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Mrs Lynda Evans  
Headteacher  
Hunnyhill Primary School  
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Newport  
Isle of Wight  
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Dear Mrs Evans

### **Short inspection of Hunnyhill Primary School**

Following my visit to the school on 28 March 2017, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to report the inspection findings. The visit was the first short inspection carried out since the school was judged to be good in April 2013.

#### **This school continues to be good.**

The leadership team has maintained the good quality of education in the school since the last inspection. Together with your newly formed leadership team, you have steered the school well through a time of rapid growth, which has seen pupil numbers rise by over a third, increased levels of staffing and the expansion of the leadership team.

Pupils are cared for and are encouraged to do their best. A comment from one parent that was echoed by many I spoke to, or who completed Parent View, was that, 'Hunnyhill is a well-led school. It is a safe and happy environment. It provides children with a good education whilst also teaching life skills. I would recommend it to any parent.' All staff who responded to the staff questionnaire report that they enjoy working at the school and are proud to be a member of it.

Pupils' conduct around the school and their behaviour in lessons are good. During my classroom visits, it was apparent that pupils are engaged in their learning and most work set by teachers is appropriately matched to pupils' needs and targets. Pupils respect each other and listen carefully and thoughtfully to each other's ideas.

You were clearly unhappy and disappointed with last year's pupil outcomes. Since then, you have taken urgent, decisive and effective action to improve the provision made for pupils. You carefully investigated and evaluated the reasons for the dip in performance and then swiftly commissioned support from the local authority and partner schools. This support has included:

- whole-staff training both internally and externally on the 'mastery' curriculum
- local authority support in redesigning the English and mathematics curriculums
- monitoring visits from the local authority to challenge leaders and check standards of teaching, learning and assessment
- visits to schools on the mainland to collaborate on curriculum design and school improvement
- regular moderation of teachers' assessments of pupils' work by partner schools and the local authority.

This support has had an immediate impact, helping leaders to improve teaching which in turn has resulted in pupils making very strong progress.

You have recognised that the arrangements leaders put in place to cover for the extended absence of the Year 6 teacher last year were not effective and did not enable pupils to achieve well in the end-of-year tests. You have now appointed a non-teaching assistant headteacher, who can step in and cover should this occur again in the future.

Leaders and governors have taken effective action to address an area for development identified at the previous inspection to establish an effective assessment system, which is now in place. This system is used productively to hold leaders and teachers to account for the progress of groups and individual pupils.

In response to the recommendations of the previous inspection report, subject leaders are now monitoring effectively the impact teaching is having on pupils' progress. Senior and subject leaders closely monitor all groups of pupils and are quick to challenge any underachievement. Curriculum leaders now have a good understanding of the expectations for each year group and in-depth knowledge of the progress made and standards reached.

At the time of the last inspection, you were set the challenge to provide pupils with more opportunities to use their literacy and numeracy skills in other subjects. Work sampling and work displayed around the school confirm that this is now happening. The mathematics work linked to Olympic records displayed in the hall provides one example.

Leaders have taken effective action to improve attendance. As a result, overall attendance has improved since last year. However, the attendance of disadvantaged children needs to improve further.

At the previous inspection, the governors were asked to focus on school development priorities. Since then, governors have reviewed their practice and restructured the way they work. Evidence gathered confirmed that leaders are held to account rigorously for their actions by the governing body. However, they urgently need to recruit new members to ensure that their work is sustainable, as at present there are only eight out of a possible 12 governors at the school.

### **Safeguarding is effective.**

You, as the trained designated safeguarding lead, supported by your leadership team, ensure that all safeguarding records are detailed, carefully maintained, stored securely, and fit for purpose. You make certain that staff receive good-quality training and that staff are kept up to date with the latest guidance on keeping children safe. This has helped to increase their understanding of, for example, the risks of radicalisation, extremism and female genital mutilation.

Safeguarding is given a high priority, with displays about how to keep safe prominent around the school and information leaflets readily available for parents and pupils both in school and on the website. Your staff are vigilant and use systems set up within the school effectively to make sure that children are safe and that families can access the support they need. For example, checks on the suitability of staff and all other adults who work in the school part time or as volunteers are carried out diligently. School staff work effectively with outside agencies, including children's social care. You report that recently, children's social services have improved and are effective at dealing swiftly with any concerns.

