

Inspection of Inglehurst Infant School

Ingle Street, Leicester, Leicestershire LE3 9FS

Inspection dates: 27 and 28 September 2022

Overall effectiveness

Inadequate

The quality of education

Inadequate

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Inadequate

Early years provision

Inadequate

Previous inspection grade

Good

What is it like to attend this school?

Pupils say they feel safe in school. They are polite and learn how to be good friends. They can recall the school rules well. However, some pupils do not uphold these rules consistently because routines and expectations are not fully established. Pupils can confidently talk about the difference between falling out and bullying. They know that staff will deal with the rare instances of bullying quickly.

Children in the early years enjoy listening to familiar stories. They learn to count confidently. However, they are not supported effectively to develop their early language in a coherent and consistent way.

Pupils speak fondly of the weekly whole class 'cool cats' attendance awards. Most parents and carers appreciate the efforts leaders have taken to listen to consider their viewpoints. They appreciate the efforts by school staff to foster positive relationships between home and school. Some parents expressed concerns over inconsistencies in the standard of pupils' behaviour.

Pupils enjoy art and design and physical education (PE) lessons. However, teachers have not clearly identified what pupils need to know as they progress through the curriculum. Pupils' understanding of other faiths and religions is fragile.

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

Leaders have failed to establish clear aims, policies and expectations. Developments in the school's curriculum have been too slow. In most subjects, there is an overreliance on individual teachers, rather than leaders, in deciding the curriculum order and sequence. Thus, in most subject areas, it is not clear what pupils should know and when. This means that there are too many inconsistencies between what pupils in each class and year group learn. Pupils do not build their knowledge and develop their understanding of different subject areas in a coherent or well-organised way.

The leader for mathematics has ensured that the curriculum sequence does help pupils to acquire knowledge in this subject, which is built upon in small steps. This helps pupils to know more of the mathematics curriculum over time. However, this is not reflected in other subjects. Many subject leaders are new to their roles. They do not have the expertise and knowledge to improve their subject curriculum. Sometimes adults' subject knowledge is not strong, which can lead to pupils gaining misconceptions. Others do not give priority to language development. Leaders have not made sufficient checks to identify how well pupils are learning the school's curriculum.

Staff have received training to help deliver the early reading programme. Reading books that pupils are given align to the sounds they will learn. However, the teaching of phonics is inconsistent. Adults do not teach the programme precisely. Checks to ensure that pupils move through the programme in a progressive manner

are not timely. Pupils do not know how to sound out or rejoin words because adults do not give them sufficient opportunities to apply this knowledge. This stops pupils, especially the most disadvantaged, from becoming confident and fluent readers.

Pupils with special educational needs and/or disabilities (SEND) do not receive precise support to meet their specific needs. Leaders do not ensure that adaptations to resources, equipment and the curriculum support pupils with SEND to achieve well in the school.

Children in the early years do not get off to a good start. Adults do not have sufficiently high expectations of the children. The curriculum in early years is not well sequenced. Activities are not purposeful because leaders have not considered what children will learn and when. When children learn on their own, they lack focus. High expectations for children's personal, social and emotional development are not established.

Leaders have recently simplified the school rules. Pupils enjoy their playtimes and walk around the school in a calm and orderly manner. However, instances of poor behaviour in classrooms are frequent, particularly when children work independently. Adults do not consistently reinforce high expectations in behaviour.

Leaders know their families and community well. They have given pupils' attendance high priority. This is impacting positively on the attendance of all pupils in school.

Pupils in Year 2 enjoy the additional responsibilities they receive at lunchtime. They wear their high-vis jackets with pride. Leaders listen carefully to the views of pupils through the school council. Pupils' understanding of other cultures and faiths is less well developed.

Staff enjoy working at this school. They feel well supported. Teachers commented that the school is 'welcoming, nurturing and like a family'.

The school's governors want the best for their school community. However, they do not use the information they receive from leaders to ensure that all pupils in school receive the best start to their education.

Safeguarding

The arrangements for safeguarding are effective.

Pupils understand what a good friend is. They understand that they must report their concerns to a trusted adult. They understand some parts of their body should be kept private.

Leaders have developed procedures to ensure that they manage safeguarding concerns quickly. They ensure that staff are well supported to identify and report any concern, no matter how small. Leaders challenge external agencies to ensure they give the safeguarding of pupils high priority.

