

Hugglescote Community Primary School

Ashburton Road, Hugglescote, Coalville, Leicestershire LE67 2HA

Inspection dates

27–28 June 2017

Overall effectiveness	Good
Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Good
Outcomes for pupils	Good
Early years provision	Good
Overall effectiveness at previous inspection	Requires improvement

Summary of key findings for parents and pupils

This is a good school

- Senior leaders have a good understanding of the school's strengths and weaknesses. They have taken effective action to improve the quality of education provided at the school.
- Leaders are aspirational for pupils' success. Staff, pupils and governors are committed to supporting leaders in continuing to improve standards throughout the school.
- The early years setting provides children with an excellent start to their life at school. Strong teaching and a carefully considered environment support children to make good progress.
- Pupils, including disadvantaged pupils and those who have special educational needs and/or disabilities, make good progress in a range of subjects throughout the school.
- The quality of teaching has improved. Teachers have an accurate understanding of what pupils are able to achieve and plan lessons which excite and interest them.
- Pupils' conduct is very good. They are confident, polite and well mannered.
- Pupils are very well prepared for life in modern Britain. They have a good understanding of diversity and are understanding of those who are different to themselves.
- Leaders have created a welcoming culture. The school is highly inclusive and all feel valued and welcome.
- Pupils' successes are celebrated throughout the school. Pupils are keen to do well and appreciate the value that staff place on their achievements.
- The curriculum is exciting and enthuses pupils. They are encouraged to work independently and enjoy their learning.
- Teachers do not consistently use information about what pupils are able to achieve to plan work that is matched to pupils' abilities. Not all pupils are sufficiently challenged.
- Middle leaders are developing their skills and expertise to contribute to further school improvement. The provision in English and mathematics has improved.
- Middle leaders are not yet fully involved in the strategic management of the school. They are beginning to drive improvements but do not hold staff fully to account.
- Leaders have not ensured that the school's assessment and feedback policy is consistently followed.

Full report

What does the school need to do to improve further?

- Improve the effectiveness of leadership and management by:
 - ensuring that teachers consistently follow the school’s assessment and feedback policy to support pupils to make more rapid progress
 - developing a more strategic approach to school improvement and involving leaders at all levels
 - further developing middle leaders to enable them to hold staff to account.
- Improve the quality of teaching, learning and assessment by ensuring that teachers:
 - consistently use information about what pupils are able to achieve to plan activities that meet the needs of all learners
 - provide appropriate levels of challenge in all aspects of learning.

Inspection judgements

Effectiveness of leadership and management

Good

- Leaders have a good understanding of the school's strengths and areas in need of further improvement. Since his appointment in September 2015, the headteacher, ably supported by the deputy headteacher, has taken effective action to bring about sustained improvements to the school.
- The headteacher has created a culture of respect and inclusion where all are valued. He has high aspirations for pupils' success. All staff, pupils and governors are committed to supporting the headteacher in realising these aims. Parents who made their views known to inspectors recognise that staff hold the interests of pupils at the heart of all they do. They are keen to support the school's ambition for their children.
- In September 2016, the headteacher introduced a new, topic-based curriculum. It offers a range of opportunities for pupils to develop their independence and creativity and has had a considerable impact on pupils' engagement in their learning. Pupils are motivated by the exciting curriculum and say that they enjoy their work in all aspects of the curriculum.
- The process of performance management is now more robust than in the past and is used effectively to improve staff performance. Staff are set clear targets in relation to the quality of their teaching and pupils' progress.
- Considerable work has been undertaken to improve the accuracy of assessment. Teachers have worked with other local schools and external advisers to improve their understanding of assessment criteria and to ensure consistency and accuracy, for example via moderation of pupils' work. Teachers now have a clear and accurate understanding of pupils' abilities throughout the school.
- Leaders and governors ensure that additional funding to support disadvantaged pupils is used effectively. Pupils' personal development is supported alongside their academic progress. Disadvantaged pupils are currently making extremely good progress as a result of carefully allocated funding.
- Leaders have ensured that pupils benefit from a range of extra-curricular activities such as sport, languages and performing arts. Leaders monitor the attendance of pupils and encourage attendance of those who would most benefit. A high proportion of pupils regularly attend such activities. During the inspection, pupils attending the after-school club, 'Pit-stop', explained that they enjoy the project-based work and variety of opportunities provided by this provision.
- Leaders have ensured that the primary physical education funding is used effectively to provide a range of sporting opportunities, such as basketball, dodgeball and badminton.
- Leadership of the quality of teaching, learning and assessment has improved since the last inspection. Leaders closely monitor teachers' practice through a range of activities and take effective action to support teachers in need of development through coaching and mentoring. However, not all teachers consistently follow agreed expectations, for example of feedback and planning to meet the needs of all learners.

