

# King Richard Infant and Nursery School

## Inspection report

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|--------------------------------|--------------------|
| <b>Unique Reference Number</b> | 120017             |
| <b>Local Authority</b>         | Leicester City     |
| <b>Inspection number</b>       | 339579             |
| <b>Inspection dates</b>        | 11–12 January 2010 |
| <b>Reporting inspector</b>     | Nina Bee           |

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>                      | Primary                                 |
| <b>School category</b>                     | Community                               |
| <b>Age range of pupils</b>                 | 3–7                                     |
| <b>Gender of pupils</b>                    | Mixed                                   |
| <b>Number of pupils on the school roll</b> | 256                                     |
| <b>Appropriate authority</b>               | The governing body                      |
| <b>Chair</b>                               | Mr Peter Hurst                          |
| <b>Headteacher</b>                         | Mrs Eluned Webb                         |
| <b>Date of previous school inspection</b>  | 2 November 2006                         |
| <b>School address</b>                      | Andrewes Street<br>Leicester<br>LE3 5PA |
| <b>Telephone number</b>                    | 01162621905                             |
| <b>Fax number</b>                          | 01162422236                             |
| <b>Email address</b>                       | office@kingrichards.leicester.sch.uk    |

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|--------------------------|--------------------|
| <b>Age group</b>         | 3–7                |
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## Introduction

This inspection was carried out by four additional inspectors. The inspectors visited 15 lessons for a total of six hours 55 minutes and observed 10 teachers. They held meetings with staff, governors and parents. They talked to children, observed the school's work, and looked at policies, internal and external monitoring evidence, information concerning children's progress, and safeguarding documentation. The responses to 73 parental questionnaires were analysed along with 19 staff questionnaires.

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

- whether learning and progress are outstanding and if all pupils make at least good progress
- the way assessment information is used to move pupils onto the next step of learning
- how effectively staff and governors are involved in school improvement.

## Information about the school

This is an average sized school. Approximately a third of the children are from White British families with the majority of pupils coming from many different backgrounds. There are approximately 40 different languages spoken by the pupils. There is a high number of pupils who are at the early stages of learning English. The proportion of children who are identified with special educational needs and/or disabilities is average. The Early Years Foundation Stage consists of two Nursery and two Reception classes. There has recently been a high turnover of staff.

**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?**

**2**

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

**2**

## Main findings

This vibrant, welcoming school provides a good quality of education. Parents and carers are overwhelmingly supportive of the work of the school. They are particularly impressed with the outstanding way their children are cared for. Adults know each child extremely well and so are able to expertly address every child's specific needs. The childcare provision in the breakfast and after school club is outstanding. Breakfast club, for example, is like having your breakfast at home. A wonderful atmosphere is provided. The radio is on and children of all ages happily eat breakfast alongside each other. In addition, excellent attention is paid to children with food allergies. A large number of children who speak a language different to English at home, and who have different faiths, come to school happily and work and play amicably alongside children from White British families. This is because other languages and faiths are valued by all. Behaviour is good and at times outstanding. Children quickly learn the importance of being respectful towards others. They are given excellent opportunities to become aware of different cultures, for example, as they learn about the numerous world celebrations and festivals. Outstanding links with an impressive range of external agencies and others in the community and wider world enable the school to make an excellent contribution to community cohesion. These links support learning in all areas extremely well and make learning fun and interesting. Children say they feel safe in school. They show an excellent awareness of the need to keep themselves safe. For example, as part of learning about playground safety, they appreciate the need to protect themselves when it is sunny.

Children in the Foundation Stage get off to a good start. By the time they leave school, in Year 2, the majority of children reach above average standards. This represents good progress in relation to their starting points. A few children make outstanding progress. Teaching is good overall but ranges from satisfactory to occasionally outstanding. In satisfactory lessons, learning slows down when activities do not specifically address the needs of all children. Occasionally, teaching assistants are not used effectively, when working in the classroom, so do not always contribute as well to learning as they might. The headteacher has managed the recent staff turbulence extremely well so that children's education has had minimal disruption. At times she has had to lead the school on her own but staffing is now more stable. Despite the school's strenuous efforts in the past to improve attendance, it is still low and results in a few children not doing as well as they should. The school acknowledges there is a need to improve this situation by working more closely with parents and carers of the small minority of poor attendees. As well as successfully addressing issues from the previous inspection, the headteacher and her team have an accurate idea of the school's strengths and areas for development.

