

Inspection of Huncote Primary School

Denman Lane, Huncote, Leicester, Leicestershire LE9 3BS

Inspection dates: 15 and 16 March 2022

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Requires improvement

What is it like to attend this school?

Pupils say that they really enjoy coming to school. They say that all the staff care for them and 'fill their buckets' of well-being. Pupils look out for each other. Pupil well-being ambassadors support their peers on the playground and through an advice board.

The atmosphere at school is welcoming. Pupils are polite and well mannered. They do not have many worries about poor behaviour. They explain that there are lots of ways to tell an adult if they think that someone is being unkind to them. They can use the 'worry boxes', which are checked regularly. Pupils say that teachers deal with any allegations of bullying straightaway. Poor behaviour does not happen again.

Leaders want all pupils to develop a deep knowledge of the wider world. Pupils enjoy learning about different countries through the school's 'global curriculum'. They feel that teachers support them well. In some subjects, they get lots of chances to practise what they are learning. In others, the curriculum is not yet as well organised.

What does the school do well and what does it need to do better?

Leaders want all pupils to be well prepared academically and personally for secondary school. At the heart of this vision is the teaching of reading. Leaders have higher expectations of what pupils will learn in the new phonics curriculum. Leaders have organised this with precision so that all staff know what pupils need to know and by when.

Some pupils need help to catch up in phonics. Staff make sure that they get appropriate support. They use the training that they have had to make sure that the books that pupils read match the sounds that they know. Leaders check to make sure that pupils are learning what they should. Children in early years enjoy listening to stories being read to them with expression. Older pupils say that reading is one of the best parts of life at Huncote. They welcome their teachers' skilful and knowledgeable recommendations so that they can enjoy a varied and challenging reading diet.

In some subjects, such as mathematics, teachers have the subject knowledge that they need. They spot misconceptions quickly and check that pupils, including those with special educational needs and/or disabilities (SEND), understand. Pupils become fluent mathematicians. They know that they need to understand something really well before they can move on to new learning.

Leaders have updated some other subjects in the curriculum to make sure that pupils can build on what they have learned before. As pupils revisit topics, such as databases, their knowledge deepens. Teachers ensure that in computing, pupils with SEND get the right help to achieve alongside their peers. However, in some subjects, leaders have not identified exactly what pupils need to know. Pupils, including those

with SEND, do not always get the opportunities that they need to revisit their learning so that they can remember it. Occasionally, when pupils do not understand what they are supposed to be learning, their concentration slips and they do not give of their best.

Children in early years start learning straightaway. Staff quickly spot any additional needs that children may have. They make sure that children with SEND get the right help to catch up. Adults help children to communicate clearly. Children learn new words. They understand what these mean. Staff know what words children need to practise. They choose what they say to children so that it challenges them to think and explain what they are doing and why. Children become independent and help each other. They thrive and grow in confidence.

There are plans for more extra-curricular activities now that restrictions have eased. The school council has made suggestions about the clubs that might be popular. Pupils are eager to sign up for new opportunities, such as gardening club. Pupils are respectful of each other's opinions and beliefs. Leaders are developing opportunities for pupils to gain a deeper appreciation of a range of faiths and cultures.

Parents and carers say that the staff make learning fun for the children. Pupils are keen to come to school every day that they can. Parents of pupils with SEND feel that their children's social needs are well met.

Governors understand that the pandemic has placed many additional demands on staff. They check that staff workload is manageable. Staff feel well supported by the trust and by leaders. They feel that leaders prioritise staff well-being and they feel valued members of 'Team Huncote'.

Safeguarding

The arrangements for safeguarding are effective.

Leaders have made sure that staff understand the risks that pupils may face. Staff know to pass on any concerns straightaway. Leaders keep accurate records of these. They check whether the actions that they take make a difference to pupils.

Staff work closely with parents to make sure that pupils and their families get the right help. Teachers make sure that pupils know how to stay safe when online. Pupils feel safe. They can name trusted adults whom they would speak to if they needed to.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- The school's curriculum is not yet sufficiently well planned and sequenced in some subjects. However, it is clear from leaders' actions that they are in the process of bringing this about. For this reason, the transitional arrangements have been

applied. Leaders need to complete the process of reviewing the curriculum in all subjects within their identified timescales.

- Leaders have not yet identified with precision what they want pupils to learn in all subjects. Pupils, including those with SEND, do not have the chance to revisit this important knowledge or deepen their thinking. In some subjects, they do not recall prior learning. Leaders should ensure that this knowledge is clearly identified in all subjects. They should make sure that teachers check that pupils, including those with SEND, remember this knowledge.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

You can search for [published performance information](#) about the school.

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.

School details

Unique reference number	138321
Local authority	Leicestershire
Inspection number	10211659
Type of school	Primary
School category	Academy converter
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	190
Appropriate authority	Board of trustees
Chair of trust	Russell Andrews
Headteacher	Rachel Cumberlidge
Website	www.huncoteprimary.org
Date of previous inspection	16 May 2018, under section 5 of the Education Act 2005.

Information about this school

- Since the previous inspection, the deputy headteacher has taken up her position. Several other teachers have taken up new positions of leadership in the school.
- The school does not use any alternative provision.

Information about this inspection

The inspectors carried out this inspection under section 5 of the Education Act 2005.

This was the first routine inspection the school had received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders, and have taken that into account in their evaluation of the school.

- Inspectors met with the headteacher, deputy headteacher and other school leaders. They met with the chief executive officer of the trust and the primary academy improvement lead.
- Inspectors carried out deep dives into the following subjects: early reading, mathematics, computing, religious education and science. They discussed the

curriculum with subject leaders, visited lessons, spoke to some pupils about their learning and looked at samples of pupils' work.

- Inspectors also spoke with leaders about the curriculum in some other subjects.
- Inspectors met with senior leaders and discussed the records kept by the school for safeguarding purposes. They spoke with groups of pupils.
- Inspectors spoke with parents and considered the views they expressed, including through Ofsted Parent View.
- Inspectors considered the staff survey. They spoke with groups of staff. They spoke with pupils in groups and at less structured parts of the day.

Inspection team

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