



Husbands Bosworth Church of England Primary School

Inspection Report

Unique Reference Number 120137
LEA Leicestershire
Inspection number 280743
Inspection dates 10 January 2006 to 10 January 2006
Reporting inspector Christopher Kessell RISP

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

Type of school	Primary	School address	School Lane
School category	Voluntary controlled		Lutterworth
Age range of pupils	5 to 11		Leicestershire LE17 6JU
Gender of pupils	Mixed	Telephone number	01858 880212
Number on roll	93	Fax number	01858 880212
Appropriate authority	The governing body	Chair of governors	Ms Audrey Marlow
Date of previous inspection	22 September 2003	Headteacher	Mr Glyn Millinship

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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

Husbands Bosworth Church of England Primary school is smaller than most other primary schools. Children's attainment when they start school is normally slightly above the expected levels although there can be occasional variations because of the small year groups. The proportion of pupils with learning difficulties or disabilities is below average. Because of staff turnover and long-term illness, there have been significant changes in the school's teaching team recently. At its last inspection in 2003, the school was judged to have serious weaknesses.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

The school offers its pupils a satisfactory education and the previous designation of 'serious weaknesses' no longer applies. The headteacher, teaching staff and governors have made good progress in moving the school forward since its last inspection. Now, by the end of Year 6, the standards pupils reach are above average and most pupils have made the expected progress in their learning in relation to their ability when they started school. However, the school's most recent test results indicated that standards in mathematics are not as high as those in English and science. Teaching and learning are satisfactory but, in a few lessons, work is not always well matched to pupils' individual ability, and guidance given to pupils on how they can improve is limited. Most pupils enjoy school, feel safe and appreciate the ways they are supported by the school. Parents are happy with many aspects of the school but a significant minority have concerns about the school's leadership and management and whether their suggestions and concerns are taken into account.

Children get a satisfactory start in the Reception class and settle into school well. This was particularly noticeable, during the inspection, with the new intake. The children often exceed the nationally expected standards for their age by the start of Year 1. This represents satisfactory progress in relation to their starting points.

Leadership and management are satisfactory overall. The headteacher's leadership has improved but despite the school's good improvement since its previous inspection, the headteacher's evaluation of the school's effectiveness is over-generous. Governance of the school is satisfactory. School development planning lacks clear focus and does not sufficiently involve the governors and other stakeholders such as the parents. Despite the recent staff changes, there is the capacity to continue improving. The school now provides satisfactory value for money.

What the school should do to improve further

- Raise standards in mathematics particularly for higher-attaining pupils and ensure that work is well matched to individual abilities.
- Extend the guidance offered to pupils on how they can improve their work.
- Develop a more sharply focused school improvement plan with a limited number of clear priorities. The process should include all staff, governors and stakeholders.
- Further develop the school's partnership with parents so that more parents are actively supportive of the school.

Achievement and standards

Grade: 3

Pupils make satisfactory progress overall. Adequate provision in the Reception class ensures that children make satisfactory progress before they reach Year 1. Pupils continue making the expected levels of progress through their infant years. The standards they reach at the age of seven, as reflected in the 2005 teacher assessments, are above average in reading and writing and average in mathematics.

Pupils continue to make satisfactory progress in the junior part of the school and their overall attainment is above average. However, in 2005, as with the younger pupils, standards were average in mathematics. They were above average in English and science. A significant number of pupils made good progress in English whilst in mathematics, not of all of the more able pupils made the progress they should have. The school recognises that there is scope for higher standards in mathematics. Pupils with learning difficulties or disabilities make at least satisfactory progress in relation to their starting points. The school sets challenging targets for each year group. However, these were not reached by the Year 6 pupils in 2005, particularly for the higher level in mathematics. A few parents feel that their children could be challenged more and the inspection team would support this view.

Personal development and well-being

Grade: 2

Pupils' personal and spiritual, moral, social and cultural development is good overall. Cultural development has improved from unsatisfactory to satisfactory since the last inspection. Pupils now have an increased awareness of the multi-cultural nature of today's society. They enjoy school, have good attitudes to their work and their levels of attendance are above average. Pupils behave well in and around the school, showing concern and friendliness towards each other. They are polite and welcoming to visitors.

The school has made a good start at encouraging pupils to adopt a healthy lifestyle, but this is not yet fully embedded. For example, a number of pupils do not have a clear understanding of what constitutes a healthy diet. Pupils feel safe and are happy to approach staff for help and support. They make a good contribution to the local community, good links with local churches enhancing this. Particularly noteworthy is the initiative started by older pupils to raise money for a school for the blind in Uganda. This has caught the imagination of all pupils and events are organised regularly to raise money for this project. They are well on their way to reaching their target of £1000 for the year. These activities contribute successfully to the pupils' preparation for the next stage of their education.

