

# Huncote Community Primary School

Denman Lane, Huncote, Leicester, LE9 3BS

**Inspection dates** 23–24 September 2014

<b>Overall effectiveness</b>	Previous inspection:	Not previously inspected
	This inspection:	<b>Good</b>
Leadership and management	Good	2
Behaviour and safety of pupils	Outstanding	1
Quality of teaching	Good	2
Achievement of pupils	Good	2
Early years provision	Good	2

## Summary of key findings for parents and pupils

### This is a good school.

- The academy is well led by the headteacher and senior leaders. Recent improvements to the way classrooms are organised means that they are vibrant and stimulating places for pupils to work.
- Teachers have high expectations of what pupils can achieve and ask challenging questions to help pupils think deeply about their learning.
- Lessons are exciting and interesting. This means that pupils are fascinated in the subjects they are studying. They make good progress in reading, writing and mathematics.
- Children get a good start to school life in the Reception class. The development of strong relationships gives children the confidence to 'have a go' with new learning and, as a result, they make good progress.
- Governors understand the strengths of the academy and how it can improve even more. They visit regularly to talk to staff and see for themselves how well the academy is doing.
- Pupils try their hardest in lessons and readily help each other, both in class and at playtimes. Pupils co-operate well and older pupils keep an eye on the younger ones. They take roles of responsibility very seriously and carry out their duties in a mature way.
- Pupils feel very safe in school and know how to keep themselves safe in different situations. From their first days in school, children learn to make sure that they behave in a safe way. Older pupils take a leading role in organising events which promote safe behaviours.
- Pupils' spiritual, moral, social and cultural development is a particular strength of the academy. Respect for each other, and for the views and beliefs of others, underpins all the academy does.

### It is not yet an outstanding school because

- Achievement in mathematics is good, but it is not as consistently strong as achievement in reading and writing.
- Not all teachers give pupils clear guidance as to how to improve their work or make sure that they act on the advice. Guidance in mathematics is not as helpful as in literacy.
- Subject leaders do not use information about how well pupils are doing to support their judgements about the quality of teaching.

### Information about this inspection

- The inspectors observed 16 lessons or parts of lessons, seven of which were seen together with the headteacher.
- Meetings were held with the headteacher, other staff, two groups of pupils and three governors.
- Informal discussions were held with parents.
- The inspectors took account of the 65 responses to Ofsted’s online questionnaire, Parent View, the academy’s own parental questionnaires, individual communications from parents and the 21 completed staff questionnaires.
- The inspectors observed the academy’s work and reviewed a range of documentation, including the academy’s checks on its performance, its analysis and tracking of pupils’ progress, records of behaviour and safety, academy improvement plans, records relating to classroom observations and the management of staff performance, safeguarding arrangements and records of meetings of the governing body.
- The inspectors also looked at pupils’ work, listened to pupils read and checked information on attendance.

### Inspection team

Susan Hughes, Lead inspector

Additional Inspector

Renee Robinson

Additional Inspector

## Full report

### Information about this school

- The academy is smaller than the average-sized primary school.
- Huncote Community Primary School converted to become an academy school in July 2012. When its predecessor school, also called Huncote Community Primary School, was last inspected by Ofsted, it was judged to be good.
- Most pupils are White British. The proportion of pupils from minority ethnic groups is below average and a very small proportion of pupils speak English as an additional language.
- The proportion of disadvantaged pupils (those supported by the pupil premium, which is additional funding for pupils known to be eligible for free school meals or who are looked after by the local authority) is below average.
- There are no pupils who are currently supported with a statement of special educational needs or an education, health and care plan.
- The headteacher took up post in September 2013 and two new teachers joined the academy in September 2014.
- The academy meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in reading, writing and mathematics by the end of Year 6.

### What does the school need to do to improve further?

- Further improve teaching and raise attainment in mathematics by making sure that all teachers give pupils clear guidance as to how they can improve their work, especially in mathematics, and that they check that pupils act on the advice they are given.
- Strengthen leadership and management by ensuring that subject leaders use data effectively to support their judgements about the quality of teaching.

