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Kerry Pochin
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Leicestershire
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Dear Mrs Pochin

Urgent inspection of Inglehurst Infant School

Following my visit with Di Mullan, His Majesty's Inspector to the school on 24 October 2023, I write on behalf of His Majesty's Chief Inspector of Education, Children's Services and Skills to confirm the inspection findings. Thank you for the help you gave me and the time you took to discuss the school.

This inspection was conducted under section 8 of the Education Act 2005 and in accordance with Ofsted's published procedures for urgent inspections. The inspection was carried out because His Majesty's Chief Inspector wished to determine the effectiveness of safeguarding arrangements at the school as concerns had been raised with Ofsted.

We do not give graded judgements on urgent inspections. However, if we find some evidence that overall standards may be declining, but where no serious concerns have been identified, then the next inspection will normally be a graded inspection, which will be carried out under section 5 of the Act and be brought forward. If we have serious concerns, we will deem the urgent inspection as a graded inspection immediately.

Evidence

We scrutinised the single central record and other documents relating to safeguarding and child protection arrangements and met with the headteacher and deputy headteacher as well as other school leaders. We met two groups of staff, including teaching and support staff, and spoke to other members of staff informally around school. We met with groups of pupils from different year groups and spoke to other pupils during social times. We spoke to parents and carers as they arrived to drop off their children in the morning and collect them after school. We observed the arrangements for the dropping off of pupils at the start of the day and for parents and carers collecting their children at the end of the

day. We also met with the chief executive officer of the multi-academy trust, representatives of the board of trustees and the governing body, and a representative of the local authority.

Having considered the evidence, I am of the opinion that at this time:

Safeguarding is effective.

Main findings

The school places a high priority on safeguarding. Staff are knowledgeable about their responsibilities in making sure that pupils are safe in school and identifying potential concerns about pupils' safety and well-being. Pupils say that they feel safe in the school. Almost without exception, parents say that they are confident that the school keeps their children safe.

The school makes all the necessary recruitment checks on all members of staff. Staff receive regular safeguarding training to make sure that they have awareness of current contextual concerns. Their knowledge is kept up to date through weekly briefings.

The school has a strong and open safeguarding culture. All staff know how to report any concerns they have, however minor they may appear to be. Effective systems are in place for recording and monitoring these concerns. When concerns are raised, the school acts quickly to make sure that pupils get the support they need. The school works well with other agencies, such as social services and the police, when they need to.

There is a curriculum in place for personal, social and health education (PSHE). In PSHE lessons, pupils can learn how to keep themselves safe and healthy. Pupils learn and remember important themes about safety, such as 'clever never goes'. Pupils know they can talk to staff or use 'worry boxes' if they are worried about anything. Pupils trust that staff will help to resolve their concerns. Pupils learn how to be kind to one another. They learn the importance of positive relationships based on sharing and mutual respect.

The school has made sure that the school is a safe and secure environment. At social times, pupils play together safely and happily. They are well supervised during these times. In the morning, staff meet and greet pupils with their parents when they arrive at school. Recent changes have been made to aspects of the arrangements for collecting pupils at the end of the day. When the school gates open, pupils are returned to their trusted adults at the classroom door. Staff maintain a list of parents and trusted adults who can collect pupils. The school gates are supervised by staff. Pupils who are not collected straight away are kept safe within the school until a trusted adult arrives to collect them. The same arrangements are in place for pupils who take part in after-school activities. Pupils, parents and staff understand these routines clearly.

Additional support

The school is part of the Attenborough Learning Trust. Trust leaders, along with trustees and governors, are knowledgeable about safeguarding arrangements in the school. They closely monitor the school's safeguarding policies and procedures. They work well with school leaders to make sure that there is a robust safeguarding culture in the school.

I am copying this letter to the chair of the board of trustees, and the chief executive officer or equivalent of the Attenborough Learning Trust, the Department for Education's regional director and the director of children's services for Leicester. This letter will be published on the Ofsted reports website.

Yours sincerely

John Spragg
His Majesty's Inspector