

# Inglehurst Junior School

Ingle Street, Leicester, LE3 9FS

**Inspection dates** 2–3 July 2013

<b>Overall effectiveness</b>	Previous inspection:	Outstanding	1
	This inspection:	<b>Good</b>	<b>2</b>
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Outstanding	1

## Summary of key findings for parents and pupils

### This is a good school.

- The headteacher provides excellent direction and is extremely well supported by staff, governors, parents and pupils.
- School leaders thoroughly check on teaching and learning and have introduced highly imaginative initiatives and strategies which are successfully moving teaching and achievement forward.
- The governing body is well organised and very effective. It uses information provided by senior leaders to hold the school to account for pupils' achievement and well-being.
- The school provides a wide range of opportunities to enable pupils to grow spiritually, morally, socially and culturally. Pupils are extremely proud of their school, and feel very lucky to be a part of it.
- Most pupils are now making good progress and some make outstanding progress from starting points which are well-below expectations for their age.
- Pupils enjoy school very much. They behave exceptionally well. They work together in lessons and help each other around school in a highly mature and sensible manner. They have a clear understanding of how to keep themselves safe.
- Effective teaching strategies and focused extra help, which are planned from accurate and rigorous assessments of pupils' progress and attainment, ensure that most teaching is pitched at the correct level and results in pupils making good progress.
- Pupils who attend the Designated Specialist Provision Unit (DSP) make excellent progress.

### It is not yet an outstanding school because

- Teaching is not yet leading to outstanding achievement for all groups of pupils.
- Not all teachers use their on-going assessments of pupils' progress and attainment or deploy teaching assistants to maximum effect to ensure pupils make outstanding progress in every lesson.
- Teachers do not always take enough opportunities to further pupils' learning through high-quality marking and, where this occurs, pupils are not always given the opportunity to respond.

## Information about this inspection

- Inspectors observed teaching in 17 lessons, one of which was observed jointly with the headteacher. They also examined closely the work in pupils' books.
- Inspectors held discussions with pupils, parents, senior leaders, staff, governors and an officer representing the local authority.
- Inspectors scrutinised 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.
- There were not enough responses from parents to the online Parent View survey to be recorded, but inspectors did receive staff questionnaires which they analysed in detail.

## Inspection team

Mark Mallender, Lead inspector

Additional Inspector

Jenny Edginton

Additional Inspector

Kate Robertson

Additional Inspector

## Full report

### Information about this school

- This is a larger-than-average junior school
- The proportion of pupils known to be eligible for the pupil premium is more than double the national 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 identified at school action is nearly double the national average as is the proportion of pupils supported at school action plus or with a statement of special educational needs.
- Approximately one in three of the pupils are from minority ethnic groups. This proportion is above the national average. The proportion of pupils who speak English as an additional language is also above the national average.
- The school meets the government's current floor standards, which set the minimum standards for pupils' attainment and progress.
- The school has specially resourced provision for pupils with special educational needs in a Designated Specialist Provision (DSP) Unit which caters for up to 10 pupils aged between 7 and 11 years with autistic spectrum disorder (ASD) and communication difficulties.

### What does the school need to do to improve further?

- Increase the amount of outstanding teaching, by:
  - ensuring that pupils are always challenged from the very start of the lesson
  - making sure that teaching assistants and support staff are fully deployed during lessons so they have a greater impact on the progress that pupils make
  - requiring all teachers to use their on-going assessments of pupils' progress and attainment to always pitch learning at the correct level for all abilities
  - ensuring that teachers' marking always shows the pupils their next steps in learning and that pupils are given time to respond to this.
- Increase the proportion of pupils who exceed the progress expected nationally by the end of Year 6, by:
  - ensuring the school's data and tracking of pupils' progress are used consistently well by teachers to identify pupils who need extra support and plan for all pupils' next steps in learning.