## Inspection judgements

### The leadership and management are good

- The high aspirations and drive of the headteacher have ensured a vibrant and exciting curriculum and learning environment. This encourages both teachers and pupils to be enthusiastic about learning.
- Teachers regularly check pupils' progress, and any pupils in danger of falling behind are quickly helped to keep up. Subject leaders have good subject knowledge and regularly help other teachers to develop their skills and expertise. The headteacher uses academy achievement data to rigorously check how well pupils are doing. Subject leaders, however, have only recently had the opportunity to familiarise themselves with the data, and so do not use it effectively to support judgements about how well their subjects are taught.
- Arrangements for checking teachers' performance have contributed to good teaching across the academy. Individual targets are used by the headteacher and the governing body to judge whether pay rises and promotion are justified by results. The academy promotes equality of opportunity well and makes sure that no groups of pupils achieve less well than others.
- The academy has strong links with other local schools. By working together, they have devised a new way of assessing how well pupils are doing, and this is being effectively used in school. Staff from the different schools have opportunities to share expertise and learn from each other. Pupils from the different schools also work together and compete against each other in sports and competitions.
- The new primary sports funding has enabled the academy to employ a specialist teacher to work alongside class teachers. This means that, while pupils benefit from specialist teaching, their class teachers learn new techniques for teaching the subject. The specialist teacher also organises festivals and has introduced a wider range of sporting activities. As a result, more pupils are participating in physical activities than in previous years and teachers are more confident in teaching the subject.
- The curriculum promotes pupils' spiritual, moral, social and cultural development particularly well. A new way of organising the subjects, introduced this term, bases each topic on a different country. Pupils learn about other cultures and how to express their views and respect the views of others. They tackle challenging questions as a way of learning about the wider world and thinking deeply about moral issues. For example, through their study of Japan and the Second World War, Year 5 and 6 pupils were able to question in a mature and thoughtful way whether it is right to have nuclear weapons.
- The academy uses its strong links with other schools to check how well it is doing. Leaders visit each other's schools to verify judgements about the quality of teaching and to share expertise. The school also employs an external consultant who gives good support in planning for continued improvement.
- **The governance of the school:**
  - Governors understand the strengths of the academy and know how it can be even better. They visit regularly to talk to staff and see how pupils are doing, asking leaders challenging questions to hold them accountable for improving the academy. They check for themselves that academy values, such as respect, tolerance, kindness and resilience, underpin all activities so that pupils are well prepared for life in modern Britain.
  - Governors make sure that they keep up to date by attending training and supporting new governors when they join the governing body. For example, visits to the academy are usually conducted in pairs so that more experienced governors can support newer ones. Finances are managed well. Governors check that additional funding is helping disadvantaged pupils do as well as their classmates. They know that the primary sports funding is providing more opportunities for pupils to take part in physical activities. Governors also appreciate how the appraisal system has contributed to good teaching. They make sure that teachers' pay rises are linked to the progress that pupils make and that teachers benefit from high-quality training.
  - Governors carry out their statutory duties well. They make sure that national requirements for safeguarding and child protection are met.

**The behaviour and safety of pupils are outstanding**

- The outstanding behaviour of pupils contributes to their good achievement. They are attentive in lessons and are enthusiastic about their learning. They also enjoy homework, especially when it involves making models related to their topic. For example, during the inspection, two pupils brought in models of Mount Fuji, one made of canes and the other made of cake. Pupils are polite and helpful around school and show respect for adults and each other.
- Pupils take roles of responsibility very seriously. Older pupils keep an eye on the 'job centre' and apply for positions such as 'Junior Office Managers' and 'Laptop Technicians'. Successful applicants carry out these roles exceptionally well. Younger pupils follow their older role models by making sure that any playground equipment is treated with respect and returned to the shed when finished with.
- A few pupils who find behaving well difficult are extremely well supported, both by adults and other pupils. As a result, their behaviour rapidly improves. Pupils say that the 'cloud system', which is a warning system for pupils whose behaviour is in danger of deteriorating, is a good way of reminding everyone to behave as well as they can. They think it is fair and works well.
- The academy's work to keep pupils safe and secure is outstanding. Leaders ensure that clear procedures are in place for pupils' safety and for child protection, and staff are rigorously checked prior to appointment.
- All parents spoken to, or who responded to Parent View, were extremely positive about how safe their children feel in school. Pupils agree that it is a safe place and that it also teaches them to be safe in other situations. Pupils speak knowledgeably about safety when using the internet.
- Pupils are very clear about how fire drills make them think about what they are doing, and were able to explain alternative routes and procedures they may have to take in case of a real fire. Pupils in Years 1 and 5 learn in more detail about how to stay safe in the event of fire from visiting fire fighters and explained key safety facts to the inspectors. Others in the academy learn about safety on the road and when walking to school. The academy's Junior Road Safety Officers lead some of this work.
- On the playground, pupils of different ages play together harmoniously and safely. The good range of play equipment available to all pupils means that there are plenty of activities happening at the same time. However, pupils are acutely aware of each other and make sure that their games do not cause a safety hazard to others. The academy's 'superleaders', who are older pupils trained for the role, take responsibility for closing off any areas of the playground which might be unsafe at any time; for example in wet or icy conditions.
- Pupils understand what bullying is and the different forms it can take, including name-calling and cyber-bullying. They say that there is very little bullying in the academy and that any incidents are always quickly dealt with well by adults. Pupils take a leading role in organising the 'Say No to Bullying' events. The annual 'Expect Respect' week helps pupils to understand the impact of domestic violence and gives them strategies for dealing with difficult family situations.
- Parents say that their children are happy at the academy. Pupils agree, and this is reflected in their above-average attendance and good punctuality.

**The quality of teaching is good**

- Teachers are enthusiastic and knowledgeable about the subjects they teach. They ask pupils searching questions, not only to check understanding but also to deepen pupils' thinking. For example, a question may be followed up with 'how do you know?' or 'tell me more'. Pupils respond well by elaborating on and developing their answers.
- Teachers make sure that teaching successfully builds on what pupils already know. For example, in Year 2, the teacher used photographs to establish pupils' knowledge of different landmarks, such as 'The Angel

of the North' and 'Big Ben', when distinguishing between physical and human features.

