

Husbands Bosworth Church of England Primary School

School Lane, Husbands Bosworth, Lutterworth, LE17 6JU

Inspection dates 2–3 October 2013

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|--------------------------------|----------------------|-------------|----------|
| Overall effectiveness | Previous inspection: | Good | 2 |
| | This inspection: | Good | 2 |
| Achievement of pupils | | Good | 2 |
| Quality of teaching | | Good | 2 |
| Behaviour and safety of pupils | | Good | 2 |
| Leadership and management | | Good | 2 |

Summary of key findings for parents and pupils

This is a good school.

- From their very different starting points, the vast majority of pupils achieve well.
- Teaching is mostly good, with some outstanding in Years 5 and 6.
- Attainment in mathematics at the end of Year 6 is consistently above average and attainment in English is rising.
- Good leadership has ensured that teaching is good and improving.
- The school accurately measures how well it is doing and what needs to be done next.
- Good assessment and tracking procedures ensure that teachers have a clear understanding of how well pupils are doing.
- Disabled pupils and those who have a statement of special educational needs are well cared for and make good progress.
- Teaching assistants provide good support for any pupils who need additional help.
- Pupils' good behaviour and attitudes to learning contribute to the strong sense of community in the school.
- Pupils feel very safe and display respect for the feelings and well-being of others.
- Pupils' learning benefits from a wide range of experiences and activities which promote their spiritual, moral, social and cultural development well.

It is not yet an outstanding school because

- More-able pupils are not always given tasks that make them think or work hard enough.
- The marking of pupils' work does not always provide clear guidance on how to improve their work.
- Pupils are not given enough opportunities to write at length when working in subjects other than English.
- The progress of a few pupils in reading is slowed by weaknesses in comprehension.
- Planning in Reception does not always take enough account of children's learning needs.

Information about this inspection

- The inspector observed eight lessons. Four lessons were observed jointly with the headteacher. The inspector also observed two assemblies and made a number of short visits to classrooms.
- Pupils were observed at break and lunchtimes.
- The inspector held discussions with the headteacher, staff, pupils and the Chair and of the Governing Body. He met with some parents at the start of the school day.
- Groups of pupils of different ages were heard reading.
- The inspector took account of 15 responses to the online questionnaire Parent View and analysed 10 questionnaires completed by staff.
- He looked at the school's policies, teachers' plans, samples of pupils' work, school improvement planning and records on behaviour and safety. He also looked at information on individual pupil's progress and teachers' performance, and records of meetings held by the governing body.

Inspection team

Kenneth Thomas, Lead inspector

Additional Inspector

Full report

Information about this school

- This is a much smaller than the average- sized primary school.
- Virtually all pupils are White British.
- The proportion of pupils for whom the school receives the pupil premium is below average. This is additional government funding for pupils known to be eligible for free school meals, those in local authority care and others.
- The proportion of disabled pupils and those who have special educational needs supported through school action is below average as is the proportion supported at school action plus or with a statement of special educational needs.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in English and mathematics.
- The headteacher took up her post in January 2013.

What does the school need to do to improve further?

- Raise the quality of teaching further and increase the proportion that is outstanding by making sure that:
 - pupils capable of reaching higher levels are provided with work that is appropriately challenging in all lessons
 - in the marking of pupils' work, teachers give clear guidance on how to improve and the opportunity for pupils to respond to the advice given
 - the planning of learning opportunities in Reception are more closely matched to the needs of children and provide a better balance of adult-led and child-initiated learning activities.
- Raise achievement in English by:
 - giving pupils more opportunities to write for a range of purposes in subjects other than English
 - developing pupils' comprehension skills through a deeper understanding of text.

Inspection judgements

The achievement of pupils is good

- Pupils make good progress in mathematics and standards at the end of Year 6 have been consistently above average over recent years. Standards in English have risen over the same period and virtually all pupils make the progress expected of them. The progress of some pupils is better than expected. These standards represent good achievement when standards on entry are taken into account.
- Achievement in English is not as strong as in mathematics because pupils do not have enough opportunities to write at length for different purposes in subjects other than English. Weaknesses in comprehension also slow the progress of a few pupils in reading.
- Because of very small cohort sizes, children's skills on entry to Reception can vary year-on-year. However, when taken over time, they are broadly in line with those expected for their age. They make good progress in their personal and social development in Reception. However, progress in other areas is not as fast because adults do not always make the most of opportunities to guide and extend children's learning. As a result attainment on entry to Year 1 is broadly average.
- Progress accelerates in Years 2 to 6 where there is more good and some outstanding teaching. This is confirmed by the work seen and the school's own records. An important factor in pupils' good progress is their willingness to learn; they want to do their best and do well at school. However, work in pupils' books, in both English and mathematics, shows that in a few lessons, the work set for pupils capable of reaching higher attainment levels is not always challenging enough.
- Phonics (letters and sounds) are taught systematically. As a result, younger pupils sound out letters and blend them successfully to read unfamiliar words and Year 1 pupils reached average levels in the 2013 reading check. Older pupils demonstrate enjoyment in reading and read regularly both for research and pleasure.
- Disabled pupils and those who have special educational needs make good progress, because their needs are well known and support from teachers and teaching assistants either in lessons or in small withdrawal groups is well matched to their individual needs.
- There are not enough pupils known to be eligible for the pupil premium to comment on their attainment without identifying them. However, the pupil premium money is used to fund additional staff to provide individual support where necessary. This is securing good progress in both English and mathematics for these pupils.

