



Huncote Community Primary School

Inspection Report

Unique Reference Number 119979
Local Authority Leicestershire
Inspection number 291590
Inspection date 10 January 2007
Reporting inspector Paul Edwards

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

Type of school	Primary	School address	Denman Lane
School category	Community		Huncote
Age range of pupils	4-11		Leicester LE9 3BS
Gender of pupils	Mixed	Telephone number	0116 2864105
Number on roll (school)	137	Fax number	0116 2864105
Appropriate authority	The governing body	Chair	Jeanette Williams
		Headteacher	Susan Powis
Date of previous school inspection	1 November 2004		

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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

Huncote Community Primary is a small school. There are five classes, each with pupils from two year groups. Almost all pupils are of White British heritage. The percentage of pupils with learning difficulties is slightly above the national average. The percentage of pupils known to be eligible for free school meals is below average. Up until two years ago the school was subject to special measures.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

Huncote Community Primary School is providing a satisfactory education. Pupils thoroughly enjoy school and most parents are rightly very happy with the level of care provided for their children. Pupils attain standards that are broadly average by the end of Year 2 and Year 6. Although this represents satisfactory achievement overall, there is some unevenness. Achievement in English is not as good as it should be and is weaker than it is in mathematics and science. Initiatives are in place to raise standards at Key Stage 1 and, whilst there has been some improvement, the changes are too new to judge their impact, particularly in English. Standards in mathematics and science have improved rapidly over the last year at Key Stage 2 but there is still work to be done in English to ensure pupils do as well as they should.

Children are given a good start in the Reception class. There is an effective emphasis on the teaching of early literacy and numeracy skills. Children's personal and social skills are promoted well and, as a result, children get on well together, follow instructions and behave very well. The personal development and well-being of the pupils is good throughout the school. There are well structured programmes, through which the pupils understand the importance of leading a healthy lifestyle and many eat healthily and take part in the good range of physical activities on offer. Pupils take part in fund raising and participate in many community activities. Their enjoyment of school is evident in the good attendance and their excellent behaviour. The care, guidance and support given to pupils is good. Pupils are very well looked after and feel safe and secure. When asked about the bullying policy, one child commented, 'All the children here are so kind that we don't really need it.'

Teaching and learning are satisfactory and improving. This is one of the key factors in pupils' improved progress in mathematics and science in Key Stage 2. Teachers have good subject knowledge and make lessons interesting. However, they are not yet making sufficient use of the detailed assessment information when planning work, particularly in English. Consequently, work is not always planned to meet the needs of some average and higher attaining pupils in English. The curriculum is satisfactory and enriched by a good range of out of school activities.

Leadership and management of the school are satisfactory. The headteacher, with good support from the local authority, has been very effective in the drive to improve standards and the quality of teaching. Good procedures have been put in place to identify how well pupils are performing. However, the leadership rightly recognises that subject leaders have not been sufficiently involved in raising standards in their subjects.

What the school should do to improve further

- Improve standards and pupils' achievement in English throughout the school.
- Ensure teachers make more effective use of assessment information when planning lessons in English.
- Develop the effectiveness of subject leaders in monitoring teachers' planning.

Achievement and standards

Grade: 3

Pupils' achievement is satisfactory and they attain standards that are broadly average by the end of Year 6. This shows an improvement over the previous year when a legacy of ineffective teaching resulted in many pupils making inadequate progress. When they enter the Reception class, children's skills are similar to those expected for their age. They make good progress and on entry to Year 1, their skills are at least in line with those expected. Whilst pupils are now making satisfactory progress in Key Stage 1 and improved teaching is helping to raise pupils' achievement, standards are still not as high as they should be. Standards in mathematics and science have improved significantly in Key Stage 2 and pupils achieve well in these subjects. However, their achievement is not as good as it should be in English. Some higher attaining pupils are not provided with sufficiently challenging work. Pupils with learning difficulties are provided with adequate support, enabling them to achieve in line with their peers.

Personal development and well-being

Grade: 2

The school places great emphasis on personal achievement and celebrating success and, as a result, pupils are increasingly confident and proud of what they do. They want to come to school and are keen to do well. Behaviour in and out of lessons is excellent and they thoroughly enjoy all aspects of school life. This is reflected in their good attendance and in their excellent behaviour. Pupils have very many responsibilities which they carry out quietly and sensibly. Many of these responsibilities contribute to the school routines and mean pupils feel really useful. Older pupils particularly enjoy looking after younger ones and keeping them safe in the playground. Occasionally, the school misses opportunities for the pupils to develop their independence further.

