

Inspection of Inglehurst Junior School

Ingle Street, Leicester, Leicestershire LE3 9FS

Inspection dates: 1 and 2 November 2023

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Previous inspection grade Good

What is it like to attend this school?

There is a strong sense of community at this school. The school works hard to remove any barriers to learning. As one parent commented, typical of many: 'The school gives the children all the tools they need to succeed and supports them through every step of the way.' The staff at the school really care about its pupils and the whole community. The pastoral team engages well with pupils and families, who state they are very well supported.

The school is ambitious for all to succeed academically. Pupils achieve well here. As one pupil stated: 'Our teachers are the best. They are kind and helpful. If there is anything we ever need, they help us.'

Pupils' behaviour is strong. They relish the opportunity to be awarded 'trackit' points via the school's reward system. Among other things, pupils receive these for demonstrating the school's values of 'resilience, empathy, aspiration, curiosity, honesty'. As a consequence, pupils are thoughtful and respectful of each other. Pupils learn to be resilient and have an attitude of 'never give up'.

Pupils actively participate in the life of the school. Anti-bullying ambassadors care and support those who are feeling unhappy. The pupil leadership team explores how to make the school a better place.

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

The school recognises the significance of all pupils being able to read well. There is a well-developed reading curriculum. Teachers check how pupils are doing. Well-trained staff regularly support pupils who find reading challenging. The use of quality texts enhances the teaching of reading during lessons. For example, strong questioning elicited pupils to think deeply while reading 'Wuthering Heights' in Year 6. There is a wide range of texts to support other curriculum subjects. Teachers make reading fun. They bring books to life. Pupils say they really enjoy reading.

The school's curriculum is ambitious. It has developed a set of 'pathways' that build pupils' knowledge over time. There has been careful consideration to ensure that pupils build on what they learned in key stage 1 and what they will learn in key stage 3. The curriculum makes links to future career pathways. This makes learning more purposeful and raises pupils' aspirations. Pupils recognise the importance of the retrieval questions. These link prior learning and help them to remember what they have been taught. However, in a few subjects, there is not enough coherence to curriculum documentation, and the essential knowledge pupils need to know and remember is not made clear enough. This means that a few pupils are not remembering all that they have learned, and there are missed opportunities for the most able pupils to deepen their thinking and learning.

This is a highly inclusive school. Pupils with special educational needs and/or disabilities (SEND) achieve well. Rigorous and robust systems ensure that their

needs are well known and understood. Teachers receive the necessary training to support pupils with SEND effectively. Teachers adapt learning opportunities to ensure that these pupils achieve in lessons. The school's 'Learning Zone' is highly effective. It is a calm and nurturing environment. Staff are relentless in ensuring that these pupils do well.

There is a focused 'buzz' around this school. This is because the school has high expectations for pupils' behaviour. Pupils live up to these expectations. Pupils learn to regulate their own behaviour. The school makes every effort to get to know each individual pupil. Pupils' well-being is considered during morning 'meet and greet' sessions. Pupils enjoy coming to this school.

Pupils learn how to keep themselves happy and healthy. They develop a strong sense of moral purpose, raising money for local charities or members of their own community, for example. They learn the significance of their own mental well-being and how to look out for others.

Leaders at all levels know their school well. There is a clear and united vision. A common view shared by one member of staff was: 'Everything we do is because we care about children and who they are as people. They know at this school they can truly be themselves.'

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In a few subjects, there is not enough coherence to plans, and the essential knowledge pupils need to know and remember is not made clear enough. This means that a few pupils are not remembering all that they have been taught, and there are missed opportunities for the most able pupils to deepen their thinking and learning. The school should make sure that the desired learning is made clear and that there is ambition for all pupils to achieve well.

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' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	120016
Local authority	Leicester
Inspection number	10288410
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	309
Appropriate authority	The governing body
Chair	Alex Cross
Headteacher	Joanna Lowe
Website	www.inglehurst-jun.leicester.sch.uk
Dates of previous inspection	8 and 9 June 2022, under section 8 of the Education Act 2005

Information about this school

- The school has a specially resourced provision for pupils with SEND in key stage 2. The 'Learning Zone' supports up to 18 pupils with a diagnosis of autism and social communication difficulties.
- The school does not make use of any alternative providers.
- Since the last inspection, a new headteacher, deputy headteacher and SEND coordinator have been appointed.
- There is a before-school club managed by the school.

Information about this inspection

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

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- The inspectors discussed the impact of the pandemic with the school and have taken this into account in their evaluation of the school.

- Inspectors held meetings with the headteacher, pastoral team and the special educational needs and disabilities coordinator.
- Inspectors carried out deep dives in six subjects: reading, mathematics, science, geography, music and art. To do this, they met with curriculum leaders, visited lessons, looked at pupils' work, listened to pupils read and met with teachers and pupils. They also looked at curriculum documentation for religious education and personal, social, health and economic education.
- The lead inspector met with four members of the governing body, including the chair.
- The lead inspector met with a local authority representative.
- Inspectors took account of the responses to Ofsted Parent View, including free-text responses, as well as responses to Ofsted's surveys for staff and pupils. An inspector spoke informally to parents at the beginning and end of the school day.
- Inspectors considered records of attendance, behaviour and safeguarding. To evaluate the effectiveness of safeguarding, the inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- Inspectors considered pupils' behaviour at various times of day, including in lessons, around the school site and at lunchtime.
- Inspectors visited class assembly.

Inspection team

Mark Anderson, lead inspector	His Majesty's Inspector
Emma Tayler	Ofsted Inspector
Luella Manssen	Ofsted Inspector
Sarah Sadler	Ofsted Inspector

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