

Huncote Community Primary School

Inspection report

Unique Reference Number	119979
Local Authority	Leicestershire
Inspection number	339571
Inspection dates	19–20 April 2010
Reporting inspector	Kenneth Thomas

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

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	119
Appropriate authority	The governing body
Chair	Dawn Pateman
Headteacher	Alex Smythe
Date of previous school inspection	10 January 2007
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Introduction

This inspection was carried out by two additional inspectors. The inspectors observed six teachers and visited 11 lessons or parts of lessons. In addition, they observed learning in two intervention groups where pupils received extra help to support their specific needs. Inspectors attended assembly, and held discussions with staff, groups of pupils, the Chair of Governors and parents. They looked at pupils' books and a wide range of documentation including school policies, curriculum planning, self-evaluation information, improvement planning, safeguarding and welfare arrangements, and records of pupils' progress. Questionnaires returned by 45 parents and carers, 69 pupils and 12 members of staff were analysed.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- attainment and progress in order to assess how well the school is meeting targets for learning by the end of Year 6
- the effectiveness of leadership and management at all levels in monitoring and evaluating the work of the school and driving improvement
- the effectiveness of the school's work in developing pupils' understanding of community cohesion.

Information about the school

This is a below average size primary school. Almost all pupils are of White British heritage and there are no pupils at an early stage of learning English. The proportion of pupils known to be eligible for free school meals is well below the national average. The proportion of pupils with special educational needs and/or disabilities is average, while the proportion with a statement of special education needs is below. The school has gained recognition for its work in sustainable development and holds the Green Flag ECO Silver and Bronze awards. The school has also gained the International Schools Intermediate Award and has achieved National Healthy School status.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

2

The school's capacity for sustained improvement

2

Main findings

Huncote Primary School provides a good education for its pupils. The school community is very harmonious and pupils contribute much to it. They take responsibility readily, behave exceptionally well and are respectful of their peers, adults and visitors. Pupils learn to respect the customs and beliefs of others, and this makes a good contribution to the promotion of community cohesion. Pupils feel safe and secure. They much enjoy school life, as reflected in their excellent rates of attendance. Pupils have a good understanding of the importance of diet and fitness to their health and take full advantage of the many additional activities, sports and clubs provided. One parent expressed the views held by many, 'A wonderful school. A great sense of community and an approachable staff'.

Children enter Reception with knowledge and skills that are generally below those expected for their age. Because they settle happily and adapt quickly to the daily routines, they rapidly become independent and confident learners. Children make good progress and standards are at least consistent in line with age related expectations when children enter Year 1. By the end of Year 6, standards are above average. This represents good progress and is due to largely good teaching. However, teaching is not consistently good in all aspects and progress is stronger in some year groups than others. This is because in some lessons assessment information is not used consistently to set work that is appropriately challenging for all groups of pupils. Progress is also stronger in Key Stage 2 than in Key Stage 1 because the Key Stage 1 curriculum does not capitalise on the good progress in development of skills made in the Early Years Foundation Stage. Although there is much good practice in the marking of pupils' work, teacher's marking does not always provide clear guidance on what pupils must do in order to take the next steps in learning.

The significant improvement seen in the school since the last inspection owes much to the drive and determination of the headteacher. The ambition to strive for high quality in all aspects of the school's provision is shared amongst all staff. Rigorous systems for monitoring and evaluating the school's work provide senior leaders with an accurate view of the school's strengths and weaknesses. As a result they are able to set the right priorities for improvement. This illustrates well the school's good capacity to improve further. Challenging targets are set and the exemplary use of assessment information to check pupils' progress enables well-focussed support to be provided where needed. This has a positive impact on standards and is particularly beneficial to pupils with special educational needs and/or disabilities, and for vulnerable pupils.

What does the school need to do to improve further?

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- Make all teaching and learning good or better by ensuring that
 - effective use is made of assessment information to plan learning tasks that are appropriately challenging for all ability levels in all lessons
 - marking consistently informs pupils about what to do next in order to raise the standard of their work.
- Develop the Key Stage 1 curriculum so that pupils learning experiences build more closely on the skills acquired in the Early Years Foundation Stage.

