

# Huntington Primary Academy

**Address:** North Moor Road, YO32 9QT

**Unique reference number (URN):** 141908

## Inspection report: 2 December 2025

|                    |                                                                                     |
|--------------------|-------------------------------------------------------------------------------------|
| Exceptional        |                                                                                     |
| Strong standard    |                                                                                     |
| Expected standard  |    |
| Needs attention    |  |
| Urgent improvement |                                                                                     |

### **Safeguarding standards met**

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, pupils are made safer and feel safe.

### **How we evaluate safeguarding**

When we inspect schools for safeguarding, they can have the following outcomes:

- **Met:** The school has an open and positive culture of safeguarding. All legal requirements are met.
- **Not met:** The school has not created an open and positive culture of safeguarding. Not all legal requirements are met.

## Expected standard

### Achievement

Expected standard 

The school's published outcomes in national tests are typically in line with national averages. Where this is not the case in particular subjects, such as writing, or for specific groups of pupils, leaders act decisively.

In reading and mathematics, the majority of pupils develop the early knowledge that they need to successfully access age-appropriate learning. This ensures that they are ready for their next steps in education. In writing, the impact of the school's improvement work is evident. Pupils in the school achieve well. They work in line with the national curriculum expectations, and many produce high-quality work.

Across the wider curriculum, in subjects such as history, pupils secure the knowledge that they need to make suitable progress in each subject area.

Published outcomes for disadvantaged pupils have previously not met the school's high expectations. This small group of pupils, many of whom have additional barriers such as special educational needs and/or disabilities, receive targeted support in order to achieve well.

### Attendance and behaviour

Expected standard 

Improving the attendance of pupils remains a priority for leaders. Overall attendance is in line with national averages. For some groups of pupils, including those at risk of becoming persistently absent, leaders work proactively and effectively with external agencies. They are quick to identify barriers to attendance and put in place tailored support to help overcome these. For the majority of pupils, this work increases the number of days they attend school. For a minority of pupils, there is still some work to secure rapid improvement in attendance and therefore ensure that all pupils fully benefit from all the school has to offer.

Pupils know the school rules of 'be ready, be respectful and be safe'. Staff apply these consistently. Behaviour across school is generally positive and respectful. Classroom environments are calm and orderly. There is little disruption to learning. Where, at times, some younger pupils may need reminders and support to manage their feelings and behaviours, older pupils in school display positive attitudes to their learning and get along well together at social times. Pupils say that any bullying that may occur is dealt with by staff.

### Curriculum and teaching

Expected standard 

Leaders have taken decisive action to improve the quality of the curriculum and teaching across the school. They have prioritised designing a broad and balanced curriculum that focuses on developing pupils' knowledge in reading and writing, with a key focus on language and vocabulary. The introduction of a structured, school-wide approach to

teaching ensures that there is a level of consistency in curriculum delivery. The additional training in place for staff has improved their subject knowledge. Staff generally explain subject content clearly and, for the most part, learning activities are well matched to pupils' needs.

Pupils with special educational needs and/or disabilities (SEND) successfully access learning alongside their peers. Careful choices are made about how this learning is adapted so that they can succeed. Pupils with more complex SEND are provided with a bespoke, individualised curriculum.

There are some pupils across the school who still need to secure their basic knowledge in reading, writing and mathematics. For a very small group of these pupils, the learning activities they are provided with do not allow them to practise or secure important knowledge. At times, this group of pupils are given tasks that are too complex and do not enable them to successfully build on their prior learning.

## **Inclusion**

**Expected standard** 

Leaders prioritise their offer for pupils with special educational needs and/or disabilities (SEND). Highly skilled and well-trained staff provide effective support for pupils with more complex needs. Pupils learn from a carefully tailored programme of learning, which ensures that they make progress through the curriculum, while developing their confidence and independence. Pupils are well supported to settle quickly and calmly to their learning. Any help they need to manage their feelings and behaviour is in place. Staff value and care for each pupil in response to their individual needs.

