

Husbands Bosworth Church of England Primary School

Inspection report

Unique Reference Number	120137
Local Authority	Leicestershire
Inspection number	327208
Inspection date	4 February 2009
Reporting inspector	Frances Gillam

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4–11
Gender of pupils	Mixed
Number on roll	
School (total)	74
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
Appropriate authority	The governing body
Chair	Audrey Marlow
Headteacher	Yvonne Durrant
Date of previous school inspection	10 January 2006
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	School Lane Husbands Bosworth Lutterworth LE17 6JU
Telephone number	01858 880212

Age group	4–11
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Introduction

The inspection was carried out by two Additional Inspectors who evaluated the overall effectiveness of the school and investigated the following issues.

- The effectiveness of strategies to promote pupils' writing and information and communication technology (ICT) skills across the curriculum and the impact of this on the progress pupils make.
- The impact of leadership and management on driving improvements, particularly in reading and mathematics.
- The effectiveness of strategies to improve pupils' personal development and well-being and pupils' understanding of how well they are doing and what they need to do to improve their work.

Evidence was gathered from:

- discussions with the acting headteacher, governors, pupils and staff
- visits to classrooms and observations of teaching
- scrutiny of pupils' work
- observation of other aspects of the school day such as assembly, break and lunchtimes
- analysis of parents' questionnaires and school documentation, in particular data on pupils' progress and school development planning.

Other aspects of the school's work were not investigated in detail, but the inspectors found no evidence to suggest that the school's own assessments, as given in its self-evaluation, were not justified, and these have been included where appropriate in this report.

Description of the school

Almost all pupils who attend this small school are from a White British background. The proportion of pupils eligible for free school meals is below the national average. Children in the Early Years Foundation Stage are taught together with pupils in Years 1 and 2. The percentage of pupils with learning difficulties and/or disabilities is below the national average. Since the start of January 2009 the school has had an acting headteacher.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

Husbands Bosworth Primary is a good school. Pupils soon thrive and flourish in its warm and caring environment. Pupils' personal development and well-being and the care, guidance and support they receive are good. Safeguarding procedures meet current requirements and staff regularly remind pupils of how to stay safe and keep healthy. These are key reasons why pupils behave sensibly and act with due care and attention for others. Pupils say they feel safe and happy in school. Their good behaviour and the school's Christian values support the calm atmosphere in classes. Pupils appreciate the help and guidance staff give them. Pupils know how well they are doing and they especially like the targets they have to help them improve their work. Pupils say the targets help them to think about how they can do better and they particularly enjoy the sense of success when they achieve them. Pupils know their efforts are valued and this helps to establish strong and positive relationships. As a result, pupils' attendance is good and they enjoy coming to school.

Good teaching in Years 1 to 6 enables pupils to achieve well, to make good progress in their work and to reach well above average standards by the end of Year 6. Teachers plan activities that are well matched to most pupils' individual needs and their efforts to improve pupils' writing and ICT skills are now paying off. Many pupils use their writing and ICT skills effectively to support their learning in other subjects. Pupils' progress is good in reading, writing and science. Pupils say they enjoy the challenge in lessons. This has a particularly beneficial impact on the learning of more able pupils. They enthusiastically tackle complex problems, sharing ideas and working well together. Occasionally, other pupils find the challenges a little daunting. This is especially the case in mathematics for some average and lower attaining girls in Years 3 to 6. These girls often lack the confidence to speak up when they are not sure of how to tackle the work. Teachers do not always check carefully enough if these pupils fully understand what they are learning. As a result, average and lower attaining girls do not make the same good progress in mathematics as they do in English and science.

Satisfactory provision in the Early Years Foundation Stage enables children to make a sound start to school. Support for children is positive when working with an adult but sometimes when children are working independently they do not receive enough guidance to help them move on with their learning. This is particularly noticeable when children are engaged in imaginative play. Staff miss useful opportunities to help children to develop further their language and to think creatively. This is a key reason why children's progress in creative development and their knowledge and understanding of the world lag behind their progress in the other areas of learning.

The small numbers of pupils who need extra help with their learning receive well timed support and sensitive intervention from teaching assistants. This enables these pupils to play a full part in lessons and to make good progress in their learning.

Many pupils comment positively on their involvement in helping to make their school a better place to be. Managing a budget to purchase play equipment and taking on responsibilities around the school give pupils a good understanding of the world of work. Together with the pupils' good personal skills and their confidence in literacy and numeracy they are being well prepared for the future.

