

Hugglescote Community Primary School

Inspection report

Unique Reference Number	119915
Local Authority	Leicestershire
Inspection number	358648
Inspection dates	3–4 February 2011
Reporting inspector	Kenneth Thomas

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	437
Appropriate authority	The governing body
Chair	Elsbeth Myles
Headteacher	Ann Husband
Date of previous school inspection	1 May 2008
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Introduction

This inspection was carried out by four additional inspectors. They observed 16 teachers, and saw 23 lessons. Inspectors observed three school assemblies and held discussions with staff, groups of pupils and the Chair of the Governing Body. They looked at pupils' books and viewed a wide range of documentation including school policies, curriculum planning, self-evaluation information, improvement planning, safeguarding and welfare arrangements, and records of pupils' progress. Inspectors also visited the after-school club. Questionnaires returned by 106 parents and carers, 163 pupils and 17 members of staff were analysed.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- What progress do pupils make throughout the school and what are the current levels of attainment?
- How well do teachers use assessment information to plan learning tasks that challenge and extend pupils of all abilities?
- What contribution does the more creative curriculum make to the progress and outcomes for pupils?
- To what extent do the school's leaders have an accurate view of the school's strengths and weaknesses and the capacity to move the school forward?

Information about the school

This is a large primary school with similar numbers of boys and girls on roll. The proportion of pupils known to be eligible for free school meals is below average. Almost all pupils are of White British background and very few speak English as an additional language. The proportion of pupils with special educational needs and/or disabilities is below average, while the proportion with a statement of special educational needs is above. This is because the school provides specially resourced provision for 10 pupils with moderate learning difficulties. This provision, together with the after-school club, is managed by the governing body. The school has gained national recognition for its work in several areas including the Basic Skills Quality Mark, Artsmark, Healthy Schools status and the Intermediate International Schools Award. After a period in which there was a co-headship arrangement, the present headteacher took up her post in September 2010.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

3

The school's capacity for sustained improvement

3

Main findings

Hugglescote Primary School provides a satisfactory standard of education for its pupils. The school is justly proud of its inclusive nature and its place at the heart of the community. It is a welcoming school and one in which pupils feel safe and valued because staff know the pupils really well and provide good levels of care. As a result, several aspects of pupils' personal development are good and behaviour is outstanding. While pupils' spiritual and cultural development is good, their moral and social development is outstanding. This is reflected in pupils' excellent behaviour. Their enjoyment in coming to school is demonstrated in their consistently above average levels of attendance. This is recognised by parents and carers. One, capturing the views of many, said, 'The school is warm and welcoming, my child loves coming to school.' A further strength is the good promotion of healthy lifestyles, evidenced in the school's achievement of Healthy Schools status. Most pupils participate in regular physical exercise and understand the importance of diet to health.

Attainment is average and pupils' achievement is satisfactory given their original starting points. Learning, progress and teaching, although consistently good in the Early Years Foundation Stage, are inconsistent in other years. This is the main reason that progress is satisfactory rather than better. There are examples of good and some outstanding lessons, where pupils are making good progress because they are fully engaged and enjoying learning. However, in some lessons the best use is not made of the support available from teaching assistants because introductory and other teacher-led activities are too long. In addition, teachers do not always set suitably challenging work that matches the abilities of different groups of pupils or provide enough guidance to pupils, through the marking of their work, on what they must do to in order to improve. While staff are implementing a number of well-considered strategies to raise standards of literacy and numeracy, not enough attention is being given to the application and development of these skills in other subjects.

School self-evaluation, although over-generous in some respects, identifies the correct areas for improvement. The new headteacher is in the process of completing a thorough evaluation of the school's performance and recognises the need to complete a systematic review of how the quality of teaching and learning is evaluated. Nevertheless, there is a clear drive for improvement and a number of appropriate strategies are being implemented to raise standards. Challenging targets are being set and recent developments in the use of assessment information to check pupils' progress are enabling targeted support to be provided where needed. This is particularly beneficial to pupils with special educational needs and/or disabilities, who make good progress. Pupils with moderate learning difficulties in the resourced base also make good progress because of consistently good teaching and effective support from teaching assistants. There are high expectations for these pupils in terms of improvement to their basic skills and their

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personal development. One notable aspect of the school's effective care for individual pupils is the support provided for any who may be in vulnerable circumstances, or who join part way through a key stage, to ensure that they keep up with their classmates.

Governance is satisfactory. While the school benefits enormously from the expertise and support of governors, they are not sufficiently involved in the direct monitoring and evaluation of school performance to offer sufficient challenge to leaders. Nevertheless, the determination of the headteacher and staff to move the school forward is seen, for example, in the willingness of all to seek and adopt best practice from other schools and external agencies. This, together with the improvements seen since the last inspection and the enthusiasm of staff and governors to tackle weaknesses, gives the school satisfactory capacity for continued improvement.