- The leadership of the provision for pupils who have special educational needs and/or disabilities has improved. The special educational needs coordinator now has a clear understanding of progress and achievement of identified pupils. She has ensured that effective support is in place to enable individual pupils to make rapid progress, for example through intervention and additional support. Senior leaders ensure that additional funding is used effectively. Leaders are aware of the need to develop a strategic approach to ensuring that pupils throughout the school are fully supported in all aspects of school life.
- Senior leaders have provided effective support to middle leaders to take greater responsibility for school improvement. Leaders of English and mathematics are passionate and determined to improve the quality of provision in their subjects. They have introduced strategies to support teachers to improve the quality of teaching, for example in the mastery approach to mathematics and in the approach to teaching writing. Senior leaders are aware of the need to further develop middle leaders to take greater responsibility in holding staff to account to ensure continued and sustained improvement.
- Leaders ensure that staff consistently promote fundamental British values. Pupils benefit from a range of opportunities to develop their understanding of what life in modern Britain constitutes, for example through assemblies and discussions in lessons. Pupils have an up-to-date understanding of current affairs; for example, they were able to discuss with inspectors the outcome of the general election and the subsequent ongoing political situation.
- Leaders ensure that that pupils' social, moral, spiritual and cultural development is promoted well throughout the school. For example, pupils appreciate the opportunities they have to visit historical sites and participate in community Christmas carol events.
- The headteacher has introduced a set of non-negotiables. These indicate clear expectations of teachers' practice and has led to greater accountability of staff performance. Leaders recognise that more work must be done to ensure greater consistency of practice across the school.
- The resource base for pupils who have moderate learning difficulties is well led and managed. The curriculum is well adapted to suit pupils' needs. High levels of support enable pupils to make good progress. Pupils are successfully integrated into the main school for many activities, including physical education and music lessons and at social times and assemblies. Leaders are keen to develop further links between this provision and the main school.
- The local authority has brokered effective support with the Forest Way Teaching School Alliance. Leaders have responded well to advice and guidance, acting on recommendations for school improvement.

Governance of the school

- Governance has improved since the last inspection. The chair of the governing body has a secure understanding of the school's strengths and weaknesses and is clear about priorities and plans for improvement.
- Governors offer an appropriate balance of support and challenge to leaders. They

maintain a high presence in the school, for example undertaking visits and meeting with staff.

- There is a range of experience and expertise within the governing body. Members are keen to use their skills and expertise to support school improvement, for example in finance and premises.
- Governors are appropriately trained and are proactive in maintaining an up-to-date knowledge and understanding of issues that will enable them to perform their duties, for example in seeking additional training and external advice.

Safeguarding

- The arrangements for safeguarding are effective. Leaders are knowledgeable and work well with external agencies, taking swift and effective action when they have concerns.
- Processes for making referrals are simple, logical and clear. Staff understand and follow agreed systems. Staff are fully aware of their responsibilities to ensure the safety and well-being of all pupils.
- As the designated safeguarding lead, the headteacher has a detailed knowledge of vulnerable pupils' needs and monitors their well-being meticulously. Records are of high quality and well maintained.
- Staff receive regular and appropriate training. They have an understanding of risks pertinent to the local area and ensure that pupils recognise and understand how to keep themselves safe.

Quality of teaching, learning and assessment

Good

- The quality of teaching has improved considerably since the last inspection and leads to good progress.
- Teachers plan lessons which are well structured and ensure that pupils are clear about what they are doing and have the means to do so well. There is an emphasis on independent learning and pupils are supported to develop as effective learners.
- Teachers have high expectations of pupils' participation and engagement. Pupils are encouraged to join in and to contribute. Time in lessons is used productively.
- Questioning is used effectively to support pupils to develop their thinking and reasoning skills. Teachers skilfully use follow-up questions to enable pupils to deepen their understanding and to consolidate their learning.
- Teachers have good subject knowledge. They are passionate about topics and pupils are motivated by their enthusiasm. This leads to pupils becoming actively involved in their learning.
- Homework is set through half-termly projects which encourage independence and research skills. Pupils are also expected to read regularly, to practise spellings and to undertake mathematics activities. The vast majority of pupils and parents who made their views known to inspectors appreciate this approach to homework.
- The teaching of phonics is strong throughout the school. Pupils are encouraged to use

their phonics skills in all aspects of their work, for example, in writing activities.

