

# Inglehurst Junior School

## Inspection report

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<b>Unique Reference Number</b>	120016
<b>Local Authority</b>	Leicester City
<b>Inspection number</b>	339578
<b>Inspection dates</b>	3–4 March 2010
<b>Reporting inspector</b>	Pam Haezewindt HMI

This inspection of the school was carried out under section 5 of the Education Act 2005.

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<b>Type of school</b>	Junior
<b>School category</b>	Community
<b>Age range of pupils</b>	7–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	234
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Vera Bell
<b>Headteacher</b>	Daniel Bullock
<b>Date of previous school inspection</b>	10 October 2006
<b>School address</b>	Ingle Street Leicester Leicestershire
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## Introduction

This inspection was carried out by two of Her Majesty's Inspectors and one additional inspector. Inspectors spent 11 hours looking at learning and observed 13 lessons. Twelve teachers were seen. Meetings were held with groups of pupils, with governors and with staff. Inspectors observed the school's work, and looked particularly at the school's achievement data, its development plan, governing body minutes, the most recent report to governors, school policies such as those for child protection, equal opportunities, bullying and marking, reports to parents, and scrutinised a sample of pupils' work. The inspection team received 79 parental questionnaires.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- why pupils are not achieving as well in English as in other core subjects and what the school is doing to improve outcomes
- pupils' understanding of Every Child Matters outcomes
- how challenging teaching is for different groups of pupils
- whether the quality of marking has been improved since the last inspection to guide all groups of pupils well
- how community cohesion has been planned for.

## Information about the school

The school operates in challenging circumstances. It has a much higher than average percentage of pupils eligible for free school meals. It also has a much higher than average number of pupils who have special educational needs and/or disabilities including pupils who might otherwise attend a special school. Inglehurst is one of three Leicester City primary schools which receive additional funding in order to meet the needs of a wider range of pupils with complex needs. Numbers of pupils arriving and leaving during the school year are higher than average as is the school's deprivation index. The large majority of pupils are White British but there is an increasing number of minority ethnic pupils joining the school. Despite a small fall in the number on roll this year, it is a popular school and pupils attend from out of the catchment area. Its intake for 2010/11 is set to rise. The substantive headteacher retired at the end of the summer and the school has an acting headteacher until September 2010. The school holds a significant number of awards including Healthy Schools, Active Mark, and the Financial Standards Information Management System (FSIMS) award.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**1**

**The school's capacity for sustained improvement**

**1**

## Main findings

Inglehurst Junior School is an exceedingly effective school which enables pupils to make very good progress from low starting points on entry to the school. The learning ethos and environment are outstanding. Displays in every area of the school are breathtaking and it is not surprising that visitors from overseas have been so impressed.

Pupils are effusive in their evaluations of the school. Among those who replied to the questionnaire almost all strongly agreed with all the statements and there were no pupils who had anything adverse to say. Talking to different groups of pupils, they all feel it gives them a really good start in life and that they enjoy school very much. They feel safe and very well supported by staff and teachers who make their lessons lots of fun whilst at the same time making sure that they learn and know how to improve. They enjoy the range of after school clubs and a majority of pupils join at least one. They are very keen on their 'learning logs' which are a school innovation that has been taken up by other schools including overseas. These logs support home-school work and enable teachers to have a snapshot of pupils' work. In one Year 4 literacy lesson pupils were choosing them as one of the things that made them happy.

Inspectors agree that the school is giving pupils a very good start in life. Outstanding aspects of provision ensure that the school is exciting, engenders curiosity, and that all groups of pupils want to and do learn very well. This provision supports pupils' personal development such that their behaviour is now excellent and they feel very safe to learn. Pupils understand about healthy lifestyles and how that can affect living and learning so that many practice healthy living beyond the school. Teaching is rarely less than good and several lessons observed during the inspection were outstanding. Where it was not outstanding, pupils sometimes marked time for a little while whilst they understood exactly what to do or in when they moved from working in their books to using laptop computers. Assessment has improved since the last inspection and is generally used effectively to support pupils' progress. It occasionally fell short in plenary sessions when learning was assessed well but diagnosis of the next steps pupils need to take were not discussed. In a minority of lessons peer assessment was beginning to be used well.

The effectiveness of leadership and management show that the capacity for sustained improvement is outstanding. Its effectiveness in embedding ambition and driving improvement is excellent. Senior leaders know the school very well and are very good at spotting where improvement is needed and professional development required and proactively putting these in place. Staff are exceptionally supportive of the school. This engenders loyalty to senior leaders and a desire for the school to be an excellent place of learning. Staff work exceptionally well as a team. They are very willing to embrace new initiatives. Currently there is work in train to improve writing, including new

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schemes and resources. All the staff are aspire for pupils to achieve as well as possible and this shows in pupils' own attitudes to learning. The effectiveness of the governing body has improved since the last inspection. It is now more organised, more involved in strategic direction and better at challenging the school. However, although policies are reviewed, some do not highlight the fact that the governing body is responsible for reviewing them annually. Whilst there is satisfactory promotion of community cohesion, the school and governing body has not yet begun a formal audit of its provision nor does it have a system in place to measure its impact on the school and community.

