

Inspection of a good school: Hinckley Parks Primary School

Leicester Road, Hinckley, Leicestershire LE10 1LP

Inspection dates: 10 and 11 November 2021

Outcome

Hinckley Parks Primary School continues to be a good school.

What is it like to attend this school?

Pupils are happy and enjoy attending Hinckley Parks Primary School. They say that they would not change anything about it. They are enthusiastic about their learning and other opportunities. Pupils have the chance to access '101 experiences' during their time at school to enhance their learning.

Leaders want the best for children. The school's values underpin all work in school. Pupils develop positive relationships with one another. They have consideration for the well-being of their peers. They are respectful of fellow pupils and adults.

Pupils say that they feel safe and are looked after. Pupils learn how to keep themselves from risk and harm, including how to stay safe online. They know that they have a right not to be hurt. They say that most pupils behave well. Most pupils understand what bullying is. They say that there is no bullying in school. They speak knowledgably about the way leaders would address bullying if it did happen.

Parents and carers are overwhelmingly positive about the school. They are kept well informed. They talk positively about the many recent changes in school. As one parent commented: 'Since the new headteacher arrived, this school has gone from strength to strength.'

What does the school do well and what does it need to do better?

Staff teach phonics and reading well. They use a structured approach that enables pupils to learn to read and make sense of words. Children start the phonics programme as soon as they arrive in the Reception Year. Leaders ensure that those who are falling behind receive swift support. Staff have been trained well. They support pupils to become confident and fluent readers. Adults listen carefully to pupils read books that are matched well to the sounds that they are learning. Assessment is used effectively to check on pupils' progress. Pupils in key stage 2 receive additional support to develop their reading. Pupils enjoy the daily class stories read to them by their teachers.

Leaders have a clear rationale for their approach to the teaching of mathematics across the school. They make sure that the mathematics curriculum is well organised. Pupils' learning builds on their prior knowledge. In the early years, children develop their knowledge of number. Outdoor activities support children to develop their number skills. However, children are not encouraged to engage with these activities. Teachers of pupils in key stages 1 and 2 begin mathematics lessons with a recap on prior learning. Pupils find this helpful. Teachers check pupils' learning consistently. Teachers make sure that they cover the expected curriculum. Pupils enjoy mathematics and show positive attitudes to their learning.

Leaders have developed curriculum planning that matches the requirements of the national curriculum. These plans identify the topics that need to be taught at each point in the year. However, leaders have not made sure that all subjects identify, as clearly as they could, the precise knowledge that they want pupils to learn at different points. Also, they do not make explicit enough the order that teachers will teach things.

The personal development of pupils is central to the life of the school. Leaders make sure that their 'values approach' underpins all activities in school. These include the values of honesty, integrity and resilience. For example, a member of staff reinforced the value of 'self-belief' when a reluctant child was encouraged to successfully ride a bike. Pupils have opportunities to learn about different faiths and cultures in their lessons and assemblies. They benefit from many opportunities to support their wider development. Year 6 pupils relish the opportunity to take on responsibility and leadership roles.

Pupils behave and conduct themselves well. They are courteous and polite. They apply themselves well in lessons.

Staff identify pupils' special educational needs and/or disabilities needs (SEND) well. They enable pupils with SEND to access the curriculum. However, sometimes staff do not always adapt their support quickly enough for these pupils. When this happens, a pupil with SEND does not always learn and remember as much as they could. Provision in the specialist SEND resource base provides for pupils' specific learning needs.

Governors and trustees are well informed. They are actively involved with the school. They have a clear understanding of their roles and responsibilities. Leaders support staff effectively. Staff comment that leaders are mindful of their workload.

Safeguarding

The arrangements for safeguarding are effective.

Leaders, governors and trustees ensure that there is strong culture of safeguarding. Staff receive regular training and are swift to act on any concerns they may have. Leaders are available at the start and end of the school day, so that parents and carers can discuss any concerns. Leaders undertake all of the expected pre-employment checks before an adult starts working with pupils.

Leaders ensure that safeguarding policies and procedures are in place to keep pupils as safe as possible in school. These policies are implemented consistently and effectively.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some foundation subjects, planning does not identify precisely the key subject knowledge pupils must learn at different points, nor make it explicit enough the exact order lessons need to be taught. This risks pupils not always understanding and remembering as much as they could do. Leaders should ensure that planning identifies these aspects sufficiently so that pupils consistently learn, and can recall, as much as possible in all subjects and year groups.
- Pupils with SEND within the main school access a broad curriculum. Occasionally, however, staff do not notice quickly enough when a pupil needs to be supported to learn something. When this happens, it jeopardises a pupil's, or a group of pupils' capacity to learn and remember all they are able to. Leaders should ensure that, across the curriculum, teachers consistently note when a pupil with SEND is not developing sufficiently secure knowledge in an aspect, and give them enough assistance to do so.

Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called a section 8 inspection of a good or outstanding school, because it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on a section 8 inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a section 5 inspection. Usually this is within one to two years of the date of the section 8 inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the section 8 inspection as a section 5 inspection immediately.

This is the first 8 inspection since we judged the predecessor school, Hinckley Parks Primary School, to be good in July 2014.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	144911
Local authority	Leicestershire
Inspection number	10199542
Type of school	Primary
School category	Academy converter
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	559
Appropriate authority	Board of trustees
Chair of the board of trustees	Jonathan Tedds
Headteacher	David Harding
Website	http://www.hinckleyparks.leics.sch.uk
Date of previous inspection	Not previously inspected

Information about this school

- Hinckley Parks Primary School converted to an academy in September 2017.
- The school is part of the Oadby, Wigston and Leicestershire Schools (OWLS) Academy Trust.
- The school has specialist SEND provision for pupils with social, emotional and mental health needs.
- The school uses two alternative providers.

Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with school leaders and has taken that into account in her evaluation.
- The inspector met with the headteacher, senior leaders, safeguarding leaders and the special educational needs coordinator.
- The inspector also spoke to the chief executive officer of the trust, members of the local governing body and the head of the SEND resource base.

- The inspector carried out deep dives in the following subjects: reading, mathematics and physical education. This involved discussions with subject leaders and class teachers, as well as speaking with pupils about their work. The inspector visited lessons and looked at curriculum plans and pupils' work. She listened to pupils reading and reviewed curriculum plans and samples of pupils' work in other subjects.
- The inspector checked the school's single central register. The inspector spoke with staff and pupils about the school's safeguarding arrangements.
- The inspector observed pupils' behaviour in lesson and social times.
- The inspector considered the 90 responses to Ofsted Parent View, Ofsted's online survey. She reviewed the 69 free-text responses. The inspector considered the 24 responses to Ofsted's staff survey. The inspector also reviewed the 108 responses to Ofsted's survey of pupils' views.

Inspection team

Donna Chambers, lead inspector

Ofsted Inspector

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