Across the school, the needs of pupils with SEND are identified swiftly by staff. Leaders responsible for SEND provision in school are knowledgeable. They ensure that staff access the specialist training they need to put the right adaptations in place in the classroom. Regular checks on pupils' learning successfully inform adjustments or next steps. Effective liaison with external agencies provides the school with any additional advice that they need to act in the best interests of each pupil.

Although fewer in number than the national average, the needs of pupils in receipt of pupil premium funding, as well as those known or previously known to social care, are identified promptly by the school. Many within this group also have additional barriers to their learning. Leaders have clear oversight of the effective provision in place.

## **Leadership and governance**

**Expected standard** 

Leaders have an accurate understanding of the school's strengths and areas for improvement. They have prioritised improvements since the last inspection effectively. There have been several changes, including to the curriculum, which now ensure a more consistent approach to teaching and learning. Leaders have supported staff well through these changes. Carefully tailored programmes of professional development have developed staff's knowledge as well as their confidence in supporting pupils, including those with special educational needs and/or disabilities (SEND).

Staff appreciate these opportunities to develop professionally. They speak highly of the approach in place, which supports their wellbeing. Leaders, including local governors and the trust, make this a priority. Regular feedback and suggestions from staff are acted on. Staff feel valued and listened to. This support extends to those who are new to teaching.

Those responsible for leadership have a clear ambition for pupils, particularly those with SEND. Their shared vision is for all pupils to thrive. The trust and local governors are active in supporting this vision across school. They are astutely aware of their statutory responsibilities and their role in holding leaders to account.

There is a strong culture and commitment from all leaders and staff to the school's continuous improvement.

## **Personal development and wellbeing**

**Expected standard** 

The school provides an appropriate curriculum for personal, social and health education (PSHE), starting in the early years. This includes a suitable relationships curriculum, which enables pupils to learn valuable knowledge, such as how to build secure friendships. Through PSHE, pupils learn important knowledge, such as staying safe online, managing their physical health and how to celebrate their own achievements. Pupils also learn about equality and diversity and fundamental British values. They challenge unfairness and show tolerance in their actions. This enables them to be well prepared for life in modern Britain.

Leaders' inclusive approach is reflected in their commitment to pupils' wider development. Pupils at Huntington Primary Academy benefit from a wide range of opportunities provided by leaders. The 'HPA experience' enables all pupils to learn new skills, such as sign language, sewing and crossing the road safely. This is carefully tracked by leaders to ensure that all pupils are involved. As a result, pupils demonstrate this knowledge with confidence. Educational visits are planned through the curriculum. Some of these help to widen pupils' knowledge of other religions and faiths. This supports pupils to demonstrate courtesy and respect. A number of pupils hold leadership roles in school. They take their roles seriously and learn important leadership skills, such as speaking to an audience and how to be an effective listener.

The school provides effective additional pastoral support for disadvantaged pupils. For example, specialist staff provide additional help to support the emotional wellbeing of more vulnerable pupils. Pupils with complex special educational needs and/or disabilities learn through tailored sensory support. Leaders regularly reflect on how well this practice supports these pupils. This helps them to adapt the offer appropriately for individual pupils to ensure that they bloom.

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## Needs attention ●

### Early years

Needs attention ●

There is some further work needed in early years to ensure that any variance in teaching and expectations does not impact on what children can achieve. Some inconsistencies in the quality of adult interactions to extend and consolidate children's knowledge mean that not all children get the support that they need at the right time. High expectations to ensure that children follow the school's routines are not consistently in place. There are instances where time is not used well to ensure that all children are purposefully engaged in learning.

Leaders, including those responsible for the early years, have a clear vision for providing high-quality education. They have prioritised improvements, which have been significant since the last inspection. A carefully designed curriculum outlines what the school wants children to achieve across the 7 areas of learning. This incorporates opportunities to develop language as well as supporting children to secure early reading, mathematics and writing knowledge. Generally, children are ready for their learning in Year 1.

Relationships between staff and children are positive. Staff know the children well. They support children to develop social skills as they play alongside their friends.

