

Inspection of an outstanding school: Humberstone Junior School

Main Street, Humberstone, Leicester, Leicestershire LE5 1AE

Inspection dates:

4 and 5 May 2022

Outcome

There has been no change to this school's overall judgement of outstanding as a result of this initial (section 8) inspection. However, the evidence gathered suggests that the inspection grade might not be as high if a full inspection were carried out now. The next inspection will therefore be a full (section 5) inspection.

What is it like to attend this school?

Pupils' behaviour and conduct are exemplary. Pupils are highly polite and courteous to each other, adults and visitors. They encourage each other to engage in discussions and to share their thoughts and ideas. They value each other's views and opinions, even if these differ from their own.

The school is welcoming and inclusive. Pupils are proud of the diverse range of cultures and backgrounds that make up their school's community. They enjoy sharing events and celebrations from around the world. The inspector saw pupils listening attentively in the pupil-led assembly to celebrate Ramadan.

Pupils work hard in lessons. They enjoy the different projects that they explore, such as 'Richard III – Hero or Villain?' and 'History or Herstory?'. Pupils are proud of the final events that the projects culminate in. These include filmed documentaries, leading history walks and having their work displayed in local visitor centres.

Leaders' high ambition for pupils is reflected in the school's values of excellence, respect, creativity, resilience and positivity. Pupils understand these values and do their best to live up to them.

Pupils say that bullying doesn't occur. They know the different forms that it can take. They know who to tell should it happen.

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

The school's curriculum is suitably planned and sequenced. It sets out what pupils will learn across the subjects of the curriculum. Themes and concepts are revisited so that pupils develop a deeper understanding of them over time. The project-based learning

helps pupils to make connections between different subjects. However, in some subjects, the curriculum does not make clear the most important knowledge that pupils are expected to learn and remember at each stage of their education.

Reading is taught well. Pupils who need help to master phonics are helped as soon as they arrive at the school. Teachers identify which sounds pupils have not grasped and provide lots of opportunities for them to learn and practice these. Pupils develop a passion for reading. As one pupil said: 'We love reading. It helps us to explore and to learn new things.' The books that pupils study in lessons have been carefully selected. This ensures that pupils experience a wide range of texts, authors and genres over time. Pupils are eager to start using the newly refurbished library.

Pupils with special educational needs and/or disabilities (SEND) receive well-tailored support to enable them to learn the curriculum. However, in a small number of cases, the actions identified in these pupils' plans have been implemented too slowly. Also, leaders do not yet have a full understanding of the impact of the range of interventions in supporting pupils with SEND to learn the intended curriculum.

Pupils benefit from an extensive personal development offer. They are encouraged to develop leadership skills. Older pupils are proud to take on the roles of digital leaders, playground buddies and eco leaders. They understand how these help them to make a positive contribution to their community. The curriculum is enriched by a vast number of trips, visits and events. Regular family learning days ensure that pupils and their families are able to experience a range of activities, including theatre visits and trips to Sherwood Forest and coastal locations.

The school's oracy work has resulted in pupils understanding how to share their views and to reflect on what other people say. They encourage each other to participate. They do this well.

Leaders are ambitious for all pupils at the school. They are determined that pupils receive a high-quality education that prepares them well for life in modern Britain. Leaders have built a strong team of staff who have a consistent understanding of what constitutes good quality teaching. The majority of staff say that they enjoy working at the school. They say that they receive the training and support needed to do their job effectively.

Safeguarding

The arrangements for safeguarding are effective.

Keeping pupils safe is the school's highest priority. Staff are well trained. They understand the school's policy and procedures. Leaders regularly remind staff about different aspects of safeguarding. They check to make sure that these are remembered.

Pupils know how to stay safe in a range of different situations. They know who to turn to if they have a worry or concern. Pupils know that they can get help by putting messages in their class worry box.

The school's behaviour mentor and counsellor offer a wide range of support to pupils and their families.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- The school's curriculum is typically well planned and sequenced. However, in some subjects, it does not make clear the most important knowledge that pupils are expected to learn and remember. This means that leaders are unable to routinely check that pupils are acquiring this content. Leaders should ensure that the curriculum, across all subjects, sets out the most important knowledge that pupils are expected to learn and remember at each stage of their education.
- In a small number of cases, the actions shown in plans for pupils with SEND are implemented too slowly. Additionally, leaders do not have a full understanding of the impact that the full range of interventions are having. This means that leaders do not have a fully rounded view of how pupils with SEND are getting on. Leaders should ensure that the planned actions for pupils with SEND are implemented promptly. They should check the effectiveness of the full range of interventions that are being used.

Background

When we have judged a school to be outstanding, we will then normally go into the school about once every four years to confirm that the school remains outstanding. This is called a section 8 inspection of a good or outstanding school, because it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on a section 8 inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a section 5 inspection. Usually this is within one to two years of the date of the section 8 inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the section 8 inspection as a section 5 inspection immediately.

This is the first section 8 inspection since we judged the school to be outstanding in June 2016.

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	139983
Local authority	Leicester
Inspection number	10229083
Type of school	Junior
School category	Academy converter
Age range of pupils	7 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	355
Appropriate authority	Board of trustees
Chair of trust	Vivienne Froggatt
Headteacher	Annemarie Williams (Executive Headteacher) Ifat Sultana (Head of School)
Website	www.humberstonejunioracademy.co.uk
Date of previous inspection	14 June 2016, under section 5 of the Education Act 2005

Information about this school

- There have been no significant changes since the last inspection.
- The school uses no alternative provision.

Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with school leaders and has taken that into account in the evaluation.
- The inspector held meetings with the executive headteacher, the head of school, curriculum leaders and the special educational needs coordinator.
- The inspector carried out deep dives in three subjects: reading, mathematics and history. For each deep dive, the inspector met with subject leaders, visited lessons, looked at pupils' work and met with teachers and pupils. The inspector listened to

pupils read. He also looked at curriculum documentation for science, religious education and personal, social and health education.

- The inspector met virtually with two trustees, including the chair.
- The inspector took account of the 27 responses to the Ofsted Parent View survey and 24 written comments from parents. He also considered the 31 responses to Ofsted's survey for staff and the 55 responses to Ofsted's pupils' survey.
- The inspector met with safeguarding leaders. He reviewed school documents relating to safeguarding and attendance.
- The inspector briefly visited an assembly.

Inspection team

Vic Wilkinson, lead inspector

Her Majesty's Inspector

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