Quality of provision

Teaching and learning

Grade: 3

Teaching and learning are satisfactory, leading to most pupils making the progress expected of them. Although the school has adequate procedures for assessing pupils' work and tracking their progress, there are times when pupils of different ability are given the same work and this prevents many pupils from making good progress. In addition, the marking of pupils' work does not always help pupils move on to the next stages of learning. Although comments are always supportive, insufficient information is given to pupils on how to improve. Most pupils enjoy their work and are keen to do well. Classroom relationships are positive and friendly. However, despite classroom

behaviour being good overall, a few pupils take too long to settle at the start of lessons. This wastes time. Pupils talk about their activities confidently. Although teachers provide helpful praise and encouragement in lessons, pupils are not always provided with focused advice about their learning. For example, it is sometimes unclear what amount of work is expected in a lesson. Although teaching assistants make a positive contribution to pupils' learning, there are occasions when they could be more actively involved in classroom activities. The use of targets to help learning is inconsistent. Although Year 3 and 4 pupils spoke knowledgeably about their group targets in mathematics, older pupils were unable to identify any targets that they had been given in this subject during the current academic year.

Curriculum and other activities

Grade: 3

The curriculum is satisfactory and organised so that the demands of mixed-age classes are met. Provision for information and communication technology (ICT) has improved since the last inspection, when it had weaknesses. It is now satisfactory. However, ICT could be used more to support pupils' learning. This is recognised by the school. Personal, social and health education is covered weekly in all classes and makes a good contribution to the pupils' personal development. Year 6 pupils spoke enthusiastically about their class 'issues box' as a means to discuss sensitive or personal topics.

French is a valuable addition to the curriculum. It is adding to pupils' enjoyment of their learning and preparing them well for their secondary school education. There is a satisfactory range of other activities, trips and visitors into school that further enrich the curriculum provision but the school has identified improving enrichment activities as an area for development.

Care, guidance and support

Grade: 3

The provision for pupils' care, guidance and support is satisfactory. The pastoral care provided by the teachers and headteacher is good. This successfully supports the pupils' personal development. Staff know the pupils and their needs well and make every effort to ensure that these needs are met. This is recognised and appreciated by the parents. The school meets statutory requirements for health and safety and for child protection. Most staff are familiar with the relevant procedures. Provision for pupils with learning difficulties or disabilities is satisfactory and good use is made of support from outside agencies. Pupils receive general guidance on their learning but it is often not specific enough to help them improve and make better progress.

Leadership and management

Grade: 3

The leadership and management of the school are satisfactory. The school has made good progress since the previous inspection, largely due to the improved leadership

of the headteacher. He has provided a clearer direction for improvement and processes for monitoring the school's performance are also better and are now satisfactory.

A significant number of parents expressed dissatisfaction with the school's leadership and management. However, much of this criticism is unjustified given the progress the school has made since its last inspection. There is, however, a gulf between the school's and governors' perceptions of parents' involvement in the school and the parents' views. A number of parents, for example, do not believe that the school takes notice of their suggestions and concerns. The school's self-review, although satisfactory overall, tends to be too optimistic and paints a rosier picture than actually exists. Development planning lacks focus. It is not clear exactly what the school considers to be the most important areas for development. Recent changes in personnel have led to a re-appraisal of the school management structure and a change of responsibilities. Subject management is satisfactory and the school does have the capacity to improve further.

Governance is satisfactory. Governors are well informed and supportive but not fully involved in strategic planning and they acknowledge that this is an area for development. All statutory requirements are met.

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Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall	16-19
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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?	3	NA
How well does the school work in partnership with others to promote learners' well-being?	3	NA
The quality and standards in foundation stage	3	NA
The effectiveness of the school's self-evaluation	3	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

Achievement and standards

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

Personal development and well-being

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

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	3	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	3	NA
How well are learners cared for, guided and supported?	3	NA

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

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	3	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	3	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3	NA
How effectively and efficiently resources are deployed to achieve value for money	3	NA
The extent to which governors and other supervisory boards discharge their responsibilities	3	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

The extent to which schools enable learners to be healthy	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
The extent to which providers ensure that learners stay safe	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
The extent to which learners make a positive contribution	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
The extent to which schools enable learners to achieve economic well-being	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

Text from letter to pupils explaining the findings of the inspection

Husbands Bosworth Church of England Primary School School Lane Husbands Bosworth
Lutterworth Leicestershire LE17 6JU

11 January 2006

Dear Pupils

Many of you will remember that your school was inspected on 10 January 2006. Some of you will have seen us around the school. We enjoyed meeting you and talking with you about the school and your work. This letter explains what we liked most about your school and what we have asked your school to do to improve even further.

What we liked most about your school

- Because of the hard work by the headteacher, staff and governors, the school has improved well since the last inspection.
- By the time you leave the school, most of you reach good standards in your work.
- You get on well with each other and care about others less fortunate than yourselves. We are particularly impressed with the amount of money you have raised for the school for the blind in Uganda.
- You are polite and friendly to visitors.

What we have asked your school to do now

- Improve your work in mathematics so that it is as good as your reading and writing.
- Plan very carefully how the school is going to get even better in the future and involve you, the governors and mums and dads in this process.
- To work even more closely with your mums and dads.

Best wishes

Yours sincerely

Chris Kessell Lead Inspector