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They have improved the outside area so that all children can learn and play in an exciting, outside environment. The school has also maintained good progress, high quality care, guidance and support and good behaviour since the previous inspection. These successes indicate that the school has a good capacity to improve further.

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

- Ensure that all children make at least good progress and receive good quality teaching by:
  - matching activities to pupils' differing abilities and needs
  - ensuring that teaching assistants always contribute effectively to learning.
- Improve attendance by:
  - exploring more deeply the reasons for absence
  - working with parents and carers to devise successful strategies to reduce unauthorised absence.

**Outcomes for individuals and groups of pupils****2**

Children learn effectively because the teaching motivates them and they enjoy coming to school. In addition, relationships between the adults and children are very good and children respond well to the adults' high expectations regarding completing tasks and behaving well. Teachers' planning usually caters effectively for children's individual needs. As a result, children with special needs and those who are at the early stages of learning English make good progress because they are sensitively supported. In satisfactory lessons, learning occasionally slows down when activities are not accurately tailored to meet the needs of all pupils. For example, in a Year 2 mathematics class, when using a number square to count forwards and backwards in tens, a few children found the task hard whilst most found it too easy. Children then lost interest and had difficulty concentrating. Standards in reading, writing and mathematics are above average in Year 2. All children have literacy targets and most children know them. The school has identified the need to develop these in mathematics. All children receive good oral feedback about their work. The best marking clearly informs them what they need to do to improve their work as well as being supportive. Occasionally, children do not get enough specific guidance on how to improve, particularly when writing.

Children develop a good awareness of the need to eat healthily and take regular exercise. They eat healthy lunches and taste foods from all over the world when visitors are invited in from different ethnic groups. Children make a good contribution to the community through their active participation in school life and when they raise money for different organisations. Although children develop good personal skills and most children reach academic levels that are average or above average, a few do not do as well as they should because they do not attend often enough. Although the vast majority of children attend school regularly and punctually, the school's overall attendance rate is adversely affected by the persistent absence of a small minority of

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children and the holidays taken by families during term time.

*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>                                                                                               | 2        |
| The quality of pupils' learning and their progress                                                                            | 2        |
| The quality of learning for pupils with special educational needs and/or disabilities and their progress                      | 2        |
| <b>The extent to which pupils feel safe</b>                                                                                   | <b>1</b> |
| <b>Pupils' behaviour</b>                                                                                                      | <b>2</b> |
| <b>The extent to which pupils adopt healthy lifestyles</b>                                                                    | <b>2</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>3</b> |
| Taking into account:                                                                                                          |          |
| Pupils' attendance <sup>1</sup>                                                                                               | 4        |
| <b>The extent of pupils' spiritual, moral, social and cultural development</b>                                                | <b>1</b> |

## How effective is the provision?

Lessons are well organised and resources are used effectively to promote learning.

Teachers plan lots of opportunities for sports and the arts during the school day and as part of the wide range of extra-curricular activities. Occasionally, the teaching assistants are not given enough to do at the beginning of lessons and then their contribution to learning is minimal. The way the curriculum is enriched by whole school topics, like 'Oh I do like to be beside the seaside', and by inviting interesting visitors into school, is outstanding. Photographic evidence shows much excitement when the children had a beach in the playground in the summer. In addition, they were privileged to watch a sand sculpture developed by an expert.

Information collected on individuals' progress is generally used well to plan lessons although, occasionally, activities do not accurately match all children's needs. The school recognises that planning is occasionally not effective when it does not cater for the wide range of abilities within the class. Teachers assess well through questioning during and

<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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at the end of lessons and children are beginning to self-assess their work. Teaching assistants contribute well to learning when they support individuals or very small groups outside the classroom. Children were seen thoroughly enjoying learning and being well supported as they worked on individual programmes which developed communication and social skills, reading and writing. A good range of intervention programmes are in place so that pupils can improve their basic skills. The programme to support children who have fallen behind with their reading is particularly successful and many children have made outstanding progress. It is run by skilled adults who have an excellent understanding of the teaching of reading.

