

King Richard Infant and Nursery School

Andrewes Street, Leicester, LE3 5PA

Inspection dates 16–17 April 2013

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Good	2
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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.

- Pupils make good progress from starting points which are below those expected nationally for their age.
- The school is a calm and well-ordered community where pupils from many different backgrounds mix well. Pupils enjoy school. They behave well and feel safe.
- Lessons promote thorough learning and good understanding. Teachers match work very effectively to pupils' individual needs.
- There is particularly strong support for pupils who speak English as an additional language and for disabled pupils and those who have special educational needs.
- School leaders keep a close check on the quality of teaching. Staff training and an eagerness to seek improvement have improved teaching since the last inspection.
- Governors know the school well and provide a high level of support.
- The school promotes pupils' spiritual, moral, social and cultural development well. Pupils enjoy a wide range of special events, visits and visitors.

It is not yet an outstanding school because

- There is not enough outstanding teaching to promote outstanding achievement, and a very small amount of teaching is still not good.
- Although attendance has improved, it is still no better than average. A small number of pupils are persistently absent.

Information about this inspection

- Inspectors observed teaching in all classes. They observed 17 lessons, two of them jointly with the headteacher, and made brief visits to several more. They examined the work in pupils' books.
- Inspectors held discussions with pupils, parents and carers, staff, governors, and an officer representing the local authority.
- Inspectors looked at a wide range of documents covering safeguarding and child protection, attendance, behaviour, pupils' progress and attainment, the work of the governing body, the school improvement plan, and the monitoring of teaching quality.
- They consulted the Parent View website, where 15 parents and carers had posted responses to the online questionnaire, and considered 36 questionnaires completed by staff.

Inspection team

Richard Marsden, Lead inspector	Additional Inspector
Michael Onyon	Additional Inspector

Full report

Information about this school

- The school is as large as an average-sized primary school.
- More than two thirds of pupils are from a range of different minority ethnic groups. This is well above average. The proportion of pupils who speak English as an additional language is also well above average.
- The proportion of pupils known to be eligible for the pupil premium is above average. This is additional government funding for pupils known to be eligible for free school meals, those in local authority care and pupils with a parent in the armed forces.
- The proportion of disabled pupils and those who have special educational needs supported through school action is well below average. The proportion supported at school action plus or with a statement of special educational needs is below average.
- The current headteacher joined the school in September 2012.

What does the school need to do to improve further?

- Make all teaching at least good, and increase the proportion of outstanding teaching by:
 - extending opportunities for staff to learn from each other and from staff in already outstanding schools
 - strengthening the role of subject leaders in leading teaching and monitoring pupils' progress in their subjects
 - exploiting more fully the extensive and well-equipped outdoor areas to promote learning in all years and across different subjects.
- Improve attendance so that it is consistently above the national average by working more closely with the small number of parents and carers who, for whatever reasons, find it difficult to send their children to school regularly.

Inspection judgements

The achievement of pupils

is good

- Pupils join the school with knowledge and skills that are below those expected for their age, and well below in language and communication skills. They make good progress as they move up the school. By the end of Year 2, their attainment is in line with the national average in reading, writing and mathematics.
- There are currently 34 home languages spoken by pupils in the school, and some children join the school knowing no English at all. Pupils who speak English as an additional language receive intensive support so that, by the end of Year 2, their attainment is in line with that of other pupils.
- There is no marked variation in achievement between boys and girls. Disabled pupils and those who have special educational needs also achieve well. Teachers identify their needs accurately and give them good support and guidance.
- The support given to pupils eligible for the pupil premium ensures that these pupils achieve well. By the end of Year 2, the standards attained by these pupils are higher than those attained by others. They are roughly two terms ahead in writing and mathematics, and around a year ahead in reading. They benefit greatly from the individual and small-group activities which the pupil premium has funded.
- Pupils read both in and out of school and say how much they enjoy learning to read. Scores in the 2012 Year 1 national check on standards in phonics (the sounds that letters make) were below average but, by the end of Year 2, reading standards are average.
- The most-able pupils in Year 2 read fluently and with excellent expression, showing skills above those expected for their age. Less-able pupils in Year 2 read with more difficulty and are sometimes inclined to rush and 'guess' words rather than reading them properly. They can, however, show clearly how they have been taught to cope with unfamiliar words by sounding them out and working out how letters blend together to make different sounds.
- Pupils make good progress in writing because they practise their writing skills not just in English lessons but in others subjects as well. They benefit from opportunities to write about different topics and in different styles.
- Achievement in mathematics is good because teachers relate mathematics to the real world and allow pupils to practise skills in different ways. In one lesson on 'rounding up and down', for example, pupils not only gained confidence by solving problems on paper but they used 'hands-on' tasks, group work and a computer game to reinforce the ideas that they were learning.