The quality of teaching is good

- Teachers' good classroom management is based on excellent relationships between staff and pupils and between pupils themselves. This promotes good attitudes to learning and makes a real contribution to pupils' progress because they listen, share ideas and try their best for their teachers.
- Teachers typically make good use of their knowledge of individual pupils to plan lessons that meet the needs of different abilities and ages, and especially for pupils who need extra support. However, in a small number of lessons, the work planned for different ability groups is too

similar and does not offer enough variety for those working at higher levels. This restricts opportunities for these pupils to learn for themselves.

- Teachers make good use of paired and small group work for pupils to talk with and learn from each other. This helps to promote their social, as well as their speaking and listening, skills.
- Most teachers use questioning well to check pupils' understanding as lessons proceed. Probing questioning was a feature of outstanding teaching in a Year mathematics lesson with Year 5 and Year 6 pupils, for example, where rapid progress was made in finding multiples and factors of given numbers because the teacher was constantly checking and re-shaping pupils' learning.
- In Reception planned learning activities are not always matched well enough to children's learning needs and not enough time is allowed for children to choose their own learning activities.
- Teaching assistants are deployed well to ensure that the work given to disabled pupils and those with special educational needs, and others who need extra help, is carefully planned so that they make good progress towards their learning targets.
- Pupil premium funding is used appropriately to supplement teaching support and resources for pupils for whom the funding is intended. This helps to make sure that these pupils progress at least as well as the others in English and mathematics.

The behaviour and safety of pupils are good

- Pupils' positive attitudes to learning and good behaviour contribute well to the calm atmosphere that permeates the school. Parents, carers, staff and pupils confirm that behaviour is usually good. In this small school, pupils are known by adults, friendly and get on well together.
- The attention seeking behaviour of a very small number of pupils is managed well by adults and so learning is rarely disrupted.
- Pupils say that they feel safe in school and their parents agree. They have a reasonable understanding for their age about different kinds of bullying, including physical bullying, cyber-bullying and persistent name calling. While they say that there have been a few incidents of bullying in the past, they are confident that adults will deal promptly with any of their anxieties or concerns.
- Pupils have a good range of opportunities to contribute to the school community. They willingly take on responsibility and through, for example, the school council or as 'super leaders' in the playground, they play a constructive role in the life of the school.
- Attendance is above average and pupils are punctual at the start of the day.

The leadership and management are good

- The headteacher's determination that all pupils should achieve the very best is shared by all staff and governors. She has set a clear agenda for improvement that is based on the careful checking of pupils' progress and accurate evaluation of the school's work. This information provides all leaders, including the governing body, with a clear understanding of the school's strengths and weaknesses and gives the school good capacity for continued improvement.

- Effective procedures to manage teachers' performance, linked to on-going training, have improved teaching. Regular checks are carried out to improve teaching further and systems are in place to make sure teachers are held to account for the progress of pupils in their classes. There is a clear understanding of the link between salary progression and pupils' progress. Teachers and other staff say that they are well supported through training to achieve their targets.
- Subject leaders are being developed well. They receive good levels of support, have clear areas of responsibility and well-defined performance targets. They have a good understanding of the improvement needs of their own areas of responsibility.
- The curriculum promotes achievement well and is enriched by a variety of after-school sports activities and visits out of school. The school uses the additional primary sports funding to further enhance provision through, for example, the employment of specialist sports coaches.
- Pupils' spiritual and cultural development is nurtured well through, for example, music and the arts. Social and moral development is promoted through regular opportunities for pupils to talk to each other about their learning and through the acceptance of clearly defined boundaries of what is right or wrong.
- Relationships with parents and carers are very positive and staff strive to involve them fully in their children's learning. This reflects the determination of staff to ensure all pupils have an equal opportunity to succeed and refusal to accept discrimination of any kind.
- The school does not receive support from the local authority. Membership of the Lutterworth Area Schools Association broadens the range of expertise to which the school has access to support their drive for improvement.
- **The governance of the school:**
 - The governing body fulfils its duties well and, with appropriate guidance, is rigorous in setting and reviewing the headteacher's targets for improving the school. Governors are well informed by detailed reports from the headteacher and staff, and have a good knowledge of the quality of teaching in the school. They have a clear understanding of the link between teaching and pupils' achievement, and their effectiveness is enhanced through regular training. The governing body manages funding conscientiously and is well informed about the use of the pupil premium and the impact on pupils' progress. They ensure that all statutory requirements, including those relating to child protection and safeguarding, are met.

What inspection judgements mean

| School | | |
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| Grade | Judgement | Description |
| Grade 1 | Outstanding | An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment. |
| Grade 2 | Good | A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment. |
| Grade 3 | Requires improvement | A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection. |
| Grade 4 | Inadequate | <p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p> |

School details

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| Unique reference number | 120137 |
| Local authority | Leicestershire |
| Inspection number | 429564 |

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

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| Type of school | Primary |
| School category | Voluntary controlled |
| Age range of pupils | 4–11 |
| Gender of pupils | Mixed |
| Number of pupils on the school roll | 77 |
| Appropriate authority | The governing body |
| Chair | Kenny Anderson |
| Headteacher | Louisa Morris |
| Date of previous school inspection | 4 February 2009 |
| Telephone number | 01858 880212 |
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