Parents that spoke to me and those who completed Parent View report that their children feel safe and well looked after and you support them to be 'happy and safe'. Pupils whom I talked to know whom to speak to if they have any concerns or worries and assured me that a member of staff would deal quickly with any problems.

### **Inspection findings**

- During this visit, as well as evaluating safeguarding arrangements, I focused on how well:
  - leaders are taking action to improve the progress of all pupils in mathematics
  - leaders are taking action to improve the progress of all pupils in reading and writing
  - senior managers and subject leaders are effectively monitoring the impact of teaching on achievement and progress
  - leaders are improving attendance and reducing persistent absence.

- Following the dip in the 2016 key stage 2 results in reading, writing and mathematics, you acted promptly to address this underperformance. In July, you bought in support from the local authority to improve teaching. This has had an immediate effect and has resulted in pupils making very strong progress in reading, writing and mathematics since its inception. Evidence in workbooks, through lesson observations and internal school pupil progress information confirm this. Most pupils are now achieving in line with the national expectations for their age. More work still needs to be done, however, on accelerating the progress made by the most able to ensure that they fulfil their potential.
- Recent training, both internally and externally, on mathematics mastery and the new curriculum has enabled teachers to clearly identify the next steps for pupils' learning. This has been instrumental in improving the standard and consistency of teaching in mathematics across the school since September 2016. As a result, pupils are currently making good progress and there is a notable improvement in their ability to use problem solving and reasoning in real-life mathematical questions.
- Moderation with local schools and local authority advisers has ensured that teachers' assessment of pupils' learning is accurate. This has helped to ensure that pupils are given work at the correct level of challenge, enabling pupils' progress to accelerate. As a result of the success of your teachers in this area, you are now supporting other schools to develop good assessment practice.
- Following the 2016 tests, leaders quickly recognised that the assessment system did not meet their needs and introduced a new system in July 2016. This has enabled subject leaders to effectively monitor the impact of teaching on achievement and progress, and quickly challenge staff over any underachievement.
- You have also recently provided staff with training in teaching reading and writing, and in September 2016 introduced a new, clearly mapped out curriculum. These improvements have had an immediate positive impact on teaching, which in turn has resulted in pupils making very strong progress. In addition, your decision to adopt high-quality texts as the basis for all reading and writing sessions and the provision of stimulating writing areas have led to a marked improvement in the quality of pupils' work, notably for boys. Extensive work sampling, lesson observations and internal school pupil progress information confirm that the vast majority of pupils are achieving in line with national expectations for their age.
- Leaders have adopted a range of strategies to improve attendance and these are having a positive effect; overall attendance rates are up on previous years. However, some disadvantaged pupils and those who have special educational needs and/or disabilities do not yet attend regularly enough.

## **Next steps for the school**

Leaders and those responsible for governance should ensure that:

- leaders monitor the progress of pupils rigorously and hold teachers to account for the progress their pupils make so that the most able pupils consistently make strong progress and work at a greater depth of understanding
- the attendance of disadvantaged pupils and those who have special educational needs and/or disabilities continues to improve so that they are in school as regularly as other pupils
- effective action is taken to increase the capacity of the governing body so that it can continue to support and challenge leaders effectively.

I am copying this letter to the chair of the governing body, the regional schools commissioner and the director of children's services for the Isle of Wight. This letter will be published on the Ofsted website.

Yours sincerely

Brian Macdonald  
**Ofsted Inspector**

## **Information about the inspection**

During the inspection, I met with you, senior leaders, the leaders for English and mathematics, and governors. I also spoke with a representative of the local authority. I visited every class in the school with you to look at teaching and pupils' learning, including the work in their books. In addition, I scrutinised an extensive range of pupils' work, including some with subject leaders. We discussed the school's self-evaluation, its effectiveness, standards of teaching and the progress pupils are currently making. I took into account 16 responses to the staff survey, 60 responses to Ofsted's online questionnaire, Parent View, as well as speaking to a number of parents at the beginning of the day. I evaluated a range of documents, including the school's self-evaluation and improvement documents, external reports of the school's effectiveness, and safeguarding procedures, checks and policies.