection judgements

The achievement of pupils is good

- Most children start school with skills that are below those typically expected for their age. Good teaching in the Early Years Foundation Stage helps children make good progress here. Teaching is particularly successful in the way it allows children to develop their confidence, social skills and knowledge and understanding of the world through role play activities.
- As a result, the proportion of pupils who are at a good level of development is in line with the national average. Further good teaching in Key Stage 1 helps pupils reach standards that are slightly above average at the end of Year 2.
- In 2012 and 2013, attainment at the end of Year 6 in reading, writing and mathematics was above average. A greater proportion of pupils than is the case nationally achieved standards that were above or well-above the expectations for their age. In 2013 the most able pupils achieved well because the school identified their needs early and gave good focus to meeting them.
- Pupils currently in Year 6 are on track to attain standards that are in line with those expected for their age. They have made good progress from their lower starting points at the end of Year 2. This is a result of good and occasionally outstanding teaching in Key Stage 2. The most able pupils in Year 6 have been clearly identified and work is targeted to help them attain above and well-above average standards.
- In 2013 all of the pupils who were known to be eligible for free school meals made the progress expected of them in reading, writing and mathematics, with many making more than expected progress in reading and writing. While these pupils attained standards that were in line with the national average, they were two terms behind other pupils in the school in mathematics, reading and writing.
- The school has recognised this shortfall and has introduced successful strategies to identify and tackle the needs of these pupils. Inspection evidence from lesson observations, analyses of pupils' work and scrutiny of school data show that the gap is closing securely.
- Disabled pupils and those with special educational needs make good progress because of the good teaching and support that they receive from teachers and teaching assistants. It is also as a result of the highly effective leadership of the special educational needs co-ordinator.
- The school is very clearly focused on identifying any pupils who are at risk of falling behind and concentrates on ensuring that all pupils make at least good progress. This clearly shows the school's commitment to promoting equal opportunities and tackling discrimination.
- Inspection evidence shows that progress in reading is good and improving. There is a consistent focus on reading across the school. Pupils speak enthusiastically about the books and authors they enjoy when reading in school and at home. Almost all pupils have a clear understanding of how letters are linked to sounds (phonics) and understand how this helps them to read words they are not used to.
- However, progress in reading is good rather than outstanding. While teachers are skilful at teaching how letters are linked to sounds, they do not plan work effectively enough to meet the different learning needs of groups of pupils who are at the early stages of learning to read.

The quality of teaching is good

- Teaching is good overall with some outstanding teaching in Year 3 and Year 6. Teachers plan interesting activities and question pupils well. They encourage pupils to talk through ideas, approach challenges systematically, solve problems and work creatively together. Teachers are very skilful at explaining what pupils are to learn and leading them through ways to do tasks.
- These highly successful approaches to encouraging learning were seen in lessons in physical education and science for pupils in Year 6. Likewise, there is excellent teaching of writing for pupils in Year 3 and Year 6.

- For example, teachers used pupils' enthusiasm and enjoyment of the books they are reading as a stimulus for writing. They allowed pupils' time to talk together and gather ideas for their writing; they made it absolutely clear to pupils what skills they had to develop and how they would know they had been successful. They offered pupils sufficient time to concentrate on their writing and checked pupils' progress as the lesson progressed. Allied to regular opportunities to write at length, these approaches helped all groups of pupils in these lessons to make outstanding progress in their writing.
- Progress in writing across school is good rather than outstanding because in some lessons, teachers do not give pupils the chance to write at length or build their ideas into sentences and paragraphs.
- There is good teaching of mathematics. In mathematics lessons for pupils in Year 1 and Year 5, for example, teachers used, focused questioning and clear explanation so that pupils understood aspects of fractions appropriate to their age and level. However, progress was good rather than outstanding, because while teachers planned work for different ability groups, it was not challenging enough, soon enough for all groups of pupils.
- While pupils' work is regularly marked, teachers do not always make it clear to pupils how they can improve their work or give pupils time to act upon any advice that is given. Because pupils are not clear about the level of their work and their targets are not specific enough, they do not fully understand what they need to do to reach the next level in their learning. Their progress is therefore not as rapid as it might be.