Up to 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

What does the school need to do to improve further?

- Make all teaching good or better and accelerate progress by ensuring that:
 - lesson introductions are not too long and the best use is made of teaching assistants during teacher-led parts of lessons
 - the pace of learning is brisk and tasks are appropriately challenging for all groups of pupils
 - in the marking of pupils' work all errors are corrected, they are given clear guidance on their next steps in learning and they are expected to respond to the advice given.
- Improve the curriculum by ensuring that pupils are provided with more opportunities to apply and develop their mathematical and literacy skills in all subjects.
- Improve leadership and management by:
 - developing a strategy for building on strengths and tackling weaknesses through the systematic monitoring of teaching and learning
 - ensuring that governors have the skills and information needed to offer challenge and support in equal measure.

Outcomes for individuals and groups of pupils

3

Children's skills on entry to Reception are generally in line with expectations for children of their age. Satisfactory progress by pupils of all ethnic backgrounds across the school leads to average standards overall by the end of Year 6. Pupils enjoy their lessons, and their excellent behaviour makes a significant contribution to the purposeful and harmonious learning atmosphere. They respond well to interesting and challenging activities and demonstrate the ability to work effectively both independently and collaboratively. This was exemplified in a Year 6 numeracy lesson where pupils solved word problems involving numbers. Their discussions generated plenty of ideas on the strategies to be used and all made good progress because they were actively engaged. Vulnerable pupils and those with special educational needs and/or disabilities, including pupils in the resourced base,

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achieve well because close attention is paid to ensuring that support is sharply focused on their identified needs.

Pupils are proud of their school and are enthusiastic about many aspects of its life. They demonstrate a good awareness of how to avoid risks, whether on the internet or during journeys to and from school. They understand the importance of exercise and a balanced diet to their healthy development. Pupils assert that the incidents of bullying are extremely rare and they feel very safe in school. They say that there is always someone who will listen to them. The school council provides a useful forum for pupils' voices and pupils contribute well to the school and wider community in other ways, for example acting as playground leaders or raising money for worthwhile causes.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account:	
Pupils' attainment ¹	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	2
Pupils' behaviour	1
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account:	
Pupils' attendance ¹	2
The extent of pupils' spiritual, moral, social and cultural development	2

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

How effective is the provision?

All lessons are characterised by excellent relationships between teachers and pupils. In the best lessons, pupils make good progress because assessment information is used well to guide the planning of learning tasks and pupils are expected to work independently, stretching themselves and others as they talk things through. Perceptive questioning is used to extend pupils' thinking and encourage the use of more varied vocabulary in their answers. This was seen in a Year 5 literacy lesson, for example, where pupils were challenged to extend their thinking as they explored the use of persuasive language in writing on myths. However, in some lessons, learning tasks are not always well matched

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to pupils' different abilities. Consequently, some pupils are given work that is too easy and this slows the progress they make. The skills of teaching assistants are utilised particularly well in the resource base to ensure that pupils are fully engaged in lessons. While there are examples of good practice in the marking of pupils' work that refers to targets and clearly identifies what individuals need to do next, marking is inconsistent and does not always pinpoint pupils' next steps in learning.

The curriculum provides pupils with a satisfactory range of learning experiences. A topic-based curriculum is being introduced to make more meaningful links between subjects, while maintaining an appropriate emphasis on literacy and numeracy. However, pupils are not provided with enough opportunities to apply and develop these skills across the curriculum. The curriculum is enhanced well through partnerships with local schools and other providers. These links broaden pupils' experiences and, among other things, help to open their eyes to the diversity of faith and culture in modern society and in the wider world. Pupils benefit from a well attended range of extra-curricular activities. These contribute much to pupils' enjoyment, as do trips out of school, including residential visits.

The vast majority of parents and carers say that the school is very caring. This is borne out by inspection findings. Pupils are well cared for in the after-school club and pupils say, 'We like coming here, everything is laid out and we can choose what we want to do.' All adults are particularly sensitive to those pupils whose circumstances make them more vulnerable. Pupils learn from this example. Even the very youngest children demonstrate sensitivity and care towards one another. Thoughtfully planned arrangements when pupils transfer to secondary school help them to be well-prepared and confident.

These are the grades for the quality of provision

The quality of teaching	3
Taking into account: The use of assessment to support learning	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	3
The effectiveness of care, guidance and support	2

How effective are leadership and management?