**What does the school need to do to improve further?**

- Continue to raise standards by:
  - increasing the proportion of outstanding teaching across the school
  - ensuring assessment in lessons is consistent across the school.
- Activate a formal audit of the promotion of community cohesion, broaden it and evaluate the impact of on the community.
  - Ensure that all policies include clear arrangements for monitoring and annual review by the governing body.

- **Outcomes for individuals and groups of pupils**

2

Overall, by the end of Year 6, pupils attained broadly average standards in 2009. They reached higher standards in mathematics and science than in English. Their results in writing lowered the overall figure. Nevertheless, all pupils are doing very well given that attainment on entry is below average and sometimes well below. There is evidence that groups entering school in different years without a level are attaining Level 4+ and that 50% of pupils with special educational needs and/or disabilities attain Level 4+. The proportion of pupils achieving Level 4+ in mathematics and science in 2009 was significantly above average and for English the proportion was just above average. Attainment varies from year to year and often pupils miss attaining Level 4 by one point. Current school data for Level 4 show that attainment is well above the local authority average. All pupils acquire knowledge and understanding very well in lessons because they concentrate very well and remain on task. Groups are able to direct themselves without a teacher present, for example: when a small Year 6 group in a lesson generated discussion about personification using a football. They are keen and very committed to succeed in and beyond school. The progress of all groups in lessons is at least good and outstanding in some, including those with special educational needs and/or disabilities or with English as an additional language.

Pupils feel very safe and know who to go to if they have a problem Their behaviour has improved since the last inspection and it is very rare that any sanctions have to be taken. Pupils were able to talk convincingly about healthy lifestyles and what they do to adopt them. Through the Community Management Team, pupils' contribution to the school community is excellent, including the school council. Pupils' wider contribution is

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mainly though fund raising and giving performances for local residents and harvest parcels. This has not yet developed a more national and international perspective. Pupils are beginning to develop workplace skills, particularly in oracy, numeracy and information and communication technology. Year 6 pupils all work on their leadership skills and visit the local university. Attendance is broadly average but continues to improve and staff are assiduous in making the case for the importance of good attendance to pupils and their parents/carers. Pupils' social development is very good and they have a well developed sense of what is right and wrong.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account: Pupils' attainment <sup>1</sup>	3
The quality of pupils' learning and their progress	1
The quality of learning for pupils with special educational needs and/or disabilities and their progress	1
<b>The extent to which pupils feel safe</b>	<b>1</b>
<b>Pupils' behaviour</b>	<b>1</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>1</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>2</b>
Taking into account: Pupils' attendance <sup>1</sup>	3
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

## How effective is the provision?

Overall teaching is good. One third of lessons observed were outstanding. Good and better features include excellent differentiation for ability groups and support for pupils with specific needs. Alongside this is the excellent deployment of additional adults in the classrooms. Teachers have very high expectations of groups and outcomes and it is clear that this pays off. Questioning is generally challenging and makes pupils think. Good routines have been established in most lessons so that pupils get on quickly in

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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groups or individually. Pupils display confidence to do this and then to participate in feedback. Lessons generally start with an explanation of the objectives which are stuck in books so that pupils are clear what they are to learn. Lessons are active and make good use of resources including technology for pupils' presentation and research.

The curriculum is broad and balanced and provides pupils' entitlement, including French. Music provision is still a strength of the school. The day-to-day timetable is enriched by, for example, visits to different places of historical significance, to a farm, the botanical gardens, the Leicester Space Centre, to the theatre, science weeks, an art programme, and drama workshops. As one pupil said: 'Getting out of school helps you learn in school'. The curriculum provides for developing healthy lifestyles through two physical education lessons a week, its sporting activities and its healthy eating menus, the tuck shop which is maintained by the pupils in the Community Management Team, and the school garden. The Zone Park outside, divided into three areas including weather-proof display, provides a rich play area for creative development. There is also an abundance of after school clubs including gardening and tennis coaching and a language club for pupils and parents new to the country. This very strong curriculum provides pupils with much enjoyment and a way of broadening their experiences to learn more.