Parents and carers speak highly of the support and care their children receive. Leaders form effective relationships with parents to ensure that they are fully involved in their children's education.

# What it's like to be a pupil at this school

Pupils are happy and safe at Huntington Primary Academy. The school, which sits at the heart of the local community, warmly welcomes pupils and their families each day. Pupils enjoy coming to school. They are confident to speak with staff if they have any worries or concerns. The inclusive nature of the school is reflected in the positive relationships that pupils have with staff and with each other.

Leaders want the best for all pupils. Most pupils, including pupils with special educational needs and/or disabilities, achieve well. Leaders identify any barriers to learning swiftly. This enables them to ensure that the right support is put in place in a timely way.

Where published outcomes in the past have not reflected the school's ambition for all pupils, leaders have acted quickly to ensure improvement. The curriculum secures the necessary foundations in reading, writing and mathematics in order for pupils to be successful and ready for their next steps. Across most of the school, effective teaching ensures that every opportunity is taken to extend pupils' learning. However, there is still some variability in this, particularly for some groups of younger children.

Pupils know and understand the routines and high expectations of the school. Older pupils in particular display positive attitudes to their learning. For some younger children, routines and expectations are less consistent. This can result in some lost learning time.

The school prepares pupils well for life in modern Britain. Its work in ensuring that pupils become responsible citizens of the future starts with opportunities to be active in their local community. For example, pupils proudly share their artwork at the 'global art festival'.

The attendance of pupils is improving. The school engages well with parents and carers to support this. The majority of pupils attend every day and on time. Leaders are aware that, for some pupils, attendance needs to improve further.

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## Next steps

- Leaders should ensure that the curriculum in early years is consistently taught well through high-quality interactions and purposeful, embedded routines.
  - Leaders should ensure that staff make highly effective choices about what to teach and when, in order to better meet the needs of all pupils, particularly those who need to secure foundations in reading, writing and mathematics.
  - Leaders should continue to ensure that actions in place to identify and tackle barriers to attendance result in rapid and notable improvements for all groups of pupils.
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# About this inspection

This school is part of Pathfinder Multi Academy Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer (CEO), Andrew Daly, and overseen by a board of trustees, chaired by John Hattam.

Inspectors carried out this full inspection under section 5 of the Education Act 2005.

Following our renewed inspection framework, all inspections are now led by His Majesty's Inspectors (HMIs) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

Inspection activities:

Inspectors met with the headteacher, the nominee, other school leaders and groups of staff.

The lead inspector held meetings with the CEO, as well as members of the local governing body, including the chair of governors, and a representative from the trust board.

Inspectors observed pupils' behaviour in lessons and around the school site.

Inspectors spoke to groups of pupils to discuss their views of the school.

Inspectors gathered parents' views by considering the responses to Ofsted Parent View and by talking to parents. The inspectors also reviewed responses to Ofsted's online staff survey.

The inspectors confirmed the following information about the school:

The school makes use of 2 alternative provisions, including one that is unregistered and one that is registered.

Headteacher: Jenny Holton

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## Lead inspector:

Sarah Gordon, His Majesty's Inspector

## Team inspectors:

Nicola Beaumont, His Majesty's Inspector

Dan McKeating, His Majesty's Inspector

Katie Hall, His Majesty's Inspector

# Facts and figures used on inspection

The data was used by the inspector(s) during the inspection. More recent data may have been published since the inspection took place.



This data is from 2 December 2025

## School and pupil context

### Total pupils

**362**

Above average

#### What does this mean?

The total number of pupils currently at this school and how this compares to other schools of this phase in England.

National average: 272

### School capacity

**420**

Above average

#### What does this mean?

The total number of pupils who can attend the school and how this compares to other schools of this phase in England.

National average: 300

### Pupils eligible for free school meals (FSM)

**11.05%**

Below average

#### What does this mean?

The proportion of pupils eligible for free school meals at any point in the last six years.