Leaders are refining their safeguarding records to ensure they help them to identify patterns linked to different groups of pupils.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- The early reading programme does not help pupils to learn to read quickly because it is not implemented consistently and accurately. As a result, pupils, particularly the most disadvantaged, do not learn to read effectively. Leaders should ensure that all staff have an accurate understanding and expertise to deliver the school's phonics programme. They should make rigorous checks to assure themselves that all pupils are learning to read quickly and efficiently.
- In most subjects, leaders have not accurately identified the key knowledge that they want pupils to know and when. Currently, teachers decide the key knowledge pupils need to know and when. Pupils are retaining little knowledge of subject areas and, at best, remember disjointed information. Leaders should ensure that the school's curriculum clearly identifies the key knowledge that pupils must know and when.
- The early years curriculum is not well sequenced. Leaders have not ensured that clear routines and expectations have been established. Consequently, the learning environment and activities, particularly independent activities, lack focus or a clear purpose. Leaders must ensure that the early years curriculum is well considered and builds on children's knowledge over time. They should ensure that routines and high expectations are established. Leaders need to ensure that staff in the early years have the relevant knowledge and expertise to develop the environment and teaching to meet the needs of the children.
- Pupils with SEND do not always benefit from a high-quality education because the provision is not well matched. Learning plans are not concise or specific enough to help pupils with SEND to achieve their next steps. As a result, this slows the progress these pupils make. Leaders should ensure that all pupils with SEND receive precise support. They should ensure that staff have the right expertise so that they can provide timely support to meet the needs of all pupils with SEND.
- Governors are reliant on the information that leaders present them. They have not made sufficient checks to ensure that all pupils receive a curriculum that is fit for purpose. As a result, pupils do not make sufficient progress during their time at the school. Governors should make rigorous checks on the information that is presented to them to ensure that all pupils are receiving an education that matches their ambition for the school.
- Some pupils do not make the right choices in behaviour. Others do not have a secure understanding of different faiths and cultures. This does not prepare them well for life in modern society. Leaders must ensure that high expectations in pupils' conduct are established. They should ensure pupils' understanding of different communities prepares them well for life in multicultural Britain.

Leaders and those responsible for governance may not appoint early career teachers before the next monitoring inspection.

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.

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	120015
Local authority	Leicester
Inspection number	10227816
Type of school	Infant
School category	Community
Age range of pupils	3 to 7
Gender of pupils	Mixed
Number of pupils on the school roll	245
Appropriate authority	The governing body
Chair of governing body	Robert Johnson
Headteacher	Kerry Pochin
Website	www.inglehurstinfants.org.uk
Date of previous inspection	8 March 2017, under section 8 of the Education Act 2005

Information about this school

- Since the last inspection, a new headteacher and deputy headteacher have been appointed.
- The school uses no alternative providers.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

In accordance with section 44(1) of the Education Act 2005, His Majesty's Chief Inspector is of the opinion that this school requires special measures because it is failing to give its pupils an acceptable standard of education and the persons responsible for leading, managing or governing the school are not demonstrating the capacity to secure the necessary improvement in the school.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.

- Inspectors carried out deep dives in these subjects: early reading, mathematics, art and design and design technology. For each deep dive, inspectors met 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. Inspectors also looked at books and spoke to pupils about some other subjects. Curriculum sequencing was also sampled in PE.
- The lead inspectors listened to a sample of pupils read.
- Inspectors observed pupils' behaviour in lessons and at lunchtime. They spoke formally with groups of pupils as well as talking to pupils in lessons and around school.
- Inspectors reviewed responses to Ofsted's online parent, pupil and staff surveys. Inspectors met with staff and spoke to parents at the school gate.
- Inspectors met with leaders to consider the school's safeguarding procedures. Inspectors reviewed policies and records relating to safeguarding, behaviour and attendance. Inspectors spoke to pupils, parents and staff about pupils' safety.
- Inspectors reviewed a range of documentation, including the school's self-evaluation and improvement plans, minutes of local governing body meetings and information on the school's website.

Inspection team

Shaheen Hussain, lead inspector	His Majesty's Inspector
Donna Moulds	Ofsted Inspector
Gary Fullwood	Ofsted Inspector

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