

Hugglescote Community Primary School

Inspection report

Unique Reference Number	119915
Local Authority	Leicestershire
Inspection number	313442
Inspection dates	1–2 May 2008
Reporting inspector	Rajinder Harrison

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 on roll	
School	420
Appropriate authority	The governing body
Chair	Elspeth Myles
Headteacher	C Dawson
Date of previous school inspection	17 May 2004
School address	Ashburton Road Hugglescote Coalville LE67 2HA
Telephone number	01530 832721
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Age group	4–11
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Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

This is a larger than average sized primary school. Almost all pupils are of a White British background. The percentage of pupils with learning difficulties and/or disabilities is lower than average. The school has a 10-place unit for pupils with moderate learning difficulties, thus the number of pupils having a statement of special educational need is higher than average.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 2

This is a good school where pupils enjoy learning and achieve well. Pupils' good attendance shows that they like being at school and they feel safe and well looked after. They trust all the adults who work with them, form good relationships, behave well and work hard. Pupils respect others and benefit from many good opportunities to take responsibilities. They know what to do to stay safe, fit and healthy, although they do not always choose the healthiest eating options. Most parents are very positive about the school and support their children's learning well.

Good teaching, a lively curriculum and more accurate monitoring of pupils' progress all contribute to pupils' improved achievement. Children start school with skills and knowledge that are below the levels typically expected, particularly in literacy and numeracy. These shortcomings are addressed well through the good activities that teachers plan to help children make a good start to their education. At the end of the Foundation Stage, most children attain average standards in all but their literacy. Progress continues to be good in Years 1 to 6. Pupils in Year 2 are working at broadly average standards in reading and mathematics and a little below average in writing. Writing is the weaker aspect of literacy throughout the school. In Year 6, standards are broadly average in English and just above average in mathematics and science. More able pupils are not always challenged enough in lessons. Pupils identified as needing additional help with their learning, including those in the unit, achieve well through good support. With imaginative projects and numerous out of class activities that support pupils' good personal development, the curriculum is good. Care, guidance and support are good. All staff know the pupils well and pupils know who to go to if they are worried or upset. Teachers give pupils clear guidance on how to improve their work.

Good leadership and management have ensured good improvement since the last inspection. Pupils' progress is now analysed closely to set challenging targets. The detailed information regarding pupils' achievement is helping teachers plan work that matches most pupils' needs more accurately. Senior managers have taken effective action to improve teaching and learning and subject leaders lead on developing their subjects well. The school has successfully arrested the decline in standards that followed the last inspection. Astute financial management ensures priorities, such as assessment activities and staff training, are resourced well. Pupils' good achievement reflects good value for money. Governors support the school well and check its performance carefully. The school is accurate in its self-assessment. The quality of care and education is good and standards in Year 6 have improved since 2006. Consequently, the capacity to make further improvements is good.

Effectiveness of the Foundation Stage

Grade: 2

Good teaching and a well-constructed curriculum that considers individual needs carefully, help children achieve well in the Foundation Stage. Because children's literacy and numeracy skills are weaker areas, more time is devoted to activities that promote these skills. Boys particularly find it harder to adjust to school routines and learning, but activities such as building dens and 'searching for wild animals' help them maintain interest. Children enjoy learning and have fun. They work and play safely together within a well-ordered environment. They experience a good balance of adult-guided activities and those that they choose themselves, and this helps them gain confidence and independence. Teachers check children's progress regularly and

provide additional help to those who need it. All adults demonstrate good levels of care, which results in children feeling secure and happy. The attractive outdoor area is used well to promote independent learning. Frequent visits, for example, to explore the local area, help children experience the wider world. Good leadership ensures effective teamwork between teachers and support staff.

What the school should do to improve further

- Raise standards in literacy by providing pupils with more opportunities to develop their writing skills.
- Ensure that all lessons provide challenging work for more able pupils.

Achievement and standards

Grade: 2

Children progress well in the Foundation Stage and achieve average standards in all the areas of learning other than literacy, where their writing skills are below average. Pupils in Year 2 are working at broadly average standards and their achievement is good. Standards in mathematics and reading are better than in writing because of pupils' less secure starting points in writing. In Year 6, standards in mathematics and science are a little above average because pupils find it easier to learn through practical activities. To address the below average standards and inadequate progress in literacy seen throughout the school in 2006, the school took action to improve provision, through more speaking and listening and role-play activities. Pupils have responded well, especially at Key Stage 2. Progress in literacy is now satisfactory and standards broadly average. Standards overall have improved since 2006, but expectations of the more able pupils are still not high enough. Through good individual support, pupils who need extra help with their learning achieve well, including those in the unit.

Personal development and well-being

Grade: 2

Pupils' personal, spiritual, moral, social and cultural development is good. Pupils are polite and friendly. They have positive attitudes to school and say lessons are fun. Most generally behave well, listen attentively and are keen to learn. They cooperate well and enjoy taking on responsibilities. For example, Year 6 pupils apply for posts of responsibility and everyone has a job. School councillors influence decision-making by, for example, buying new books and other resources. Through events such as music festivals and sports fixtures, they develop team spirit. Fundraising activities and assemblies that reiterate a good moral code, help them learn to respect and care for others. Year 5 volunteers help with the weekly school lunches for local senior citizens. Numerous cultural events help pupils gain respect for other cultures and traditions. Many activities and visitors give pupils a good insight into the wider world of work and leisure. Pupils say that bullying is rare, but when it occurs, it is dealt with immediately. Most pupils choose healthy lunches and take part in the wide range of sports clubs that the school provides, but a good number prefer to indulge in less healthy lunches and snacks. The progress pupils make in their key literacy and numeracy skills prepares them well for the next stage of their education.