Outcomes for individuals and groups of pupils**2**

Pupils enjoy their lessons and their excellent behaviour makes a significant contribution to their good achievement. They respond well to interesting and challenging activities and demonstrate the ability to work effectively both independently and collaboratively. Pupils make good progress to attain above average standards in English, mathematics and science by the end of Year 6. Above average standards are also reached in other subjects, including information and communication technology. Pupils' good progress is affirmed by their performance during lessons and by the quality of the work in their books. The standard and quality of pupils' work in art is particularly impressive. Vulnerable pupils and those with special educational needs and/or disabilities achieve well because effective support is well focused on their identified needs.

Pupils from right across the school say that they feel safe and bullying is not an issue. They know very well how to recognise dangerous situations, including those relating to new technologies. Pupils contribute exceptionally well to the school community and speak enthusiastically of their responsibilities, including being on the school council, the Eco-team or acting as an ambassador. Pupils' strong spiritual, moral, social and cultural development is enhanced by participating in events with schools from other areas. These enable them to gain first hand experience of diverse communities. Such experiences, together with high attendance and the good progress being made in the acquisition of basic skills, ensure that pupils are well prepared for the next stage in their education.

These are the grades for pupils' outcomes

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account:	
Pupils' attainment ¹	2
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	1
Pupils' behaviour	1
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	2
Taking into account:	
Pupils' attendance ¹	1
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

Teaching and learning have improved since the last inspection and are good. Excellent relationships characterise all teaching and these form the basis of effective class management. Teaching assistants work effectively to support pupils and, in the best lessons, good use is made of interactive whiteboards to stimulate interest and reinforce learning. Exemplary use is made of assessment information to identify the precise difficulties faced by pupils and track their progress towards their targets. This is particularly beneficial for pupils with special educational needs and/or disabilities. In many lessons assessment information is also used well to guide the planning of learning tasks. In these lessons rapid progress is made because pupils' enthusiasm for learning is captured and lessons proceed at a stimulating pace. However, in some lessons learning tasks are not always well matched to the different abilities. Consequently some pupils are given work that is too easy and this slows the progress they make. While pupils' work is marked regularly, marking is not consistently effective in guiding them to improve their work.

The school provides a good range of activities to help pupils to learn within the classroom and beyond. There is a strong focus on acquiring basic skills in literacy, numeracy and information and communication technology, balanced with other subjects. The school recognises the need to further develop the Key Stage 1 curriculum to provide greater continuity and progression from the Early Years Foundation Stage. Good provision for personal, social, health and citizenship education contributes well to pupils' good personal development. This is reinforced by increasing opportunities for pupils to broaden their experience of the diversity of social contexts beyond the immediate

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locality. An excellent range of well attended additional activities, clubs and visits add interest and help to promote pupils' enjoyment of learning.

The excellent care, guidance and support staff provide is appreciated by both parents and pupils. Pupils are exceptionally well known by staff and all are valued as individuals. High levels of attendance are effectively promoted and the school works effectively with a range of external agencies to support pupils who may be particularly vulnerable.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	1

How effective are leadership and management?

Staff, governors and parents readily acknowledge that the main factor behind the school's improvement is the leadership of the headteacher. Because the headteacher and staff work closely and effectively together, successful action has been taken to tackle the areas for improvement identified in the last inspection. Underpinning the rise in standards is the rigorous monitoring of the work of the school and in particular, the exemplary use of pupil performance information to track pupils' progress towards challenging targets. The drive for continued improvement is fully supported by all staff. Subject co-ordinators are becoming increasingly involved in monitoring the quality of provision and performance in their areas of responsibility. The school promotes equality of opportunity well. There are no significant gaps in attainment between any groups of pupils and all are fully included in all the school has to offer.