- Pupils are given opportunities to reflect on their learning and to learn from their mistakes. Pupils say that this helps them to make progress.
- The majority of teachers provide feedback in line with the school's assessment policy. Where this is most effective, pupils are able to recognise their successes and identify where they need to improve. However, there are some inconsistencies and not all teachers are equally effective in this aspect of teaching.
- Teachers share learning aims and success criteria with pupils to help them to understand what they are learning and how they can improve their work. However, all pupils are given the same success criteria, regardless of their ability. This means that pupils are not always able to concentrate on focused and specific aspects of their work that will help them to improve.
- Teachers have a good understanding of what pupils are able to achieve but not all teachers consistently use this knowledge and understanding to plan activities which challenge all learners. This means that sometimes activities are too easy for pupils and they are not sufficiently challenged to achieve the highest standards. The most able pupils are not always fully stretched, particularly in reading.

Personal development, behaviour and welfare

Good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good. The inclusive ethos of the school encourages pupils to develop tolerance, understanding and respect of others. Pupils who have special educational needs and/or disabilities are well integrated into the school.
- Pupils are extremely kind to one another. They are very supportive of others, for example helping those in need and encouraging those experiencing difficulties.
- Pupils have a good understanding of diversity. They embrace differences and are keen to learn about others' faiths and values. The curriculum and pastoral work of the school strongly support pupils' development in this area.
- Pupils are confident and self-aware. They are polite and courteous, for example holding doors open for one another.
- Pupils are proud to be members of the school. They are keen to succeed and recognise the value that staff place on their work and efforts. For example, pupils enjoy being praised when their work is presented to the headteacher and appreciate the celebration of their work on displays throughout the school.
- Pupils understand how to keep themselves safe, including out of school and online. They understand potential risks and dangers and know who to approach should they have concerns. Pupils say that bullying is extremely rare and that, when it does occur, it is swiftly and effectively dealt with.
- The curriculum and high teacher expectations have supported pupils to develop as independent learners. However, leaders recognise the need to further develop pupils'

resilience through ensuring appropriate levels of challenge.

Behaviour

- The behaviour of pupils is good. Their conduct around school and in lessons is good. Low-level disruption in lessons is extremely rare and pupils respond positively to well-established routines and expectations.
- The school environment is well cared for, reflecting pupils' pride in their school. Pupils' books are well kept and work is well presented.
- Attendance has improved since the last inspection and is above the national average. The use of pupil premium funding to employ an attendance officer has had a positive impact on disadvantaged pupils' attendance, which has also improved.

Outcomes for pupils

Good

- As a result of previous inaccurate assessment at the end of key stage 1, pupils in Year 6 in 2016 appeared to make less progress than the national average. However, work in books over the last few years shows that this cohort of pupils made good progress during their time at the school. Leaders have taken effective action to improve assessment practices to ensure that progress information is accurate for future cohorts.
- Due to the previous inaccurate assessment, the school meets the definition of a coasting school. However, this is not reflective of pupils' progress while at the school. Pupils made good progress by the end of key stage 2 in 2016. Pupils in all year groups continue to make good progress.
- In 2016, the proportion of Year 6 pupils reaching the expected standards in reading, writing and mathematics combined was higher than the national average. The proportion of pupils achieving a high score in reading, writing and mathematics combined was also above the national average.
- Standards at key stage 1 have improved. Assessments indicate that a greater proportion of pupils achieve the expected standard in reading, writing and mathematics than nationally. Disadvantaged pupils' achievement at key stage 1 has also improved but remains below the national average.
- The proportion of pupils reaching the expected standard in phonics has steadily improved over recent years and is now above the national average. The proportion of disadvantaged pupils achieving the expected standard has improved considerably.
- Pupils who have special educational needs and/or disabilities are well supported and make good progress in a range of subjects.
- Additional funding to support disadvantaged pupils is used effectively. Pupils make good progress in all key stages and particularly strong progress in key stage 2. Leaders' tracking indicates that the proportion of disadvantaged pupils achieving the expected standards in reading, writing and mathematics by the end of key stage 2 in 2017 will be above the national average achieved by all pupils in 2016.
- Pupils who have moderate learning difficulties and attend the specialist provision make good progress in a range of subjects.

- Leaders have ensured that opportunities for extended writing have increased since the last inspection. The curriculum further supports pupils to write in a variety of genres throughout the school. Pupils make particularly strong progress in writing in all key stages. In 2016, a higher proportion of the most able pupils achieved the greater depth in writing than the national average.

