

Inspection of Hugglescote Community Primary School

Ashburton Road, Hugglescote, Coalville, Leicestershire LE67 2HA

Inspection dates: 26 and 27 October 2022

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Early years provision **Good**

Previous inspection grade Good

What is it like to attend this school?

Hugglescote is a caring school. Staff say, 'The school is like one big family.' Pupils enjoy their learning and being with their friends. One pupil told inspectors: 'I like learning about different languages and enjoy science. Teachers help us if we get stuck.'

Staff have very high expectations of pupils. Staff celebrate the school's 'Hugglescote Way'. Pupils know and understand what these school values are. They have positive attitudes towards their work and towards each other. Pupils enjoy making a positive contribution to the life of the school as anti-bullying ambassadors and play coaches.

Pupils know that bullying is not tolerated. They behave well. They are polite and respectful. They know that staff are quick to sort out any concerns for them. One pupil told inspectors: 'The standards are good, and everyone is accepted. Being different doesn't stop you doing well here.'

Parents and carers are overwhelmingly positive about the school. One parent, typical of many, said: 'Hugglescote School is a caring community which provides a safe and engaging environment for children to learn. The staff know the children by name and show that they know their individual needs.'

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

Leaders have developed a strong curriculum in many subjects. Some of the curriculum has been organised to ensure that pupils build their knowledge and skills gradually. Pupils understand complex subject concepts. For example, in science, pupils can explain what conductors and insulators are. Other pupils use scientific vocabulary, such as 'translucent' and 'opaque'. In a few subjects, curriculum thinking is not as sufficiently precise. In these subjects, leaders have not identified precisely the key knowledge that pupils need to learn from the early years to the end of key stage 2. In some subjects, leaders do not know whether the curriculum is implemented well enough.

Pupils say that they enjoy mathematics. Pupils grasp concepts quickly because teachers take the time to explain the learning. Most teachers explain the learning well, using mathematical vocabulary. As a result, pupils use subject vocabulary, such as 'common multiples', when discussing times tables. Pupils have regular opportunities to revisit their learning every week in 'Flashback Fridays'. However, where some curriculum thinking is less clear in mathematics, teachers do not build on what pupils have previously learned. As a result, some pupils struggle to understand what they are doing.

Leaders are determined that all pupils will read well. Reading is a priority in the school. Leaders ensure that there is a very strong focus on ensuring that pupils acquire a wide vocabulary in every class. Pupils enjoy reading and talking about books. The daily phonics sessions are well structured. From the moment pupils join

the school, they begin learning to read in a very systematic way. Pupils use their decoding skills well to sound out unfamiliar words. Books are matched to the letters and sounds that pupils are learning. Staff regularly check how successfully pupils learn new sounds. They are quick to provide support if pupils fall behind.

Relationships are very positive between children and adults in the early years. Teachers provide tasks related to children's learning. For example, children work independently on tasks such as sorting materials when learning about the properties of materials. They confidently sort materials and use vocabulary such as 'hard' and 'soft'. Other children readily recount the story of 'The Gingerbread Man' when discussing stories. Staff ensure that the learning environment is very engaging inside and outside the classroom.

Teachers provide high-quality support for pupils with special educational needs and/or disabilities (SEND). They ensure that pupils access the full curriculum. Teachers ensure that resources are suited to pupils' needs. They regularly check how successfully pupils with SEND access the curriculum. Leaders and staff work very well with external agencies. They communicate well with parents so that pupils with SEND have every possible chance to thrive.

Leaders prioritise pupils' personal development. They support pupils to debate different points of view. Staff help pupils to develop resilience and to express their emotions. Pupils know how to keep fit and eat healthily. A high proportion of pupils attend extra-curricular clubs. 'Memory Mondays' inspire pupils and help them to recall what they have learned. There is some inconsistency in some pupils' knowledge of different faiths and beliefs.

Staff are overwhelmingly positive about the school's leaders and the professional support that they receive. Governors and representatives of the local authority know the school well. They fulfil their statutory responsibilities. Leaders work very well with staff. They provide regular training. They consider staff's well-being and workload.

Safeguarding

The arrangements for safeguarding are effective.

There is a very strong culture of safeguarding at this school. Leaders and governors regularly check the school's safeguarding procedures. Staff are very clear about their responsibilities for safeguarding pupils. Leaders make sure that staff have regular training. Staff are quick to report any concerns they may have. Record-keeping is comprehensive. Leaders take prompt actions to follow up any concerns. Leaders make sure that vulnerable pupils, and their families, receive the help they need to stay safe.

Pupils learn about healthy relationships. They know that if they are worried, or concerned, that trusted adults in school are there to help.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- The key knowledge and content that pupils need to learn in a few subjects are not precisely set out, unlike in other areas of the curriculum. In some subjects, it is not yet fully clear what pupils should learn, and by when, to build their knowledge over time. Leaders should ensure that curriculum thinking for all subjects sets out the knowledge that all pupils, including those with SEND, from early years to the end of key stage 2, should know and by when.
- Curriculum leaders do not have sufficient opportunities to lead their subjects well enough. This limits their ability to bring about improvements in their subjects, including through ensuring that the curriculum is implemented well enough. Senior leaders should ensure that subject leaders have sufficient opportunities to improve the curriculum.

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.

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	119915
Local authority	Leicestershire
Inspection number	10242179
Type of school	Primary
School category	Maintained
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	459
Appropriate authority	The governing body
Chair of governing body	Rachel Wharrad
Headteacher	Paul Driver
Website	www.hugglescote.leics.sch.uk
Dates of previous inspection	27 and 28 June 2017, under section 5 of the Education Act 2005

Information about this school

- The school does not use any alternative provision.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- The inspectors met with the headteacher, the deputy headteacher, curriculum leaders, the leader with responsibility for the provision for pupils with SEND and teaching and support staff.
- One inspector met with representatives of the local authority.
- The inspectors carried out deep dives in reading, mathematics, science, history and computing. For each deep dive, inspectors discussed the curriculum with

subject leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.

- The inspectors also spoke to leaders about the curriculum in other subjects.
- The inspectors examined a range of school documentation, including leaders' self-evaluation, improvement plans and documentation relating to attendance and behaviour.
- The lead inspector met with the designated safeguarding lead. He considered the safeguarding policy, training records and examples of safeguarding concerns. Inspectors considered the responses to the online survey, Ofsted Parent View, and the responses to Ofsted's free-text service. They also considered the responses to the staff survey and the pupil survey.

Inspection team

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His Majesty's Inspector

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