- Clear, concise instructions by teachers mean that time is not wasted on clarifying what pupils have to do. For example, a Year 3 teacher took just a few minutes to explain how to use an app on a tablet computer to make a book of instructions. Within minutes, pupils were engrossed in writing how to put on a sari and accompanying the instructions with photographs that they were taking as they worked.
- Additional adults, working alongside teachers, are well briefed and sensitive to pupils' needs. They ably support disabled pupils, those who have special educational needs and disadvantaged pupils, in small groups or individually. They help pupils make good progress and achieve well when working alongside their peers in the classroom or by giving additional support outside the lesson. Much of the pupil premium funding is used to provide this additional support, while the rest ensures that disadvantaged pupils are able to participate fully in clubs and trips.
- More able pupils achieve well and make good progress. Teachers make sure that the work they have has taken into account their higher starting points and challenges them to make good progress. Pupils respond to these high expectations and typically try hard to rise to the challenges set for them.
- Some teachers give pupils clear guidance as to how they can improve, especially their literacy skills. This is not consistently good in all classes. Guidance in mathematics is not so helpful and pupils do not always act on the advice they are given.

### The achievement of pupils

is good

- Pupils make good progress as they move through Key Stages 1 and 2. Standards by the end of Key Stage 2 are improving year on year. While pupils start in Key Stage 1 with skills typical for their age, standards in 2014 in reading and writing at the end of Key Stage 2 were well above the 2013 average.
- The results of the most recent national screening check at the end of Year 1 on pupils' knowledge of phonics (the sounds that letters represent in words) were above average. During the inspection, pupils used their phonics skills to read unfamiliar words such as 'museum' and 'awkward'. All pupils spoken to during the inspection said they enjoyed reading and read often, both in school and at home.
- Progress in reading, writing and mathematics is consistently good throughout Key Stage 1. This good progress continues through Key Stage 2, but slows a little in mathematics in some classes. This means that attainment in mathematics is not as high as in reading and writing. No specific groups of pupils, include those from minority ethnic backgrounds, achieve less well than others..
- In 2013, disadvantaged pupils in Year 6 did not make as much progress as similar pupils nationally or as other pupils in the academy, and their attainment was more than two terms behind their classmates in reading, a year behind in writing and almost two years behind in mathematics. Academy data, however, shows that disadvantaged pupils currently in the academy make good progress and the gap between their attainment and that of their peers narrows as they get older. In 2014, disadvantaged pupils attained as well as their classmates in reading and writing and were less than a term behind in mathematics.
- Disabled pupils and those who have special educational needs are equally well supported. They make good progress in all subjects throughout the academy. Their specific needs are quickly identified and support provided to help them make good progress from their different starting points.
- More able pupils make good progress and achieve well. In 2014, more Year 6 pupils attained the highest levels in writing, grammar, punctuation and spelling than in previous years. The proportion of more able pupils making better than expected progress rose to well above the national figures of 2013.

**The early years provision****is good**

- Children get a good start in the Reception class because teaching is good. Activities, both inside and outdoors, develop skills well and promote good attitudes to learning. During the inspection, despite having been in school for only a few weeks, children were reading and spelling simple words and persevered with activities.
- Teaching is good and children are given challenging tasks to complete. Adults encourage them to 'have a go' and celebrate their achievements, which makes them want to try again.
- Adults in the Reception class build strong relationships by joining in role-play activities and being sensitive to individual children's needs. For example, the class teacher joined some children playing in the canoe so that she could develop their language skills. She asked questions such as, 'Which country shall we go to next? How will we get there?' to extend their learning and understanding.
- Through excellent modelling by adults, children soon learn the academy values of sharing and respect for each other. They are encouraged to listen to each other's ideas and appreciate that people can have different views. They also learn how to keep themselves safe by sharing the load when carrying the book box and putting out the wet floor hazard signs when using the water tray.
- The early years provision is led well. Children's progress is rigorously checked and any who need specific support are soon identified and activities arranged to help them achieve well.

## What inspection judgements mean

School	Grade	Judgement	Description
	Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
	Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
	Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
	Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>



## School details

<b>Unique reference number</b>	138321
<b>Local authority</b>	Leicestershire
<b>Inspection number</b>	448637

This inspection of the school was carried out under section 5 of the Education Act 2005.

<b>Type of school</b>	Primary
<b>School category</b>	Academy converter
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	160
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Dawn Pateman
<b>Headteacher</b>	Rachel Cumberlidge
<b>Date of previous school inspection</b>	Not Previously Inspected
<b>Telephone number</b>	0116 2864105
<b>Fax number</b>	N/A
<b>Email address</b>	office@huncote.leics.sch.uk

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit [www.parentview.ofsted.gov.uk](http://www.parentview.ofsted.gov.uk), or look for the link on the main Ofsted website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

[Piccadilly Gate](#)  
[Store St](#)  
[Manchester](#)  
[M1 2WD](#)

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2014