The quality of teaching

is good

- Teachers have high expectations. They expect pupils to concentrate and apply themselves well. Their subject knowledge is good and they give clear explanations. They use what they know of pupils' capabilities to make sure that activities are suitably demanding for all groups of pupils.
- Pupils do not have to sit and listen passively for long. Teachers make good use of visual aids, computer technology and practical activities to ensure that lessons move at a good pace and engage pupils' interest. Teachers are skilful in demonstrating to pupils what they have to do, so

that pupils approach their own tasks with confidence.

- A major strength of the school is the quality of support provided by teaching assistants and other adults who provide voluntary support. Throughout the school day, they work either with individuals or small groups giving intensive support in brief, sharply focused sessions outside the main classes.
- Teaching assistants and other adults also provide good support within classrooms for pupils who need it. They are very well informed about pupils' needs, and are proactive in offering support in class. They ensure that disabled pupils, those who have special educational needs and those who speak English as an additional language are not at any disadvantage.
- Teaching is good in the Nursery and Reception classes, where staff set the tone for the rest of the school. Teachers aim high from the outset, instilling a love for learning into the children. They interact constantly with them, seeking every opportunity to develop the children's language, social and observational skills. Activities, both indoors and out, are purposeful and varied.
- Individual reading features prominently. In one lesson, for example, pupils were deeply engrossed in their books, which had been carefully chosen to appeal to boys, girls and pupils from different backgrounds. They showed maturity as they read on their own, selecting a new book if they had finished one. The teacher and teaching assistant meanwhile gave intensive support to individuals who needed it.
- Teachers promote English, mathematics and computer skills effectively across different subjects. They give good feedback to pupils about their work. They make clear to pupils how well they are doing and what they need to do next to improve. At the same time, they give lots of praise and encouragement so as to build the pupils' confidence.
- The school has extensive and well-equipped outdoor areas which offer many opportunities to promote learning in exciting and varied ways for all year groups and across different subjects. Some outdoor learning takes place but the headteacher recognises that this is not yet being exploited to the full.

The behaviour and safety of pupils are good

- Pupils are treated with respect and, in turn, they show respect for each other and for adults. The school is a calm and orderly place where teachers can teach, and pupils can learn, purposefully and effectively. Pupils show an eagerness to learn.
- Pupils have an exceptionally good insight into the diversity of cultures in modern Britain. The many different cultures and religions represented in the pupils' backgrounds are celebrated enthusiastically. Pupils from different backgrounds get on noticeably well with one another.
- Behaviour is managed well. Bullying and safety issues are covered well in lessons and assemblies. Pupils and their parents and carers say confidently that pupils are safe in school and that bullying is unknown. They do, however, have confidence in the staff to deal with such matters if they should arise.
- Pupils readily take on jobs and responsibilities within school. They develop confidence and self-esteem as they serve, for example, as class helpers, or on the school council. All Year 2 children, act as reading partners for children in the Nursery classes. Pupils respond well to opportunities to help people less fortunate than themselves through charity fundraising.

- The school gives good support to pupils whose circumstances may make them particularly vulnerable, drawing effectively on outside agencies for help as it does so. The inspectors saw examples of how this support has improved the attitude and achievement of such pupils and enabled them to play a full part in the life of the school.
- Attendance has risen since the last inspection, mainly as a result of the school's efforts to eliminate holidays taken in term time. However, attendance rates are still no higher than average because of a small number of families who, for a variety of reasons, find it difficult to send their children to school regularly.
- The school provides opportunities for pupils to be still and reflect, for example, in assemblies and in the weekly time of silent thinking after Friday assemblies. Teachers and pupils enjoy moments of awe and wonder together, such as in a lesson where pupils discovered how far some butterflies migrate for the winter, only to return to the very same tree the following year.