## Inspection judgements

### The achievement of pupils is good

- When pupils join the school, their knowledge and skills are well below those expected for their age. Although 2012 progress data showed a dip at the end of Key Stage 2, highly effective action by leaders and managers has overcome the difficulty and all pupils are currently making good progress, as they did in 2011 and previously. Some groups of pupils are making outstanding progress, resulting in them achieving standards in line with the national average and, sometimes, higher.
- Pupils from all ethnic heritages achieve equally well. Those who speak English as an additional language are confident users of the language and are able to follow all classroom activities without difficulty and make good progress in line with other pupils.
- Pupils enjoy reading and are making at least good progress in all year groups. By the end of Year 6, they are reading with confidence. The standard of reading of the current Year 6 pupils is above that expected nationally, which shows they have made outstanding progress from very low starting points.
- Achievement in mathematics is good. Pupils work hard and show high levels of enthusiasm. They find the subject fun and respond well to teachers' probing questions. They particularly learn well when they are actively involved in practical work or they are dealing with real-life problems. They often work well with each other so they overcome problems together and make good progress.
- Standards in writing have greatly improved over the last year, particularly in Years 5 and 6. Pupils are given plenty of opportunities to write at length. The proportion of current Year 6 pupils who have made at least expected progress in writing is higher than the proportion who did so, nationally, last year.
- Disabled pupils and those who have special educational needs achieve very well. Their needs are very carefully identified and they receive intensive support. Staff work very hard to ensure that the correct provision is put in place, such as, nurture groups, one-to-one or small-group activities.
- Pupils in the DSP Unit make outstanding progress. They respond very well to the work provided and their ability to communicate and work with others enables them to achieve highly.
- Pupil premium funding is used to provide additional teachers in most year groups. The very careful and strategic deployment of these teachers has resulted in eligible pupils currently making much better progress. For example, at the end of 2012, Year 6 pupils eligible for the pupil premium were approximately one school year behind their fellow pupils in their attainment in English and mathematics. The current Year 6 pupils eligible for the pupil premium are one and a half terms behind their fellow pupils. The school is, therefore, closing the gap in attainment rapidly.

### The quality of teaching is good

- Teachers have high expectations and expect pupils to work hard. They make good use of visual aids, computer technology and practical activities, which stimulate learning. Lessons move at a

good pace and pupils are given clear time limits in which to complete tasks.

- There are some examples of outstanding teaching, where the learning activities are planned carefully to make sure that learning is purposeful, relevant and interesting for the pupils. For example, in a Year 5 mathematics lesson, some pupils were working out discounted costs on a trip to an imaginary theme park in work linked directly to geography. Pupils enthusiastically worked together to see how much they would save if they bought a quantity of tickets at a percentage discount. They then considered the situation from the view point of the theme park owner as they worked out the potential loss of profit from such discounts. The activity captured their interest and all pupils made excellent progress.
- Teachers praise pupils' efforts well, which raises self-esteem. The most effective teaching uses progress tracking information well during lessons to make sure pupils of all abilities are appropriately challenged and their learning is moved forward at a quick pace. However, this practice is not fully applied in all classes and, consequently, work is not always well adapted for pupils' range of ability, slowing their progress.
- In some lessons, teaching assistants are deployed very effectively, but this does not happen in all lessons. On occasions, teaching assistants do no more than sit with the pupils and listen with them to the teacher, rather than actively working with a specific group of pupils at a level more appropriate to their particular ability.
- Teachers use very skilful questioning to assess pupils' learning in lessons so as to move learning on. However, sometimes teachers talk for too long and pupils are unnecessarily delayed from working independently on the work set and this hinders progress.
- The quality of teachers' marking in pupils' books is variable. There are examples of high-quality marking that clearly shows pupils their next steps in learning, but this good practice is not consistent throughout the school.
- Disabled pupils and those who have special educational needs are taught extremely effectively. Teachers use detailed tracking records to plan effective support and intervention for these groups of pupils.
- High-quality teaching, matched to the very specific needs of the pupils, was observed in the DSP Unit, which resulted in these pupils making outstanding progress. For example, pupils were highly engaged filling jugs and containers with water. The appropriate support and teaching they received enabled them to use mathematical language and number skills and record their outcomes.
- Teachers support those eligible for pupil premium funding very effectively ensuring their learning needs are met.

## **The behaviour and safety of pupils** are outstanding

- Pupils' behaviour is exemplary. Pupils work very well together and show high levels of respect for each other and the adults that work in school. Pupils are polite, have impeccable manners and make the school a very inviting and safe place where all are welcome.