National average: 26.3%

### Pupils with an education, health and care (EHC) plan

**3.04%**

Close to average



### **What does this mean?**

The proportion of pupils with an education, health and care plan. This covers pupils with more support than is available through special educational needs support.

National average: 3.5%

### **Pupils with special educational needs (SEN) support**

**16.02%**

Close to average

### **What does this mean?**

The proportion of pupils with reported special educational support needs at the school.

National average: 15%

### **Location deprivation**

**Close to average**

### **What does this mean?**

Based on the English Indices of Deprivation (2019) and the school's location, we have calculated whether the school is located in a more or less deprived area.

### **Resourced Provision or SEND Unit (if applicable)**

**No resourced provision**

### **What does this mean?**

Whether school has Resourced Provision or SEND unit (if applicable).

## **All pupils' performance**

### **Pupils reaching the expected standard in reading, writing and mathematics**

The percentage of pupils meeting the expected standards in a combined reading, writing and mathematics measure.

| Year                  | This school | National average | Compared with national average |
|-----------------------|-------------|------------------|--------------------------------|
| Latest 3 year average | 58%         | 61%              | Close to average               |
| 2024/25               | 60%         | 62%              | Close to average               |
| 2023/24               | 49%         | 61%              | Below                          |
| 2022/23               | 65%         | 60%              | Close to average               |

### Pupils reaching the expected standard in reading

The percentage of pupils meeting the expected standard in reading.

| Year                  | This school | National average | Compared with national average |
|-----------------------|-------------|------------------|--------------------------------|
| Latest 3 year average | 73%         | 74%              | Close to average               |
| 2024/25               | 73%         | 75%              | Close to average               |
| 2023/24               | 68%         | 74%              | Close to average               |
| 2022/23               | 79%         | 73%              | Close to average               |

### Pupils reaching the expected standard in teacher-assessed writing

The percentage of pupils meeting the expected standard in teacher-assessed writing.

| Year                  | This school | National average | Compared with national average |
|-----------------------|-------------|------------------|--------------------------------|
| Latest 3 year average | 66%         | 72%              | Close to average               |
| 2024/25               | 63%         | 72%              | Below                          |
| 2023/24               | 59%         | 72%              | Below                          |
| 2022/23               | 77%         | 71%              | Close to average               |

### Pupils reaching the expected standard in mathematics

The percentage of pupils meeting the expected standard in mathematics.

| Year                  | This school | National average | Compared with national average |
|-----------------------|-------------|------------------|--------------------------------|
| Latest 3 year average | 73%         | 73%              | Close to average               |
| 2024/25               | 69%         | 74%              | Close to average               |
| 2023/24               | 63%         | 73%              | Below                          |
| 2022/23               | 85%         | 73%              | Above                          |

### Disadvantaged pupils' performance

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after.

### Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics.

| Year                  | This school | National average | Compared with national average |
|-----------------------|-------------|------------------|--------------------------------|
| Latest 3 year average | 35%         | 46%              | Below                          |
| 2024/25               | 50%         | 47%              | Close to average               |
| 2023/24               | 33%         | 46%              | Close to average               |
| 2022/23               | S           | 44%              | S                              |

### Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading.

| Year                  | This school | National average | Compared with national average |
|-----------------------|-------------|------------------|--------------------------------|
| Latest 3 year average | 59%         | 62%              | Close to average               |

| Year    | This school | National average | Compared with national average |
|---------|-------------|------------------|--------------------------------|
| 2024/25 | 50%         | 63%              | Below                          |
| 2023/24 | 67%         | 62%              | Close to average               |
| 2022/23 | S           | 60%              | S                              |

### Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing.

| Year                  | This school | National average | Compared with national average |
|-----------------------|-------------|------------------|--------------------------------|
| Latest 3 year average | 41%         | 59%              | Below                          |
| 2024/25               | 50%         | 59%              | Close to average               |
| 2023/24               | 33%         | 58%              | Below                          |
| 2022/23               | S           | 58%              | S                              |

### Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics.

| Year                  | This school | National average | Compared with national average |
|-----------------------|-------------|------------------|--------------------------------|
| Latest 3 year average | 59%         | 60%              | Close to average               |
| 2024/25               | 50%         | 61%              | Close to average               |
| 2023/24               | 67%         | 59%              | Close to average               |
| 2022/23               | S           | 59%              | S                              |

‘S’ in the table above indicates the data has been suppressed, which is usually due to small cohorts. The suppression rules applied by the DfE when publishing the data have been mirrored and applied in the report card.

