

Inspection of Hunnyhill Primary School

Forest Road, Newport, Isle of Wight PO30 5SH

Inspection dates:	15 and 16 July 2025
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Requires improvement

What is it like to attend this school?

Pupils enjoy attending this inclusive and friendly school. They feel cared for by staff and know they have an adult to go to if they have any worries or concerns. This makes them feel safe. Parents and carers are positive about pupils' experiences in the school and are supportive of the work the school is doing.

The school is ambitious for all pupils, including those with special educational needs and/or disabilities (SEND). Following disappointing results in national tests, the school made changes to the curriculum and teaching. Pupils are now achieving well.

Pupils behave well. The school's values and the relationships with staff ensure that this is the case. Pupils are polite and respectful to each other in both social times and lessons. They know the rules and follow them.

Sport is an integral part of pupils' experience. The school encourages pupils to take part in events, both in and outside the school. There are a range of trips to local places of interest and on the mainland, which build on pupils' learning as well as the exciting residential trip. Visitors such as authors and the emergency services deliver assemblies, which develop pupils' understanding of the world beyond the school.

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

The school curriculum is sequenced in all subjects to build on what pupils already know. In most subjects, the school has embedded effective opportunities for teachers to assess how well pupils can recall their previous learning. This means they can secure the important knowledge that they need. However, there are a few subjects in the wider curriculum where this is not yet the case. This means that pupils are not retaining knowledge as well as they could in these subjects.

As a result of previously low results in national tests, the school put much needed improvements in place. Consequently, teaching now supports pupils, including those with SEND, to achieve well. Teachers identify and close gaps in pupils' knowledge successfully. Learning activities are well designed, allowing pupils to build their knowledge and deepen their understanding. However, in a few subjects activities do not ensure fully that pupils secure the important knowledge they need to know.

Since the last inspection, the school has ensured that reading is a priority. The school has supported teachers effectively to teach phonics. Teachers provide extra help for pupils who are behind where they need to be in their reading. This ensures that they catch up quickly. Pupils throughout the school enjoy reading and discussing books. The school carefully considers the books pupils read and ensures that books are well matched to the sounds pupils know.

The school makes sure that pupils with SEND are identified accurately. Leaders share agreed strategies with parents and ensure that teachers are aware of the best way to

support pupils with SEND. Teachers modify learning so that pupils with SEND access the full curriculum and achieve well from their starting points.

Children in the early years get off to a strong start. The school prioritises children's physical development, which gives children the basis to be successful in other areas. There is a focus on literacy, both in the teacher-led sessions and in child-initiated activities. This means children have the opportunity to independently develop their learning through well designed and engaging activities. Children are very well prepared for the next stage in their education.

Pupils behave well in lessons. Teachers know how to establish clear routines and support pupils who struggle to maintain their focus. This allows others to learn. Pupils interact well with each other, and staff create a warm and welcoming atmosphere.

The personal development of pupils is a priority. The personal, social and health education curriculum ensures that pupils understand how to be healthy and safe. Pupils learn about a range of religions and understand why equality is important. This prepares them well for life in modern Britain. A range of leadership opportunities, including sports leaders and librarians, give pupils responsibility and a voice. The school uses its values well to develop pupils' character. Pupils take pride in earning rewards for demonstrating these values, such as celebrating individual and class achievements during assemblies.

Staff feel well supported with their workload and well-being. Leaders have a clear understanding of the school's strengths and weaknesses. This has helped them to focus on the right things. The school has sought external support, where appropriate, and this has helped embed improvements. Governors know their roles and fulfil them well. They challenge the school to improve and maintain a strong oversight of school strategy.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some subjects, learning activities are not designed effectively enough. As a result, some pupils do not deepen their knowledge as well as they could. The school should ensure that learning activities enable pupils to deepen their knowledge, skills and understanding equally well in all subjects.
- In a few subjects in the wider curriculum, teachers do not assess what pupils can recall effectively enough. This means that pupils do not always achieve as well as they could. The school should ensure that the whole school approach to assessing how effectively pupils can recall knowledge is embedded well across all subjects.

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' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	118167
Local authority	Isle of Wight
Inspection number	10341466
Type of school	Primary
School category	Maintained
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	411
Appropriate authority	The governing body
Chair of governing body	Charlotte Snooke
Headteacher	Lisa Steedman
Website	www.hunnyhillschool.co.uk
Dates of previous inspection	27 and 28 September 2022

Information about this school

- The school has a special resourced provision for eight pupils with social, emotional and mental health needs.
- The school does not use any alternative provision.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005. During a graded inspection, we grade the school for each of our key judgements (quality of education; behaviour and attitudes; personal development; and leadership and management) and for any relevant provision judgement (early years and/or sixth form provision). Schools receiving a graded inspection from September 2024 will not be given an overall effectiveness grade.

- Inspections are a point-in-time evaluation about the quality of a school's education provision.

- This was the second routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed any continued impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- The inspectors met with the headteacher, other leaders within the school and wider staff. The lead inspector also met with members of the local governing body, including the chair.
- The lead inspector also met with a representative of the local authority.
- The inspectors carried out deep dives in these subjects: early reading, mathematics, English, science and physical education. For each deep dive, the inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- To evaluate the effectiveness of safeguarding, inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- The inspectors considered the views of parents shared through the online survey, Ofsted Parent View. They gathered the views of pupils and staff through the online pupil and staff surveys, as well through discussions conducted throughout the inspection.
- The inspectors reviewed a range of the school's documentation, including self-evaluation reports, school improvement plans and local authority reports.

Inspection team

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