Quality of provision

Teaching and learning

Grade: 2

Teaching is good overall and some is outstanding. Pupils enjoy learning because lessons are lively, interesting and fun. Teachers' presentations are stimulating and activities are very varied and demanding so pupils work efficiently. Interactive whiteboards and drama are used well to present information so that pupils find it easier to understand what they are learning. Pupils particularly enjoy lessons and learn best where they discover for themselves through, for example, investigations. Teachers ask questions that encourage pupils to think about their work and discuss their ideas. Expectations are generally high and work is matched well to most pupils' needs, particularly in literacy and numeracy, where pupils work in ability groups. Support staff are used effectively to encourage all pupils to participate. Sometimes, however, the pace is a little slow and the more able are not challenged enough.

Curriculum and other activities

Grade: 2

Recent improvements have made the curriculum interesting, lively and relevant to pupils' needs. Through more practical approaches and better use of information and communication technology (ICT) to present lessons, pupils' progress has improved. Themes linking subjects enable pupils to see how work in one subject helps them succeed elsewhere. For example, the Anglo-Saxon project helped pupils develop their skills in history, geography, literacy and design and technology. The increased focus on literacy has helped to raise standards. Stimulating displays of pupils' work helps them build on what they already know and can do. Grouping by ability in literacy and numeracy, planning additional activities for specific learners and effective use of skilled teaching assistants allow teachers to support those who are less confident to achieve well. Provision for ICT is good. Teachers use ICT well in their teaching but plan less effectively for pupils to use computers for independent research or to practise their skills in the classroom. A good programme for personal, social and health education supports pupils' personal development. Many visits, visitors and other activities add excitement to pupils' learning.

Care, guidance and support

Grade: 2

Parents generally speak highly of the school's care, guidance and support arrangements, partly because the school supports them as well as their children. Child protection, health and safety and safeguarding procedures are all secure. Staff know the pupils well and take prompt action should any problem arise. Pupils with specific social or educational needs, including those in the unit, achieve well because they are supported sensitively, with external agencies involved where appropriate. Pupils new to the school are welcomed warmly and settle quickly. Good links with secondary schools ensure Year 6 pupils feel confident to move on.

Procedures to monitor pupils' progress and identify quickly when any are falling behind and need additional help are good. Pupils know their group learning targets and this is helping them to achieve more. However, as targets are not matched precisely to individual learning needs, the more able pupils are not always challenged enough. Teachers mark work regularly and offer helpful advice as to how to improve. The correction of spellings is rare, however, and limits pupils' progress.

Leadership and management

Grade: 2

The headteacher, supported by all staff, ensures that the school runs in an orderly manner and that pupils feel happy and secure. He has a clear vision for the school and effective senior managers are supporting him in making sure the actions agreed to secure school improvement happen. Following a period of staffing difficulties last year, there is now a strong team spirit amongst staff and governors who all believe the school can be outstanding. Everyone is involved in the school's accurate self-assessment. In partnership with the local authority, the senior leaders have initiated many of the recent developments that, since 2006, have already had a significant impact on raising standards. Teaching has been improved and strengthened to secure higher achievement. More rigorous assessment procedures now ensure all pupils make good progress in every class. Subject leaders regularly review their subjects but they have not been rigorous enough in checking that all teachers plan sufficient challenge for all pupils. Governors see the school as an important part of the community and promote good links with other schools and organisations. They are supportive and appropriately hold the staff to account for the school's performance.

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Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	2
The effectiveness of the Foundation Stage	2
The capacity to make any necessary improvements	2

Achievement and standards

How well do learners achieve?	2
The standards ¹ reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and disabilities make progress	2

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2
The extent of learners' spiritual, moral, social and cultural development	2
The extent to which learners adopt healthy lifestyles	3
The extent to which learners adopt safe practices	2
How well learners enjoy their education	2
The attendance of learners	2
The behaviour of learners	2
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	2
How well are learners cared for, guided and supported?	2

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

Annex A

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Text from letter to pupils explaining the findings of the inspection

6 May 2008

Dear Pupils

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

We are writing to tell you what we found out when we came to your school recently to look at the work you do and to talk to your teachers. It was lovely meeting you. Thank you for making us feel welcome and for being so friendly and polite. We enjoyed talking to you about the many interesting activities and events that happen in your school and how much you do to help others, for example, by raising funds for charity. We particularly liked the way you help around the school and look after each other. Especially brilliant was how beautifully the choir sang – good luck in the music festival!

Everything about your school is good. We particularly liked these things.

- You are working at the standards we expect and you all make good progress.
- Your lessons are interesting and fun and you all try hard to do your best.
- The activities teachers plan, like when 'the Tudors' visited, your visit to the Manor House and all the other visitors, trips and clubs, are good.
- Your behaviour is good; you know about staying safe, fit and healthy, although some of could take more care to eat healthier lunches and snacks.
- You make good friends and can go to someone if you are worried or unhappy.
- The headteacher and all the staff take good care of you and help you.

We have asked the teachers to do the following to improve your school.

- Make sure you have plenty of opportunities to practise your writing so that you achieve even better results.
- Give you the work you need to achieve more, especially those of you who could do harder work.

There are things you could do to help too. For example, you could make sure you always do your best and ask for harder work if you need it.

I hope that you will all do well in the future.

Yours sincerely

Rajinder Harrison Lead inspector

6 May 2008

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Rajinder Harrison
Lead inspector