Pupils' spiritual, moral, social and cultural development is good. They show that they respect others in the way in which they play and work together. Pupils feel very safe, know who to approach if they have a problem and that the rare incidents of bullying are dealt with very well by the staff. Pupils understand the need for a healthy lifestyle. They take advantage of the many sporting activities on offer and many indicate that they try to eat healthily. Pupils are very enthusiastic about the school's bid for Eco status but their preparation for later life is only satisfactory as literacy skills are not as good as they should be.

Quality of provision

Teaching and learning

Grade: 3

The pupils' good working habits are established well in the Reception class and pupils know what is expected of them. All teachers have high expectations of behaviour and pupils respond accordingly. Teaching assistants work well with teachers, providing

additional support and guidance, especially for those pupils with learning difficulties. Teachers have good subject knowledge and, through careful planning, engage the pupils' interest well. Teachers are generally making better use of assessment information when planning work for pupils of different abilities. However, data is not used sufficiently effectively in English and this results in some higher attaining pupils not achieving as well as they should in all year groups. Staff provide the pupils with satisfactory feedback on how well they are doing but some do not receive sufficient written guidance on how they might improve their work.

Curriculum and other activities

Grade: 3

Children in the Reception year are provided with a good range of interesting activities that effectively stimulates their desire to learn. The curriculum has been carefully thought out to meet the needs of the mixed age classes to ensure that there is progression of skills. The school recognises the need to plan work in English that matches the ability of more able pupils. Although improving, there are limited opportunities to develop literacy skills across the curriculum. There is a good range of visits and visitors which are used effectively to make learning more fun. In particular, pupils say how much they enjoy the sporting activities on offer. The school has used local resources, such as its proximity to Leicester, to give pupils worthwhile experiences of other cultural traditions and celebrations. There is a wide range of extra-curricular activities which are very well attended. Effective provision for the pupils' personal, social and health education and religious education means pupils are developing personal qualities that will support them in their lives as they grow older.

Care, guidance and support

Grade: 2

Care, guidance and support are high on the school's agenda. Pupils' health and safety are of paramount importance and this is reflected in the effective arrangements for child protection and health and safety. Pupils feel secure in school and it was particularly noticeable that the children in the Reception class, who had only just started school, were settled and clear about school routines.

Since the previous inspection, good assessment and tracking systems have been introduced. However, these are relatively new and the impact has been limited in English. Academic support is developing, but not all pupils are clear about their targets for learning or what they need to do to make their work better. The school has worked hard to raise self-esteem and recognise when pupils have done well.

Leadership and management

Grade: 3

The leadership has undertaken a thorough evaluation of the school's work and has effectively involved staff, parents and pupils in the process. Over the last two years,

as a result of the headteacher's strong leadership, significant improvements have been made in the pupils' achievements, the quality of teaching and learning and the monitoring of pupils' progress. Improvement in standards has been more pronounced in mathematics and science and progress in English has been slower. Subject leaders have taken on new roles but they have only recently taken responsibility for leading their subjects and becoming accountable for the standards attained. Although they are now involved in monitoring planning, they have yet to ensure teachers consistently make the best use of assessment when preparing lessons. However, they have a clear understanding of what needs to be improved and, importantly, how they can measure the progress towards the improvements.

Progress since the previous inspection has been good. Governors have provided strong support and the local authority's guidance has been invaluable. There is a recognition by all that responsibility and accountability need to be spread more evenly across the school. All staff are demonstrating a commitment to ensure the pace of improvement does not slow, and the school is well placed to improve further.

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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?	3
How well does the school work in partnership with others to promote learners' well-being?	3
The quality and standards in the Foundation Stage	2
The effectiveness of the school's self-evaluation	2
The capacity to make any necessary improvements	2
Effective steps have been taken to promote improvement since the last inspection	Yes

Achievement and standards

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

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 behaviour of learners	1
The attendance of learners	2
How well learners enjoy their education	2
The extent to which learners adopt safe practices	2
The extent to which learners adopt healthy lifestyles	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?	3
How well do the curriculum and other activities meet the range of needs and interests of learners?	3
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.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3
How effectively performance is monitored, evaluated and improved to meet challenging targets	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
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

Thank you very much for the warm welcome you gave us when we visited your school recently. Huncote is providing you with a satisfactory education and it is improving.

Here are some of the highlights of your school

- Your headteacher has worked very hard and successfully to improve the school.
- Your good attendance, excellent behaviour and your enthusiasm for lessons and other activities.
- The good range of clubs in which you enjoy taking part.
- The way in which adults look after you and help to keep you safe.
- You are developing a good understanding of how to keep yourselves healthy and safe.

These are things we think could be better

- The standard of your work in English.
- How teachers use the information from tests when planning your work.
- The way in which adults in charge of subjects improve the way in which they judge how well you are doing and help teachers to make better use of this information to plan their lessons.

Thank you once again for your help. I hope you continue to enjoy your work at school.