

# Inspection of a good school: Humberstone Infant Academy

Main Street, Humberstone, Leicester, Leicestershire LE5 1AE

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Inspection dates:

11 and 12 June 2024

## Outcome

There has been no change to this school's overall judgement of good as a result of this ungraded (section 8) inspection. However, the evidence gathered suggests that the inspection grade might be outstanding if a graded (section 5) inspection were carried out now. The school's next inspection will be a graded inspection.

The headteacher of this school is Annemarie Williams. This school is part of Odyssey Educational Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Annemarie Williams, and overseen by a board of trustees, chaired by Kathryn Smith.

## What is it like to attend this school?

Humberstone Infant Academy is an aspirational and extremely well led school. The school has ambitious expectations for all pupils, including disadvantaged pupils and pupils with special educational needs and/or disabilities (SEND), to succeed. Pupils respond incredibly positively to these expectations.

Pupils' behaviour is exemplary. They show courtesy and respect towards each other and adults. Relationships between adults and pupils are very warm and nurturing. Pupils explained, 'Our school is really kind and respectful. Everyone is good friends. Our teachers and teaching assistants always help us.'

In lessons, pupils demonstrate mature and positive attitudes to their learning. They show a determined commitment to produce work of the highest standard. Pupils are incredibly proud both of their own personal achievements and those of their peers. At play times, pupils socialise happily. They support each other and show care for each other by making sure that everyone is included and engaged in positive play.

Pupils play an active role in the school and local community. They enjoy taking on various roles such as being a 'Digital leader' or 'Healthy hero'. Pupils are extremely proud of these roles. Pupils enjoy a range of carefully planned trips which strategically support their learning. The school's work on pupils' wider development is exceptional.

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

Children get off to a very strong start in the early years. The curriculum is comprehensively well-planned and ambitious. The newly refurbished provision is well-resourced and offers children high quality learning experiences across all areas of learning. Children have the opportunity to explore, take carefully planned risks and learn through play. High-quality adult interactions consistently support pupils' early language development. Staff skilfully introduce new vocabulary, encouraging children to speak in full, clear sentences. Children show high levels of independence and self-control. They are being very well prepared for key stage 1.

The school prioritises reading. It has the highest expectations for all pupils to become confident and fluent readers. Staff are experts in delivering the phonics programme. Pupils are encouraged to 'sound talk' in their heads and re-read sentences with increased fluency. The reading curriculum that follows on from phonics is equally ambitious. There is a strong focus on the development of reading fluency. Pupils develop their vocabulary and comprehension skills with increasing precision. High-quality texts of all types are celebrated around the school environment, including in the school library.

The mathematics curriculum focuses on the development of pupils' love of mathematics and their ability to apply mathematical concepts to real life contexts. The school places a strong focus on the development of mathematical oracy. There are consistently high expectations for all pupils to explain their mathematical thinking in full sentences using subject-specific vocabulary. Staff present information to pupils clearly and in small steps. This supports them very well when they are applying their learning independently. Pupils complete 'thinking challenges'. These tasks offer pupils a range of different ways to use and apply their mathematical knowledge.

The school has the highest of aspirations for all pupils to achieve well in every subject. The curriculum has been designed with precision to carefully consider the school's diverse community and to reflect its local history and landmarks. The work that pupils produce is of a consistently high quality. Pupils can talk about their learning in great detail. For example, they can make comparisons between significant historical events and reflect on how they have had a lasting impact on the world we now live in. Pupils are being well prepared for key stage 2.

Pupils with SEND are very well supported. The school works proactively and effectively with a range of external agencies to ensure that these pupils receive the precise support they need. In the vast majority of cases, pupils with SEND access the same ambitious curriculum as their peers. Where this is not the case, carefully tailored support is in place which ensures individual pupil's needs are met. Pupils with SEND achieve very well.

The school prepares pupils extremely well for life in modern Britain. Pupils demonstrate an age-appropriate understanding of tolerance and diversity. The work the school does

to develop pupils' character is exceptional. Pupils are encouraged to debate and speak publicly. The school works proactively with families to broaden pupils' experiences. Family learning days are well attended and highly valued.

Staff feel incredibly well supported with regards to their workload and well-being. They value the high-quality continuous professional development on offer to them. Trustees know the school's strengths and priorities well. They fulfil their statutory duties.

## **Safeguarding**

The arrangements for safeguarding are effective.

## **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 an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the first ungraded inspection since we judged the school to be good in February 2019.

## **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

<b>Unique reference number</b>	142631
<b>Local authority</b>	Leicester
<b>Inspection number</b>	10347606
<b>Type of school</b>	Primary
<b>School category</b>	Academy sponsor-led
<b>Age range of pupils</b>	3 to 7
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	285
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	Kathryn Smith
<b>CEO of trust</b>	Annemarie Williams
<b>Headteacher</b>	Annemarie Williams (Executive headteacher)
<b>Website</b>	<a href="http://www.humberstoneinfantacademy.co.uk">www.humberstoneinfantacademy.co.uk</a>
<b>Dates of previous inspection</b>	26 and 27 February 2019, under section 5 of the Education Act 2005

## Information about this school

- The school is part of the Odyssey Educational Trust.
- The school does not use any alternative provision.

## Information about this inspection

- The inspector carried out this ungraded inspection under section 8 of the Education Act 2005.
- Inspections are a point-in-time judgement about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.

- The inspector carried out deep dives in reading, mathematics and history. For the deep dives, the inspector discussed the curriculum with subject leaders, visited lessons, spoke to teachers and pupils and looked at samples of pupils' work.
- The inspector also considered the curriculums for design and technology, geography, art and design and science and looked at samples of pupils' work.
- The inspector met with the executive headteacher, subject leaders and a sample of teaching and support staff, including teachers in the early stages of their teaching career.
- The inspector met with the leaders with responsibility for pupils with SEND, behaviour and personal development.
- To evaluate the effectiveness of safeguarding, the inspector: 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.
- The inspector examined a range of school documentation, including leaders' self evaluation, the school development plan and documentation relating to pupils' behaviour and attendance.
- The lead inspector listened to a sample of pupils read to a familiar adult.
- The inspector met with groups of pupils from across the school.
- The lead inspector met with trustees from Odyssey Educational Trust, including the chair of trustees.
- The inspector considered the responses to Ofsted's online survey, Ofsted Parent View, and the results of the Ofsted staff survey.

### **Inspection team**

Luella Dhoore, lead inspector

Ofsted Inspector

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