- Pupils are immensely proud of their school and relish the opportunities that they have to take on responsibilities and serve their community. They serve, for example, as school councillors, zone-park leaders, helping hands, reading crew and chicken-management committee members.
- Pupils and parents speak with great warmth about the school and, in particular, the headteacher. Parents recognise how hard the school works to keep pupils safe and parents comment about how approachable all the staff are.
- The school gives excellent support to pupils and families whose circumstances make them particularly vulnerable. It uses outside agencies very well to support them. The inspectors saw telling examples of how such support has improved the attitudes and progress of individual pupils facing particularly difficult circumstances.
- Staff manage behaviour exceptionally well in the DSP Unit. Interesting activities ensure that pupils concentrate exceptionally well and routines are very well established.
- Both pupils and parents report that bullying is virtually non-existent. "I love this school; bullying just doesn't happen." This is the view of one parent which sums up the views of many. However, pupils are aware of the many different forms of bullying and are well prepared for dealing with it if they were to come across it.
- Attendance has improved and is above average. This is due to school leaders putting effective incentives in place which encourage pupils to be in school and by taking an extremely firm stance against holidays during term time.
- The school manages behaviour well. It acts in an inclusive way so that all pupils are valued and rewarded for their behaviour. Pupils share responsibility for school initiatives and school leaders, rightly, place much trust in them. The school has invested much well-spent money in breaking up a large play area into a variety of smaller zones and pupils – zone park leaders – manage these zones effectively at play time. Pupils show a great deal of respect and appreciation for the equipment they have.

### **The leadership and management are outstanding**

- 'Our headteacher is always coming up with imaginative ways to help us in our learning.' This comment from a Year 6 pupil sums up the many initiatives senior leaders have put in place that have raised achievement in this school. Much improved reading and literacy have resulted from one such initiative. Senior leaders lead by example and, therefore, all staff have extremely high expectations for what they and pupils can achieve.
  - Teaching is rigorously checked by leaders and managers and, consequently, pupils' progress, which faltered last year, has improved and is occasionally outstanding. Leaders and managers have an accurate awareness of the school's strengths and weaknesses and are quick to remedy any underperformance.
  - The school has adopted a helpful programme to improve the quality of teaching and learning. School monitoring shows that there is an increase in the amount of outstanding teaching within the school due to this coaching model.
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- Senior leaders oversee the performance of staff very closely. Staff have very focused personal targets to help them improve and their training needs are addressed on an individual basis. Many teachers have benefited from the coaching methods adopted. Teachers' salary progression is carefully monitored, and promotion is only awarded when the impact on pupils' achievement indicates that it is fully deserved.
  - Leaders use funding very effectively. They successfully bid to increase the standard funds allocated and use them to the benefit of the pupils. Pupils attending the exceptionally well-managed DSP unit, and pupils eligible for the pupil premium are particular beneficiaries. Leaders have recruited additional, very effective teaching staff to give extra help to these pupils on a daily basis working in small groups on a daily basis. This has a direct impact on accelerating pupils' achievement.
  - The learning opportunities for the pupils are many and varied. Pupils have individual programmes of learning and many exciting and thought-provoking experiences. They are also helped to prepare the next stage of their education and for real life. For example, Year 6 pupils learnt how to manage interviews for a job.
  - Provision for pupils' spiritual, moral, social and cultural development is outstanding. School leaders ensure that there are challenging activities for pupils to take part in which encourage them to reflect, learn about the wider world and celebrate the sense of community which they enjoy on a daily basis in their school. Assemblies and many lessons are thought provoking and convey the school's values of respect, trust and unity.
  - Leaders make sure that there is no discrimination, so all pupils have full access to everything the school offers.
  - The local authority gives 'light touch' support to the school as this is all that is required because of the strength of school leadership. Nevertheless the school values the support that the local authority gives and credits it with some of the success the school has had in moving forward.
  - **The governance of the school:**
    - Most of the governing body are relatively new in post, but are already proving highly effective in promoting the pupils' good achievement and driving the school's ambition for outstanding achievement. Governors are well trained and know what questions to ask from the school's performance data on pupils' progress, which is regularly provided by the senior leaders. Governors use varied information well to question, challenge and hold senior leaders to account. Governors know what the quality of teaching is and ensure that any underperformance is tackled and any promotion is rightly deserved. They make sure teachers' pay is justified by pupils' rates of progress. They make frequent visits to school and observation of lessons ensure governors are well-informed about all aspects of the work of the school. They play a key role in the school's development and are instrumental in strategic planning for the improvements that have already improved teaching and raised standards. The governors are fully committed to supporting eligible pupils through the very effective use of the pupil premium money. They ensure that child protection and safeguarding have a high priority and are kept under meticulous review. They see that all legal requirements are met and that exemplary practice prevails.
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## 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

<b>Unique reference number</b>	120016
<b>Local authority</b>	Leicester
<b>Inspection number</b>	412029

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

<b>Type of school</b>	Junior
<b>School category</b>	Maintained
<b>Age range of pupils</b>	7–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	284
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Karen Grewcock
<b>Headteacher</b>	Daniel Bullock
<b>Date of previous school inspection</b>	3 March 2010
<b>Telephone number</b>	0116 2624598
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