Staff and governors ensure there are good systems for safeguarding pupils' welfare, safety and security. Governors understand their role as critical friends and have a good awareness of the school's main strengths and where improvement is needed. Staff work exceptionally well with outside agencies, families and carers to help pupils achieve well. The school's promotion of community cohesion is good. A full audit has been carried out and a clear and comprehensive action plan is in place. Opportunities are provided for pupils to collaborate with those from different backgrounds, so that individual pupils gain a real insight into what life is like for others in different social contexts.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate Please turn to the glossary for a description of the grades and inspection terms	
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	1
The effectiveness of partnerships in promoting learning and well-being	1
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

Provision and outcomes in the Early Years Foundation Stage have improved since the last inspection. Most children enter Reception with knowledge and skills that are generally below those expected for their age. From these starting points, children make good progress and most meet or exceed the early learning goals in each of the areas of learning by the time they enter Year 1. Excellent systems for tracking children's progress are well supported by the regular collection and evaluation of examples of children's work. Adults successfully promote children's use of a rich mix of vocabulary and imagination through stories and discussions. A good range of stimulating activities are well-matched to children's needs and development, and there is a good balance between activities that children choose for themselves and those directed by adults. Children's welfare has a high priority. The classroom is welcoming and stimulating, with a good range of resources and activities readily available. The outdoor area has been improved and is increasingly included as part of the daily routines. As a result, children have immediate access to an exciting and stimulating space. The impact of the consistently good leadership, teaching and provision is seen in children's increasing ability to work independently and collaborate effectively by the time they enter Year 1.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

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Views of parents and carers

About half of parents and carers responded to the questionnaire. The vast majority are very positive about all aspects of the school's provision and this matches inspection findings. Parents and carers say that staff keep their children safe and that their children enjoy school. A number also rightly comment positively about the support provided for pupils who have particular needs. A few felt that their children were not making enough progress. The inspection team looked carefully at this aspect and found that while pupils are making good progress overall, there is some unevenness in progress across year groups.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Huncote Community Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school. The inspection team received 45 completed questionnaires by the end of the on-site inspection. In total, there are 119 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	33	73	11	24	1	2	0	0
The school keeps my child safe	36	80	9	20	0	0	0	0
The school informs me about my child's progress	24	53	20	44	1	2	0	0
My child is making enough progress at this school	20	44	21	47	4	9	0	0
The teaching is good at this school	22	49	20	44	2	4	0	0
The school helps me to support my child's learning	23	51	20	44	1	2	0	0
The school helps my child to have a healthy lifestyle	23	51	21	47	1	2	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	21	47	18	40	1	2	0	0
The school meets my child's particular needs	16	36	26	58	3	7	0	0
The school deals effectively with unacceptable behaviour	17	38	26	58	0	0	1	2
The school takes account of my suggestions and concerns	18	40	24	53	1	2	1	2
The school is led and managed effectively	27	60	17	38	1	2	0	0
Overall, I am happy with my child's experience at this school	28	62	15	33	1	2	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above is for the period 1 September to 31 December 2009 and is the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> ■ The school's capacity for sustained improvement. ■ Outcomes for individuals and groups of pupils. ■ The quality of teaching. ■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships. ■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



21 April 2010

Dear Pupils

Inspection of Huncote Community Primary School, Leicester, LE9 3BS

Following our visit to inspect your school, I am writing to tell you what we found out. First I would like to say thank you for making us feel so welcome and making our visit one that we will remember for a long time. We have told your teachers how helpful and polite you all were. It was good to hear how much you enjoy school.

We agree with you and your parents that this is a good school and one that is helping you to do well. This is seen in the good progress that you make as you move through the school. Your excellent behaviour in lessons is a considerable help to your teachers because it enables them to concentrate on making your work interesting and helping you to learn. This is one of the reasons why you are doing well. We have asked your teachers to help you to do even better by making sure that the tasks you do in lessons really stretch all of you. Your teachers also spend a lot of time marking your work and we have asked that when they do this they give you clear guidance on what you have to do to take the next steps in learning.

There is a really friendly and positive atmosphere in the school. The curriculum is enriched by a good range of visits and after-school activities that broaden your experiences. Because children in Reception are provided with a wide range of interesting and exciting activities they get a really good start to school life. We have asked the school to build on this by linking the work done in Years 1 and 2 more closely with the work done in Reception.

You know that all the staff take excellent care of you and work hard to keep you safe and healthy. Your headteacher leads the school well and, together with the governors, makes sure that you make the most of your time there. You are key players in the school's success and, having met you, we know you will all want to continue to play your part in helping it to be even better.

Yours sincerely

Dr Kenneth Thomas

Lead Inspector

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