Good processes for evaluating the school's work provide governors and staff with a clear idea of the school's effectiveness. Senior leaders identify accurately the correct priorities to drive

improvements and the action the school takes is usually successful. Building on pupils' preferences in reading, for example, has increased pupils' enjoyment and helped to speed their progress. Senior leaders also make good use of the information from tracking pupils' progress to sharply focus support for pupils and to set challenging targets. As a result, standards have improved since the last inspection and more able pupils now make good progress. These features show that leadership and management are good and that the school has a good capacity to improve further. Pupils' understanding of different cultures and faiths is secure but senior leaders acknowledge that work in reaching out to communities other than its own is yet to be fully embedded. The developing links with a school in Leicester City and with a school in Uganda are broadening the pupils' perception of different communities. This is developing in pupils a secure sense of their place in the global community.

The good curriculum is enhanced by a range of interesting activities outside lessons, including visits, clubs and visitors into school. These features help to promote pupils' sporting skills and support their learning successfully. Pupils clearly understand what constitutes a healthy lifestyle. Many use this understanding well to make wise choices about what they eat and the way they live their lives.

Pupils have a keen sense of the difference between right and wrong and show this in their kindness and positive relationships with others. Pupils make a good contribution to the community. They take part in church and local community events such as carol singing and the annual fruit and vegetable show. These activities help to build strong links with people living locally. Organising fund-raising for charity gives pupils a strong understanding of how they can help others less fortunate than they are.

Generally, parents are very happy with the work of the school. However, a small number of parents and pupils feel that activities to engage children in play at lunchtimes are rather limited. Senior leaders accept this is the case and work is in hand to improve pupils' lunchtime experiences.

Effectiveness of the Early Years Foundation Stage

Grade: 3

Children's attainment on entry to the Reception Year is broadly as expected for four-year-olds. From this starting point, children make satisfactory progress to reach average standards by the time they move into Year 1. Staff support the children's welfare and learning satisfactorily. On the whole, children are settled and happy. They behave sensibly and enjoy positive relationships with each other. Attention devoted to individuals or to small groups when working with an adult is well focused on the children's learning needs. At these times, children benefit from a good level of talk to develop their learning. In whole-class sessions, however, explanations are not always geared well enough to the different interest levels and abilities of the children to enable the best possible learning to take place. Children show interest in the different range of activities on offer in the classroom but they are sometimes left too long without adult support. This is often when, for example, they are playing imaginatively. As a result, staff do not always help children to develop their ideas, to extend the language they use or to check what the children have found out for themselves. The impact of this is most noticeable in terms of children's progress in gaining knowledge and understanding of the world and in their creative development. Leadership of the Early Years Foundation Stage has recently changed and is satisfactory. Policies, assessment procedures and record-keeping are in place but require embedding further.

What the school should do to improve further

- Ensure that teachers in Years 3 to 6 pay closer attention to the needs of girls in mathematics lessons, that they check more carefully how well girls understand the concepts being taught and provide support and further guidance where necessary.
- Ensure that when children in the Early Years Foundation Stage are working on their own, adults provide better guidance and support for their learning.

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Annex A

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 capacity to make any necessary improvements	2

Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	3
How well do children in the EYFS achieve?	3
How good are the overall personal development and well-being of the children in the EYFS?	3
How effectively are children in the EYFS helped to learn and develop?	3
How effectively is the welfare of children in the EYFS promoted?	3
How effectively is provision in the EYFS led and managed?	3

Achievement and standards

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

¹Grade 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.

Personal development and well-being

How good are 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	2
The extent to which learners adopt safe practices	2
The extent to which 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 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

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 eliminated	2
How well does the school contribute to community cohesion?	3
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

Annex B

Text from letter to pupils explaining the findings of the inspection

5 February 2009

Dear Pupils

Inspection of Husbands Bosworth Church of England Primary School, Husbands Bosworth, LE17 6JU

Thank you for your warm welcome and all your help during our recent visit to your school. We enjoyed talking with you, visiting some of your lessons and hearing about all the exciting things you do. Your views of the school were very helpful.

You go to a good school. The people in charge and your teachers do a good job of helping you to learn. This enables you to reach well above average standards by the end of Year 6 and to make good progress in your work.

Here are some of the things we found were especially good about your school.

- You are good readers, writers and scientists.
- You know how important it is to keep fit and healthy so you take plenty of exercise and you are sensible about what you eat.
- You are very good at looking out for yourself and others and this helps to keep you safe and free from harm.
- You behave well and you care for others less fortunate than you are. You are kind and friendly to each other.
- The adults in the school take good care of you and this is why you say you feel safe and happy in school.

We have asked the people in charge and your teachers to work together on two things.

- To help some of the girls to do better in mathematics.
- To make sure that children in the Reception class get off to a really good start to school.

Keep up the good work!

Yours sincerely

Fran Gillam

Lead inspector