The leadership and management are good

- Leaders and managers have a keen understanding of the school's strengths and weaknesses. They keep all aspects of its work under careful review. The headteacher and all staff have high ambitions for the school.
- The school's development plan is ambitious but realistic. The performance of staff is monitored closely. Teachers' pay rises are carefully managed, and promotion is only given when the impact on pupils' achievement shows that it is fully deserved. Good staff training has led to significant improvements since the last inspection.
- The areas for improvement identified at the previous inspection have been decisively addressed. For example, work is now much more closely matched to pupils' individual needs. Teaching assistants are now very well briefed and provide very effective support. Attendance has improved.
- The local authority supports the school well. It has provided support for the new headteacher as well as training for staff and governors. It gives teachers the opportunity to compare the standards they apply when they mark pupils' work in reading, writing and mathematics with those applied nationally. As a result, teachers can give pupils and their parents and carers an accurate view of how well pupils are doing in comparison with pupils elsewhere.
- Staff are quick to take up opportunities to improve their skills and are keen to discuss ideas. They have some opportunities to watch each other teach and to learn from each other, or to learn from teachers in already outstanding schools, but these initiatives are limited in scope and at an early stage of development.
- The monitoring of pupils' progress by the headteacher and class teachers is sharply focused and effective. It ensures that support is provided if any pupil is falling behind. The role of subject leaders in initiating improvements in the teaching of their specific subjects and monitoring pupils' performance has yet to be extended, however, so that this aspect of the school's leadership does not rest entirely with the headteacher.
- Pupils learn a varied range of subjects, and the school offers a good range of out-of-school activities in, for example, sport, music, drama, dance and gardening. Special events, such as the visit to the excavation site of King Richard's skeleton, and the subsequent press interviews, bring

learning to life. Visiting speakers and visits to places of interest broaden pupils' horizons. A recent visit from the fire service not only provided excitement and lots of fun but also gave pupils important insights into how to stay safe.

- The school engages well with most parents and carers, even providing information in foreign languages where appropriate. There remain, though, a small number of families who do not send their children to school regularly.
- Leaders make very sure that there is no discrimination of any kind. All pupils, regardless of background or need, have full access to everything on offer. Child protection and safeguarding have a high priority and are kept under stringent review. Leaders make sure that all legal requirements are met and that good practice prevails.

■ **The governance of the school:**

- The governing body is well organised and well informed. Governors are keen to sharpen their skills and understanding and they value the support provided by the local authority to help them to do this. They understand the school's strengths and areas for improvement, and how King Richard Infant and Nursery compares with schools nationally. They provide good support for the headteacher and can give examples of how they have challenged decisions and asked pertinent questions in order to secure the best for pupils. They scrutinise pupils' performance very closely and rigorously challenge any areas of underperformance they find. Some governors are closely involved with the day-to-day work of the school, serving as classroom volunteers, for example. Governors also make formal visits, where they visit lessons, have discussions with staff, produce written reports and agree targets for further development. They understand where the strengths in teaching lie and how the school has tackled weaker areas in order to bring about improvement. Governors have a good grasp of how finances, including the pupil premium, are used to close the gaps in achievement between different groups of pupils. They make sure that staff pay rises relate closely to pupils' achievement. The school's arrangements for safeguarding children fully meet the current national requirements. Governors make sure that all adults who work with pupils are checked for suitability, and that pupils are kept safe.

What inspection judgements mean

School		
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

Unique reference number	120017
Local authority	Leicester
Inspection number	412603

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

Type of school	Infant
School category	Community
Age range of pupils	3–7
Gender of pupils	Mixed
Number of pupils on the school roll	239
Appropriate authority	The governing body
Chair	Elly Cutkelvin
Headteacher	Jenny Barrett
Date of previous school inspection	11 January 2010
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