There is a strong focus on developing personal and social skills as children move through the school. As a result, the school turns out well rounded, polite individuals who get on well with each other and with the adults who help them learn. The outstanding provision for breakfast and after school club gives children daily opportunities to further socialise with each other as they eat and play in a secure, caring and homely environment.

*These are the grades for the quality of provision*

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

## How effective are leadership and management?

The headteacher leads the school extremely well. Equality is generally promoted successfully and her vision, that everyone is treated as an individual and their contribution is respected, is transferred very effectively to children and staff. Staff morale is high because she ensures that everyone's work is valued. The children's welfare and safety are taken seriously and at the time of the inspection the school rigorously fulfilled all safeguarding requirements. Everyone works well together to enable the children to work and play in a safe and secure environment. Outstanding links with others, such as local schools or the many visitors who regularly come in to work with the children, particularly enhance children's personal and social skills. In addition, these links reinforce and develop learning in many areas and make transition to the children's next school run smoothly. Staff are ambitious and have a high commitment to improvement and, along with the governors, are all involved in school development. Governors are well informed and so are able to support and challenge the school effectively. The school is a cohesive community and the curriculum makes an outstanding contribution to promoting community cohesion by ensuring that children have many opportunities to learn about other cultures in Leicester and further afield.

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The school engages successfully with its parents and carers, many of whom come into school as volunteers.

*These are the grades for leadership and management*

|                                                                                                                                                                      |          |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|
| <b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>                                                                  | <b>2</b> |
| Taking into account:<br>The leadership and management of teaching and learning                                                                                       | 2        |
| <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>2</b> |
| <b>The effectiveness of safeguarding procedures</b>                                                                                                                  | <b>2</b> |
| <b>The effectiveness with which the school promotes community cohesion</b>                                                                                           | <b>1</b> |
| <b>The effectiveness with which the school deploys resources to achieve value for money</b>                                                                          | <b>2</b> |

## Early Years Foundation Stage

Induction procedures are good. As a result, even the youngest children come into school keen and eager to start playing and learning each day. Attainment on entry is below the levels expected for the children's ages and well below in elements of communication, language and literacy, problem solving, reasoning and number, and personal and social skills. By the time they start in Year 1, the majority of children reach levels that are broadly average. This represents good progress and is the result of good teaching. Activities are well planned and interesting. Consequently, children are enthusiastic and develop positive attitudes to learning. Younger children were seen interacting well as they dressed up and imagined they were working in a police station. Others were well supported by an adult as they listened attentively and followed instructions to make fire engines from recyclable materials. Older children sat attentively and read their sentence of the week. They were effectively supported by the teacher who focused well on the importance of basic punctuation when writing a sentence.

As well as an exciting learning environment inside, the safe and secure outside area has been very well developed to provide learning in all areas. Children are given clear guidance on how to record work in books as they develop basic writing, numeracy and information and communication technology skills. They are given good opportunities to make marks on paper and later develop a good understanding of what letters and



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numbers look like. Marking of children's work is always supportive and often informative. As they get older, children are not always given enough guidance on how to form letters properly, particularly as they write their names. Behaviour is good and at times outstanding, because personal and social skills are expertly promoted in all that the children do. There are excellent arrangements to ensure the health and safety of the children. All adults have a secure understanding of how these young children learn and the importance of keeping them safe. Detailed records are kept on each child which show steps in progress well and if additional support is needed. The Early Years Foundation Stage is well managed. Sessions are well organised and so they run smoothly.

*These are the grades for the Early Years Foundation Stage*

|                                                                                    |          |
|------------------------------------------------------------------------------------|----------|
| <b>Overall effectiveness of the Early Years Foundation Stage</b>                   | <b>2</b> |
| Taking into account:                                                               |          |
| Outcomes for children in the Early Years Foundation Stage                          | 2        |
| The quality of provision in the Early Years Foundation Stage                       | 2        |
| The effectiveness of leadership and management of the Early Years Foundation Stage | 2        |

**Views of parents and carers**

Almost all parents and carers who returned questionnaires and those who spoke to an inspector are happy with all that the school does to support their children. They are unanimous in the view that their children are kept safe in school and are very happy with the progress they are making. Parents and carers of the children in the Foundation Stage say that they are pleased with how quickly their children settle into school routines and how happy they are to come to school. Those who send their children to the breakfast and after school clubs are very pleased with the provision that is offered. The very large majority of parents and carers agree that the school meets their children's particular needs and feel they are kept well informed about their progress.

