

Serco Inspections
Colmore Plaza
20 Colmore Circus Queensway
Birmingham
B4 6AT

T 0300 123 1231
Text Phone: 0161 6188524
enquiries@ofsted.gov.uk
www.ofsted.gov.uk

Direct T 0121 6799169
Direct email: mathew.mitchell@serco.com

5 July 2013

Ann Husband
Headteacher
Hugglescote Community Primary School
Ashburton Road
Hugglescote
Coalville
LE67 2HA

Dear Mrs Husband

Requires improvement: monitoring inspection visit to Hugglescote Community Primary School

Following my visit to your school on 4 July 2013, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to report the findings of my visit. Thank you for the help you gave me and for the time you made available to discuss the actions you are taking to improve the school since the most recent section 5 inspection.

The visit was the first monitoring inspection since the school was judged to require improvement following the section 5 inspection in March 2013. It was carried out under section 8 of the Education Act 2005.

Evidence

During the visit, I met with you and the deputy headteacher, a representative from the local authority and members of the governing body. We conducted a tour of the school. I evaluated your plans for improvement and considered documentation relating to the monitoring of teaching and your most recent data on pupils' progress and attainment. I looked at a range of pupils' work and evaluated the quality of marking. I considered your survey of parents' views and scrutinised minutes of meetings of the governing body.

Context

Since the inspection, the governing body has appointed a permanent teacher in Year 5. Three members of staff have been appointed who will take up their positions in September 2013.

Main findings

Since the inspection, you have taken suitable action to address the areas identified for improvement. Staff are clear about what is expected in their practice following a review of the school's teaching and learning policy. As a result of these revisions: teachers are providing pupils with more specific comments in their workbooks about how to improve their work; pupils are producing more detailed pieces of writing in a wider range of subjects; and pupils are using common strategies to help them solve problems and undertake investigations in mathematics.

You and other senior leaders have collected a range of evidence which reveals that inconsistencies in the quality of teaching are being resolved. However, the evidence is not drawn together sharply enough so that you can provide sufficiently precise recommendations to individual teachers on how they can improve even further.

You have refined your system for tracking the progress and attainment of pupils. Governors are now using assessment information more frequently to hold you to account for the achievement of pupils. This has highlighted the need to improve the progress of pupils in Year 4 and Year 5, particularly in mathematics. Governors have taken decisive action to appoint additional teachers in order that the current Year 4 pupils can be taught in smaller classes from September 2013.

You have successfully sought the views of parents and carers to identify ways in which they can receive additional information about their children's progress. As a result, you have introduced of termly written reports.

Senior leaders and governors are taking effective action to tackle the areas requiring improvement identified at the recent section 5 inspection. The school should take further action to:

- accelerate the progress of pupils in Year 4 and Year 5 in mathematics
- refine your evaluation of the quality of teaching, taking into account evidence drawn from visits to lessons, scrutiny of pupils' work, and your assessments on pupils' progress in order to make more precise recommendations to help teachers to improve their practice.

Ofsted may carry out further visits and, where necessary, provide further support and challenge to the school until its next section 5 inspection.

External support

Senior leaders are drawing upon a range of support provided by the local authority advisor and from the Forest Way Teaching School Alliance. Through coaching and training, teachers have developed their skills in engaging pupils more in their learning during lessons. Consequently, pupils are becoming better at reviewing their own learning and identifying where they need further support.

I am copying this letter to the Chair of the Governing Body and the Director of Children's Services for Leicestershire.

Yours sincerely

David Carter
Her Majesty's Inspector