Care, guidance and support are exemplary. An outstanding commitment is made to support and nurture all pupils. The school is welcoming and in every aspect provides a positive atmosphere. There are very good transition arrangements in place for pupils transferring to secondary school and they talk about the welcome they receive on joining. Support and guidance for pupils with special educational needs and/or disabilities are exceptionally good and high aspirations encourage them to reach their full potential. Vulnerable groups develop confidence and individual pupils articulated how well supported they feel. The school's work with external key agencies is exemplary thereby ensuring that vulnerable pupils are well nurtured and protected and have excellent opportunities for learning. Effective strategies are in place to encourage regular attendance and as a result the picture is improving.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</b>
Taking into account: The use of assessment to support learning	2
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>1</b>
<b>The effectiveness of care, guidance and support</b>	<b>1</b>

**How effective are leadership and management?**

Overall, leadership and management are very effective. Senior leaders are working very hard to improve attainment. The tracking of outcomes by individual pupils is excellent, ensuring that each teacher can target individual needs and make effective provision to

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support progress. Awareness of the need to improve writing has brought in new resources and a literacy coordinator who is working across the school monitoring and evaluating and supporting provision; lessons reveal that this strategy is already working well. The leadership team works very hard with good systems to improve attendance. The school has an 'open door' policy for parents, and with regular parents' days, detailed reports home and a regular newsletter it is working hard to engage with parents. Learning logs enable parents to be involved in their child's work. There are opportunities for discussion in the playground. Nevertheless, the acting headteacher recognises that improvements can always be made and plans that the new website will enable more contact. There is an abundance of partnerships including agencies, sports and music, local authority support for French, which impact on achievement, and those enabling pupils to visit secondary schools and university to develop an awareness of their futures. Inclusiveness is at the heart of the school's development which is why all groups achieve so well and feel so well supported. Safeguarding procedures meet requirements very well. The promotion of community cohesion is satisfactory but not yet robust across all types of communities. The school deploys resources well to achieve value for money.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>1</b>
Taking into account: The leadership and management of teaching and learning	1
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>2</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>1</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>1</b>
<b>The effectiveness of safeguarding procedures</b>	<b>1</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>3</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

## Views of parents and carers

Parents and carers who returned the questionnaire were overwhelmingly positive about the school with very few who dissented with the statements therein. These are some of the words used to describe the school: 'fantastic'; 'very happy'; 'child made great



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progress'; 'staff very supportive'; 'I am proud my son goes to Inglehurst'; 'I wouldn't send my children to any other school'. Two parents/carers expressed some concern about 'rough play' in the playground. However, pupils know the codes of conduct at school and are quick to modify their behaviour when reminded by staff or the pupil Community Management Team.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Inglehurst Junior School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school. The inspection team received 79 completed questionnaires by the end of the on-site inspection. In total, there are 234 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	46	58	31	39	0	0	1	1
The school keeps my child safe	51	65	26	33	1	1	0	0
The school informs me about my child's progress	45	57	33	43	0	0	0	0
My child is making enough progress at this school	41	52	34	43	1	1	1	1
The teaching is good at this school	52	66	26	33	0	0	0	0
The school helps me to support my child's learning	43	54	36	46	0	0	0	0
The school helps my child to have a healthy lifestyle	38	48	34	43	5	6	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	42	53	29	37	4	5	1	1
The school meets my child's particular needs	39	49	33	42	2	3	0	0
The school deals effectively with unacceptable behaviour	44	56	26	33	5	6	1	1
The school takes account of my suggestions and concerns	37	47	37	47	0	0	1	1
The school is led and managed effectively	49	62	26	33	0	0	0	0
Overall, I am happy with my child's experience at this school	49	62	28	35	0	0	1	1

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



Friday 5 March 2010

Dear Pupils

Inspection of Inglehurst Junior School, Leicester, LE3 9FS

On behalf of the inspection team who visited your school on 3-4 March 2010 I should like to thank you for your very friendly welcome. We were very impressed with the way you greeted us around the school and talked to us in groups and lessons.

We think that your school provides you with an excellent standard of education and that you make very good progress between when you come into school and when you leave it. Your standard of behaviour is excellent. You know very well how to keep healthy and your school keeps you very safe. At the moment your attendance is average but improving; we think some of you could help by coming to school every day so that attendance figures could rise still further. Pupils in the Community Management Team contribute a lot to the school community. You enjoy your lessons very much and all the activities you do beyond the classroom such as your learning logs, visits and after school clubs. Your teachers provide you with lessons which are good and sometimes outstanding. The school provides outstanding care, guidance and support so that you can do the very best you can.

We have asked your school to do three things to improve it still further. You might like to discuss with staff how you can contribute to the first two.

Make all lessons as good as the best.

Find ways to work in and for more communities.

Write in school policies where and when governors need to update them.

All the very best for the future.

Yours sincerely

Pam Haezewindt

Her Majesty's Inspector

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