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

Ofsted invited all the registered parents and carers of pupils registered at King Richard Infant and Nursery 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 73 completed questionnaires by the end of the on-site inspection. In total, there are 256 pupils registered at the school.

| Statements                                                                                                                                                                                                                      | Strongly Agree |    | Agree |    | Disagree |   | Strongly disagree |   |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|----|-------|----|----------|---|-------------------|---|
|                                                                                                                                                                                                                                 | Total          | %  | Total | %  | Total    | % | Total             | % |
| My child enjoys school                                                                                                                                                                                                          | 49             | 67 | 22    | 30 | 2        | 3 | 0                 | 0 |
| The school keeps my child safe                                                                                                                                                                                                  | 47             | 64 | 26    | 36 | 0        | 0 | 0                 | 0 |
| The school informs me about my child's progress                                                                                                                                                                                 | 40             | 55 | 27    | 37 | 4        | 5 | 0                 | 0 |
| My child is making enough progress at this school                                                                                                                                                                               | 36             | 49 | 35    | 48 | 0        | 0 | 0                 | 0 |
| The teaching is good at this school                                                                                                                                                                                             | 47             | 64 | 25    | 34 | 1        | 1 | 0                 | 0 |
| The school helps me to support my child's learning                                                                                                                                                                              | 39             | 53 | 28    | 38 | 3        | 4 | 0                 | 0 |
| The school helps my child to have a healthy lifestyle                                                                                                                                                                           | 30             | 41 | 39    | 53 | 1        | 1 | 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) | 31             | 42 | 35    | 48 | 3        | 4 | 0                 | 0 |
| The school meets my child's particular needs                                                                                                                                                                                    | 33             | 45 | 33    | 45 | 4        | 5 | 0                 | 0 |
| The school deals effectively with unacceptable behaviour                                                                                                                                                                        | 37             | 51 | 35    | 48 | 0        | 0 | 0                 | 0 |
| The school takes account of my suggestions and concerns                                                                                                                                                                         | 31             | 42 | 35    | 48 | 2        | 3 | 1                 | 1 |
| The school is led and managed effectively                                                                                                                                                                                       | 40             | 55 | 32    | 44 | 0        | 0 | 0                 | 0 |
| Overall, I am happy with my child's experience at this school                                                                                                                                                                   | 47             | 64 | 25    | 34 | 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

|                      | Overall effectiveness judgement (percentage of schools) |      |              |            |
|----------------------|---------------------------------------------------------|------|--------------|------------|
| Type of school       | 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.**



12 January 2010

Dear Children

Inspection of King Richard Infant and Nursery School, Leicester, LE3 5PA

We thoroughly enjoyed our visit to your school. It was so nice meeting all the people who help you to learn and talking to you all. We think your school is bright and cheerful and a lovely place to learn. The outdoor area where you can play is great. Your parents think you go to a good school and we agree with them.

These are the main things we found out about your school.

When you start school you settle in quickly and do well.

Teaching is good and so you learn well.

Behaviour is good and sometimes excellent, especially in assemblies.

You learn lots about the importance of being kind towards each other and being polite and respectful to adults.

You have great opportunities to learn about the different languages and religions, not only in Leicester but also in the rest of the world.

The way you are looked after and cared for is outstanding and your parents agree.

Teachers plan lots of very exciting things for you to watch and do. What fun you older ones had watching that clever lady making a sand sculpture.

You have an excellent understanding of why you should keep yourself safe.

By the time you leave you reach higher levels than those expected for your age.

We have asked the school to do a few things to improve the education you receive.

Check that you receive extra support from an adult if necessary, as well as activities that are not too easy or too hard, so that you all make good progress, particularly in Years 1 and 2.

Talk to your parents to make sure that you all come to school every day so that you all have the opportunity of doing well.

You can help by always working hard. Keep smiling as you learn and play in your lovely school.

Best wishes

Nina Bee

Lead inspector

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