# Disadvantaged pupils' performance gap

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after. The school disadvantage gap is the difference between the performance of the school's disadvantaged pupils compared to the performance of all non-disadvantaged pupils nationally.

## Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics, including the disadvantaged gap.

| Year                  | This school | National non-disadvantaged score | School disadvantage gap |
|-----------------------|-------------|----------------------------------|-------------------------|
| Latest 3 year average | 35%         | 68%                              | -32 pp                  |
| 2024/25               | 50%         | 69%                              | -19 pp                  |
| 2023/24               | 33%         | 67%                              | -34 pp                  |
| 2022/23               | S           | 66%                              | S                       |

## Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading and the disadvantaged gap.

| Year                  | This school | National non-disadvantaged score | School disadvantage gap |
|-----------------------|-------------|----------------------------------|-------------------------|
| Latest 3 year average | 59%         | 80%                              | -21 pp                  |
| 2024/25               | 50%         | 81%                              | -31 pp                  |
| 2023/24               | 67%         | 80%                              | -13 pp                  |
| 2022/23               | S           | 78%                              | S                       |

## Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing and the disadvantaged gap.

| Year                  | This school | National non-disadvantaged score | School disadvantage gap |
|-----------------------|-------------|----------------------------------|-------------------------|
| Latest 3 year average | 41%         | 78%                              | -37 pp                  |
| 2024/25               | 50%         | 78%                              | -28 pp                  |
| 2023/24               | 33%         | 78%                              | -44 pp                  |
| 2022/23               | S           | 77%                              | S                       |

**Disadvantaged pupils reaching the expected standard in mathematics**

The percentage of disadvantaged pupils meeting the expected standard in mathematics and the disadvantaged gap.

| Year                  | This school | National non-disadvantaged score | School disadvantage gap |
|-----------------------|-------------|----------------------------------|-------------------------|
| Latest 3 year average | 59%         | 80%                              | -21 pp                  |
| 2024/25               | 50%         | 81%                              | -31 pp                  |
| 2023/24               | 67%         | 79%                              | -13 pp                  |
| 2022/23               | S           | 79%                              | S                       |

‘S’ in the table above indicates the data has been suppressed, which is usually due to small cohorts. The suppression rules applied by the DfE when publishing the data have been mirrored and applied in the report card.

**Absence**

**Overall absence**

The percentage of all possible mornings and afternoons missed due to absence from school (for whatever reason, whether authorised or unauthorised) across all pupils.

| Year             | This school | National average | Compared with national average |
|------------------|-------------|------------------|--------------------------------|
| 2024/25 (1 term) | 5.2%        | 5.1%             | Close to average               |
| 2023/24          | 5.0%        | 5.5%             | Close to average               |
| 2022/23          | 4.5%        | 5.9%             | Below                          |

## Persistent absence

The percentage of pupils missing 10% or more of their possible mornings and afternoons.

| Year             | This school | National average | Compared with national average |
|------------------|-------------|------------------|--------------------------------|
| 2024/25 (1 term) | 14.8%       | 14.3%            | Close to average               |
| 2023/24          | 12.6%       | 14.6%            | Close to average               |
| 2022/23          | 9.6%        | 16.2%            | Below                          |

## Our grades explained

### Exceptional

Practice is exceptional: of the highest standard nationally. Other schools can learn from it.

### Strong standard

The school reaches a strong standard. Leaders are working above the standard expected of them.

### Expected standard

The school is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

### Needs attention

The expected standards are not met but leaders are likely able to make the necessary improvements.

### Urgent improvement

The school needs to make urgent improvements to provide the expected standard of education and/or care.

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