

Inspection of a good school: Inglehurst Junior School

Ingle Street, Leicester, Leicestershire LE3 9FS

Inspection dates:

8 and 9 June 2022

Outcome

Inglehurst Junior School continues to be a good school. There is enough evidence of improved performance to suggest that the school could be judged outstanding if the inspector were to carry out a section 5 inspection now. The school's next inspection will be a section 5 inspection.

What is it like to attend this school?

Pupils start their day with a friendly, personalised greeting from staff at the school gates. It gets them off to a positive start.

Pupils love coming to school. They benefit from a consistently high standard of education in all subjects. They know they are cared for. Pupils understand the importance of working to uphold the school's aims of: language, reading, resilience, opportunities and values. They know what these aims mean. Pupils enjoy opportunities to lead, including by helping to run the library and the many school clubs, for example.

Pupils' behaviour is exceptional. They listen carefully to adults and to each other. They are keen to earn 'trackit' points. Pupils try their best. They know what it is to be resilient.

Pupils say they feel safe at school. They say bullying is very rare. They are confident that any occurrence would be sorted out quickly. Pupils know they can go to anyone in the safeguarding team if they have a concern or worry. They know they will be listened to and helped.

Expectations are high for everyone. A comment a pupil made, typical of many, is, 'I like to be challenged.' All pupils achieve well. They all have access to the same curriculum, which has been well designed to meet their needs.

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

Leaders place high importance on ensuring that all pupils can read well. In Year 3, leaders use information from the local infant school alongside their own assessments to identify pupils' starting points. Pupils are then carefully grouped. Pupils who are not yet confident readers receive phonics lessons every day. In these lessons, pupils benefit from skilled

teaching. Small groups help ensure that teaching closely matches need. Adults use well-chosen resources to help pupils learn. Staff make sure that pupils practise reading with books that match the sounds they know. 'Workshop Wednesdays' enable leaders to deliver regular training and support to the staff. These sessions help to ensure consistent and highly effective teaching. As pupils progress, they enjoy developing more sophisticated reading skills, using an exciting array of different books and texts. Pupils quickly become eager readers.

Leaders have given much consideration to the curriculum. There is a consistent approach across all subjects. Leaders have planned precisely what they want pupils to know and when for each lesson in every subject. They have skilfully ensured that learning is revisited and built upon. For example, in history, pupils build detailed timelines of knowledge they develop in each year group as they study themes such as housing and crime and punishment. Revisiting different periods of time every year helps pupils to develop a deep understanding of what it was like to live then.

Teachers use assessment effectively. They use their strong subject knowledge to question pupils and check their understanding. Pupils are given 'summariser, prober and challenger' questioning roles so that they can help each other to articulate their learning. Leaders have carefully considered the impact of COVID-19. Checking learning has been prioritised to ensure that there are no gaps in what pupils should know. During lessons, teachers skilfully intervene when needed to clear up any misconceptions. They provide precise learning tasks that help all pupils to achieve well.

Pupils with special educational needs and/or disabilities (SEND) follow the same curriculum as other pupils. They talk enthusiastically about their learning. Staff support pupils with SEND well. They adapt the curriculum appropriately when needed, ensuring that pupils get the extra help that they need. As a result, pupils with SEND achieve well. One pupil was able to talk confidently about the painting style of Cezanne. Another explained the concept of 'debugging' and 'if' commands in computer programming.

Leaders give exceptional consideration to pupils' broader personal development. There are many after-school clubs which are very popular. Each and every lesson is used as a tool to reinforce the school's aims. Lessons on 'healthy me' and relationships are enjoyed by all. The emotional support pupils receive is exemplary. Daily mental health check-ins, worry jars and access to a school counsellor mean that pupils are well supported to be ready to learn.

The morale of staff and pupils is highly positive.

Safeguarding

The arrangements for safeguarding are effective.

Safeguarding is a priority for leaders. They act swiftly when required to protect pupils at risk of harm. Record-keeping is meticulous. Staff are well trained. A suite of training, along with regular updates, helps adults to know the signs and indicators of possible

abuse. Every member of staff has a safeguarding folder, which is updated frequently. All staff understand the school's systems for reporting concerns.

Leaders engage well with a wide range of external agencies. They play a lead role in helping families and keeping pupils safe.

Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. 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 second section 8 inspection since we judged the school to be good in July 2013.

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	120016
Local authority	Leicester
Inspection number	10227810
Type of school	Junior
School category	Maintained
Age range of pupils	7 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	327
Appropriate authority	The governing body
Chair of governing body	Alex Cross
Headteacher	Sharon Downes
Website	www.inglehurst-jun.leicester.sch.uk
Date of previous inspection	7 March 2017, under section 8 of the Education Act 2005

Information about this school

- The school has a specialist resource provision for pupils in key stage 2. The 'Learning Zone' supports up to 10 pupils with a diagnosis of autism spectrum disorder and social communication difficulties. The 'Hive' supports up to eight pupils who present social, emotional and mental health needs.
- There have been no relevant changes to the school since the last inspection.
- The school does not use any 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 leaders and has taken that into account in their evaluation of the school.
- The inspector held meetings with the headteacher, subject leaders and members of the governing body.
- The inspector carried out deep dives in these subjects: reading, mathematics and history. For each deep dive, the inspector discussed the curriculum with subject

leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.

- The inspector considered the curriculum in all other subjects.
- The inspector spoke to a range of pupils about their learning in a range of different subjects.
- The inspector heard pupils in different year groups read books.
- The inspector reviewed the responses received to Ofsted Parent View and considered the results of Ofsted's surveys for staff and pupils.
- To judge the effectiveness of safeguarding, the inspector read the school's relevant policies, scrutinised the single central record, checked the school's procedures for the safe recruitment of staff and met with the safeguarding team. The inspector also spoke with staff and pupils.

Inspection team

Andy Lakatos, lead inspector

Ofsted Inspector

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Piccadilly Gate
Store Street
Manchester
M1 2WD

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