Early years provision

Good

- The early years provision is a strength of the school. Children have a very positive start to their time at school. Children are extremely well prepared to start Year 1.
- Leaders know the strengths of the setting and where further improvements would be of benefit. They work continually to evaluate and improve the provision.
- Leaders have ensured that the physical setting has improved since the last inspection. The indoor learning environment is well planned, attractive and stimulating. Children's work is celebrated and displayed throughout the setting and elsewhere in the school. Problem-solving activities are set out to encourage reasoning and independent, inquisitive learning. The outdoors area is used extensively and complements the indoor provision. Children are encouraged to develop a variety of skills across different activities.
- Teaching is good. Adults have a good understanding of children's abilities and plan activities which develop their learning. Teaching assistants support children to choose activities and to plan their learning.
- Phonics is taught regularly and systematically and is reinforced through other activities throughout the day. Children enjoy books and are encouraged to develop a love of reading.
- Leaders have ensured that additional funding to support disadvantaged children is used effectively. Leaders track children's progress carefully, intervening as appropriate. Disadvantaged children make very good progress as a result. The proportion of disadvantaged children reaching a good level of development has improved and is now above the national average.
- The balance of adult-directed and children-led activities encourages independent learning. For example, a group of children were engrossed in running a garden centre which offered several bargains. Children were encouraged to add up the purchases and check the payments.
- Adults work closely with children to promote their language development and encourage them to listen to each other and to take turns. Children are generally confident speakers and are keen to share their experiences. They articulate what they are doing and their reasons for doing it.
- Children who have special educational needs and/or disabilities are well supported by adults, who know children well and understand their needs. This has contributed to children making good progress.
- Leaders have developed effective working partnerships with parents. Adults liaise effectively with parents, who are encouraged to look at what their children are learning and to contribute to the assessment process, for example through 'Wow' sheets,

detailing achievements at home. This means that teachers and teaching assistants are able to meet individuals' needs more effectively in school and parents are able to support their children's learning at home.

- Work to support children's personal, social and emotional needs is strong. Consequently, children behave well. They cooperate and share, are supportive of one another and demonstrate respect. There is a calm, purposeful and happy atmosphere.
- Children are well cared for and are safe. Statutory duties are met and appropriate risk assessments in place. Safeguarding is effective in the early years setting.
- The proportion of children who reach a good level of development is slightly below the national average. Leaders are aware of the need to ensure that children are consistently challenged to further support their progress.

School details

Unique reference number	119915
Local authority	Leicestershire
Inspection number	10023092

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 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	405
Appropriate authority	The governing body
Chair	Rachel Wharrad
Headteacher	Paul Driver
Telephone number	01530 832721
Website	www.hugglescote.leics.sch.uk
Email address	hugglescote@hugglescote.leics.sch.uk
Date of previous inspection	4–5 March 2015

Information about this school

- The school is larger than the average-sized primary school.
- The proportion of disadvantaged pupils is below average.
- The majority of pupils are from White British backgrounds.
- The proportion of pupils who have special educational needs and/or disabilities is above average.
- The proportion of pupils who speak English as an additional language is considerably lower than average.
- The school meets the government's current floor standards, which set out the minimum expectations for pupils' attainment and progress.
- The school meets the Department for Education's definition of a coasting school based on key stage 2 academic performance results in 2014, 2015 and 2016.

- The school is a member of the Forest Way Teaching School Alliance.
- Leaders manage a special educational needs provision base for 10 pupils in key stage 2 who have moderate learning difficulties.
- The governing body manage the after-school club on site.
- The school meets requirements on the publication of specified information on its website.

Information about this inspection

- Inspectors observed learning in 31 lessons, some jointly with senior leaders.
- Discussions were held with senior and middle leaders, other staff, the chair of the governing body and representatives of the local authority.
- Inspectors looked at pupils' work in lessons and a sample of pupils' books, including a large sample of books and assessments of past cohorts of pupils.
- Inspectors observed pupils' behaviour during lessons, before school and at lunchtime. They also observed pupils' learning and behaviour in an assembly.
- Inspectors heard pupils read and spoke with pupils in discussion groups and informally around the school.
- Inspectors scrutinised a wide range of documents including the school's self-evaluation, its improvement plans, minutes of meetings of the governing body, information about the attainment and progress of all pupils, records relating to behaviour and safeguarding, and information on the school's website.
- Inspectors considered the 100 responses to Parent View, Ofsted's online survey, and the 46 free-text responses from parents. Inspectors also considered the 32 responses from staff and the 24 responses from pupils to Ofsted's surveys.

Inspection team

Deborah Mosley, lead inspector	Her Majesty's Inspector
Janis Warren	Ofsted Inspector
Paul Tuffin	Ofsted Inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Raising concerns and making a complaint about Ofsted', which is available from Ofsted's website: www.gov.uk/government/publications/complaints-about-ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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. www.gov.uk/pupil-premium-information-for-schools-and-alternative-provision-settings.

You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.gov.uk/government/organisations/ofsted.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at www.gov.uk/ofsted.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2017