Staff, governors and parents and carers all welcome the positive impact the new headteacher has had on the school. The headteacher is setting a clear direction and a purposeful drive for improvement. The school improvement plan is centred appropriately on the importance of raising standards. However, the monitoring and evaluation of provision is not yet precise enough to ensure consistency in the quality of teaching and learning, and so quicken pupils' progress. While the school benefits from the support of the governing body, governors have been too reliant on reports from the headteacher and not sufficiently involved in gathering first hand information to challenge for school improvement. Arrangements for safeguarding the welfare of the pupils and for making sure that those working with them are properly vetted are secure. Responsibilities are clear, so that the school provides a safe environment for all. The school promotes equality

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of opportunity satisfactorily and has appropriate measures in place to tackle discrimination. Community cohesion is promoted well. Through joint projects with schools in different social contexts, pupils gain first hand experiences of contrasting communities in the United Kingdom. Through links with a school in Kenya and other activities, pupils gain increased understanding of the interdependent nature of the global community. This is recognised in the achievement of the International School Award.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	3
Taking into account: The leadership and management of teaching and learning	3
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	3
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	3

Early Years Foundation Stage

Children settle quickly on entering Reception because of the well-organised induction arrangements and good adult care and support. As a result, children feel safe and enjoy their learning. A strong emphasis on children's personal and social skills ensures that they soon begin to share, to learn and to play together. All adults are vigilant in meeting the needs of children, and welfare requirements are fully met. Teaching is good because staff have a good understanding of how children learn and they work well as an enthusiastic team. They provide a broad range of activities that promote good outcomes in all areas of learning. The new leader of the Early Years Foundation Stage has introduced more reliable assessment procedures that provide a more accurate guide to children's progress and learning needs. A clear vision is being provided about what can be done further to enhance children's learning experiences and in particular to provide children with more opportunities to explore, to be creative and to work independently.

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These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

Most parents and carers who returned the questionnaire expressed considerable satisfaction with almost every aspect of the school. Many respondents wrote additional comments indicating their strong support for the school and the direction it is taking. Typically, one wrote, 'I always feel able to raise concerns and receive guidance.' A few parents and carers expressed concerns about their children's progress; inspectors found that progress is not consistent across all year groups. A few individual concerns were followed up in confidence by the inspection team. It was found that the school was already aware of the majority of these matters and was taking action.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Hugglescote Community Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school. The inspection team received 106 completed questionnaires by the end of the on-site inspection. In total, there are 437 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	58	55	47	44	0	0	1	1
The school keeps my child safe	64	60	39	37	0	0	3	3
My school informs me about my child's progress	26	25	76	72	1	1	1	1
My child is making enough progress at this school	38	36	57	54	9	8	0	0
The teaching is good at this school	52	49	51	48	3	3	0	0
The school helps me to support my child's learning	47	44	55	52	3	3	0	0
The school helps my child to have a healthy lifestyle	40	38	58	55	5	5	1	1
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	41	39	52	49	0	0	3	3
The school meets my child's particular needs	48	45	52	49	2	2	3	3
The school deals effectively with unacceptable behaviour	39	37	57	54	1	1	0	0
The school takes account of my suggestions and concerns	28	26	68	64	1	1	4	4
The school is led and managed effectively	41	39	60	57	2	2	0	0
Overall, I am happy with my child's experience at this school	63	59	40	38	0	0	3	3

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	59	35	3	3
Primary schools	9	44	39	7
Secondary schools	13	36	41	11
Sixth forms	15	39	43	3
Special schools	35	43	17	5
Pupil referral units	21	42	29	9
All schools	13	43	37	8

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2009 to 31 August 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



7 February 2011

Dear Pupils

Inspection of Hugglescote Community Primary School, Coalville, LE67 2HA

Thank you for the help you gave us with the recent inspection of your school and for the friendly way you received us. We spoke to many of you, and you were really helpful. We particularly liked the way you showed how much you appreciated the success of others in the achievement assembly and the good quality of your singing in the concert practice.

You receive a satisfactory education. You make good progress in Reception and make satisfactory progress in other years to reach average standards at the end of Year 6. You could reach even higher standards and we have asked your teachers to make sure that, in all of your lessons, you are actively engaged in learning and really stretched so that you make the best progress you possibly can. You enjoy school, listen carefully to what your teachers have to say and your excellent behaviour is a real help to your teachers because there are no distractions in lessons. Most of you eat sensibly and take part in physical activities regularly. You learn to work and play well together and to help each other. Your teachers also spend a lot of time marking your work and we have asked that when they do this they give you clear guidance on what you have to do to take the next steps in learning. You can all help yourselves to make more progress by making sure that you try hard to follow the advice you are given.

Adults at school look after you well, so that you are safe and happy. Your headteacher, all the other staff and governors are determined to make things even better. To help this, we have asked that you are given more opportunities to develop your literacy and numeracy skills in all subjects. We have also asked that senior staff check more regularly how well you are doing in lessons and that governors are more closely involved in checking the work of the school. We think that everyone at Hugglescote can work together to do these things and that you will all want to play your part by continuing to work really hard.

Yours sincerely

Dr Kenneth Thomas

Lead Inspector

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