

Inspection of Hunsbury Park Primary School

Dayrell Road, Camp Hill, Northampton, Northamptonshire, NN4 9RR

Inspection dates: 27 and 28 September 2022

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Not previously inspected under section 5 of the Education Act 2005

What is it like to attend this school?

Hunsbury Park Primary School is a warm and welcoming place. The school's 'golden threads' of compassion, resilience, integrity, respect, perseverance and responsibility guide pupils, leaders and staff. Pupils are polite to visitors, adults and each other. Pupils are proud of their school. They said that they would 'definitely' recommend the school to another child. Parents said the same. However, some pupils do not attend as regularly as they should.

Leaders are ambitious for all pupils. The school is very inclusive. Staff make sure that all pupils, including those with special educational needs and/or disabilities (SEND), receive the support they need to flourish and achieve well.

Leaders and staff share a vision: 'working together to be the best we can be'. Their desire to raise pupils' aspirations and to enable all pupils to succeed is clear.

Pupils are well behaved in lessons and around the school. Pupils understand what bullying is. Bullying only happens on rare occasions, and staff deal with concerns effectively. As a result, pupils feel safe at school.

Pupils enjoy opportunities to develop leadership skills as language and well-being ambassadors or by being members of the school council. They feel proud of these roles and relish the responsibility that they have to shape and support school life and each other.

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

Leaders have high expectations of what pupils can achieve. Leaders have recently reviewed and set out an ambitious curriculum, which identifies the knowledge and skills that pupils need.

In most subjects the curriculum is sequenced to enable pupils to build their knowledge over time. However, what leaders want pupils to know in some foundation subjects is not clear enough. For example, leaders have not identified the key knowledge that pupils need to learn in geography and art.

Most teachers use assessment well to check pupils' understanding during lessons. They give pupils prompt verbal feedback. This helps to address pupils' misconceptions and supports pupils to gain deeper knowledge. Leaders have introduced a new assessment system for tracking how well pupils acquire new knowledge and understanding over time. This work is still at an early stage of implementation.

Children in the early years get off to a good start. They benefit from clear structures and routines. They tidy resources and move to their next task efficiently. Children know

the system of 'we choose it, we use it, we put it away.' Teachers' interactions with pupils in the early years are high quality and supportive. They look for opportunities to 'sprinkle curiosity' by asking key questions to encourage children to think more deeply, then allowing them to explore their ideas. They gain a solid understanding of early number. This gives them a good grounding for their future mathematics learning.

Reading is a top priority. Teachers make sure that the youngest children have books that match their reading knowledge. This helps them to read with growing confidence and fluency. Teachers are well trained in the teaching of phonics. Pupils who are at risk of falling behind get extra practise every day. Pupils have positive attitudes to reading. A common view from pupils was that their 'teachers inspire us to read.'

Provision for pupils with SEND is well organised. The school's learning hub provides high-quality support to enable pupils to keep up and access the full curriculum. There are no limits or barriers put on their achievement.

Pupils' behaviour is positive at the school. They build supportive relationships with staff and each other. Leaders train staff to model positive behaviours and create a culture of respect.

The promotion of pupils' personal development is a strength. Pupils understand diversity, which helps make them tolerant and respectful. Leaders have taught them sign language and pupils felt that 'this is something that brings some of us with differences closer together.' Leaders promote British values and other faiths. However, some pupils do not have a secure knowledge of these.

Clubs have been carefully considered to develop pupils' wider interests and talents. Pupils can join the archery or performing arts clubs, for example. Leaders are clear about their ambition for all pupils to gain a broad range of experiences.

Pupils learn the importance of respect, behaving well and trying hard. Pupils are keen to demonstrate the school's values and get the much coveted weekly 'golden star award' that leads to a Friday tea party with the headteacher.

The school is well led. Leaders put pupils at the centre of everything they do. Governors and leaders know the school very well. Governors provide effective support and challenge. Leaders make sure that staff workload and well-being are a priority. As a result, staff feel happy and well supported.

Safeguarding

The arrangements for safeguarding are effective.

Staff know the pupils well. They use positive relationships to help them to identify any emerging concerns quickly. All staff receive safeguarding training and regular updates about how to keep pupils safe. They are knowledgeable about the local issues that may affect their pupils.

Leaders keep accurate records. They are quick to act when they are aware of a concern, involving other agencies when necessary. Those responsible for checking the safeguarding arrangements do so rigorously.

Pupils learn how to understand and manage risks they may face, including when online.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In most subjects, leaders have clearly identified the key knowledge that pupils should know and by when. In some foundation subjects, planning is less clear. Leaders should ensure that planning for all subjects clearly identifies the most important knowledge that pupils should know and remember.
- Too many pupils are persistently absent. They are missing education and are at risk of falling behind their peers. Leaders should develop strategies to ensure that all pupils attend regularly.

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.

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

Unique reference number	121952
Local authority	West Northamptonshire
Inspection number	10242221
Type of school	Primary
School category	Community school
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	291
Appropriate authority	The governing body
Chair of governing body	Maxine Rayne
Headteacher	Daniel York
Website	hunsburypark.northants.sch.uk
Date of previous inspection	18 July 2017, under section 8 of the Education Act 2005

Information about this school

- The school does not use any alternative educational providers.
- The school has specially resourced provision for pupils with have social, emotional and mental health needs.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.

- Inspectors deep dived into the following subjects: early reading, mathematics, geography, art and history. For each deep dive, inspectors discussed the curriculum with curriculum leaders, visited a sample of lessons, spoke with teachers, spoke with some pupils about their learning and looked at samples of pupils' work.

- Inspectors considered the range of documents that the school keeps with regard to safeguarding. They spoke with pupils, staff and governors about safeguarding arrangements.
- Inspectors met with governors and spoke to a representative of the local authority. They spoke with parents at the beginning of the school day and took account of views expressed through Ofsted Parent View.
- Inspectors spoke with groups of staff. They also took into account the views shared through the survey for staff.

Inspection team

Dawn Ashbolt, lead inspector	His Majesty's Inspector
Andrew Monaghan	Ofsted Inspector
Luella Manssen	Ofsted Inspector

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