The behaviour and safety of pupils are good

- The behaviour of pupils is good. There are clear rules which the school council helps to draw up and teachers consistently apply the school's system of rewards and sanctions. Pupils say that there is very little disruption to their lessons and their behaviour in the playground and in the dinner hall is good.
- Indeed, good behaviour was evident in lessons and around school during the inspection. In lessons where pupils were fully engaged in their work, their behaviour was outstanding. Sometimes when the pace of teaching slows, pupils' interest and attitudes wane and they are not fully engaged or on-task.
- The school's records of behaviour show that behaviour has been good over the past three years during which time there has been only one exclusion. The needs of a very small number of pupils who have significant behavioural problems are managed very effectively by the school.
- Pupils are extremely polite to adults, very keen to talk about their school, respect one another and work and play well together. They develop social skills well through involvement in the lunch-time and after-school clubs.
- The elected school council is determined to make the school a better place. It has worked to make the school and the village free of litter and offers ideas to improve the playground.
- Attendance has improved and is above average. This is because pupils feel very safe and enjoy their lessons and because of the many exciting topics they study. They are very proud of their school and of their own work which is extremely neatly presented with correctly formed handwriting.
- The school's work to keep pupils safe and secure is good. All adults offer highly effective and sensitive care to pupils, including the Parent Support Adviser. As a result, pupils feel very safe. They are aware of different forms of bullying, including cyber-bullying or racism. They say that while there is some bullying, pupils know they can turn to adults for help and be certain that it will be dealt with. They also say they are able to solve problems between themselves or by asking school 'buddies' to help them.

The leadership and management are good

- The headteacher has high aspirations and expectations for his staff and pupils. As a result, there

is a calm, safe and stimulating environment in school which enables teachers and pupils to give of their best and flourish.

- He has a clear understanding of the school's strengths and relative weaknesses. He encourages all staff to accept responsibility and accountability for areas of learning and ensures that they have the training and support to develop their leadership skills. As a result, leadership across school is good, standards are above average and teaching is good and occasionally outstanding.
- The headteacher regularly monitors the quality of teaching; he clearly understands what constitutes good teaching and judges it accurately. He is clear in his feedback to teachers who welcome and act upon his advice. The school's records of lesson observations show that the deputy headteacher and other leaders are also clear about the quality of teaching.
- These include leaders who were absent during the inspection but who, alongside the headteacher and the deputy headteacher, have had a significant impact on improvements in writing and on the above average attainment of pupils.
- The headteacher has clear expertise in using data to measure pupils' progress. However, while the school improvement plan has appropriate areas for development, the measures for pupils' progress are not rigorous or specific enough. As a result, while good teaching has helped pupils make good progress, progress is not yet outstanding.
- Likewise, while teachers are very clear that they will only be rewarded when their pupils have done as well as, or better than, they should have done, their performance management targets are not yet rigorous or specific enough.
- Funding to support the learning of those pupils who are known to be eligible for the pupil premium has been used to purchase appropriate resources and to offer support to develop their basic skills and offer them cultural opportunities through visits and extra-curricular activities. As a result, they make the same good progress as other pupils in the school.
- The new primary school sports funding has been used effectively to develop competitive sports with similar sized schools, to use coaches to develop teachers' expertise in teaching dance and to introduce new sports such as tag rugby. These are contributing well to pupils' physical development and well-being. There is excellent teaching of physical education and the school has won awards locally for its contribution to physical education and sport.
- The curriculum is exciting and contributes strongly to pupils' well-developed spiritual, moral, social and cultural awareness. While it is focused on developing pupils' basic skills in reading, writing and mathematics, it also provides very many opportunities for pupils to develop their love of history, art, music and science and to understand about other faiths and cultures.
- The school welcomes the support and advice it receives from the local authority and its education development partner. They support the school and have been engaged in helping the school to improve the teaching of reading, writing and mathematics and to develop teachers' leadership skills.
- **The governance of the school:**
 - The governing body offers strong support and challenge to the school and governors are regularly involved in school activities. The Chair has recently been appointed and already she is extremely knowledgeable about the school and the achievement of pupils. The governing body has reviewed and improved its effectiveness through well-targeted training and through thoughtfully applying the professional skills of its governors to specific and appropriate roles within school. They have clear systems to monitor the achievement of pupils, the quality of teaching and the curriculum and teachers' performance management, ensuring that teachers are rewarded for successfully meeting targets for pupils' progress. As a result, teaching and achievement are good. They receive clear information about how the new primary school sports funding and pupil premium funding are allocated and are knowledgeable about their impact. They ensure that the school fulfils its statutory responsibilities for safeguarding. All staff have been vetted and are trained appropriately to keep pupils safe and free from harm. The budget is well managed and governors are well-informed about future budget projections.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	114054
Local authority	Durham
Inspection number	431331

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	177
Appropriate authority	The governing body
Chair	Olwyn Gunn
Headteacher	Stuart Joyce
Date of previous school inspection	3 February 2009
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