

# Humberstone Infant School

Main Street, Humberstone, Leicester, LE5 1AE

**Inspection dates** 12–13 September 2013

|                                |                      |                             |          |
|--------------------------------|----------------------|-----------------------------|----------|
| <b>Overall effectiveness</b>   | Previous inspection: | Satisfactory                | 3        |
|                                | This inspection:     | <b>Requires improvement</b> | <b>3</b> |
| Achievement of pupils          |                      | Requires improvement        | 3        |
| Quality of teaching            |                      | Requires improvement        | 3        |
| Behaviour and safety of pupils |                      | Good                        | 2        |
| Leadership and management      |                      | Requires improvement        | 3        |

## Summary of key findings for parents and pupils

### This is a school that requires improvement. It is not good because

- Pupils' progress is not consistently strong across the school. It varies too much in Key Stage 1 due to inconsistencies in the quality of teaching.
- Teachers do not always ask probing questions to check pupils' understanding in lessons, and they do not comment precisely on what pupils have learnt and what they should do next.
- Pupils' achievement in speaking and listening requires improvement. Teachers do not pay enough attention to improving skills such as fluency in speaking and discussion about the mathematical calculations pupils make.
- Teachers do not always set work that provides suitable challenge for all groups of pupils. In some lessons their introductions are too long and slow down the pace of pupils' learning.
- Checks made by senior leaders and the governing body do not focus enough on the impact of teaching on pupils' achievement, particularly of different groups.
- A small minority of pupils do not attend school regularly.

### The school has the following strengths

- The new interim headteacher has quickly made an accurate assessment of the school's strengths and weaknesses. His initial actions and priorities are the right ones.
- Teaching in the Early Years Foundation Stage is consistently good. As a result, children in Nursery and Reception do well.
- Pupils' attitudes to learning are mostly positive. Behaviour is good and pupils say they feel safe at school.
- Pupils' reading is getting stronger. Most pupils know how to go about reading unfamiliar words.
- A good use of visits to places of interest extends and enriches the breadth of pupils' learning.
- Parents and carers speak warmly of their links with the school and the ease with which they can approach staff.

## Information about this inspection

- Inspectors observed 20 lessons or parts of lessons, including three observed jointly with senior leaders.
- Meetings were held with a selected group of pupils, the Chair of the Governing Body, senior leaders and subject leaders. The lead inspector met a representative of the local authority.
- Inspectors looked at a wide range of school documents, including the school's own data concerning pupils' recent and current progress, planning and monitoring documentation, and records relating to behaviour, attendance and safeguarding arrangements.
- Inspectors took into account 12 responses to the online Parent View questionnaire, together with the school's own surveys of parents' views. Two inspectors talked informally with 20 parents and carers in the playground at the start of the second day of the inspection.
- Inspectors also considered 25 questionnaires returned by staff.

## Inspection team

|                                |                      |
|--------------------------------|----------------------|
| Krishan Sharma, Lead inspector | Additional Inspector |
| Fiona Parr                     | Additional Inspector |
| Renee Robinson                 | Additional Inspector |

## Full report

### Information about this school

- This school is larger than the average-sized primary school.
- Half of pupils come from a wide range of minority ethnic groups, with pupils of Indian background being by far the largest group. Nearly two in five pupils speak English as an additional language, although only a few are at the early stages of learning English.
- The proportions of pupils who are supported through school action, and those supported at school action plus or through a statement of educational needs, are below average.
- The proportion of pupils known to be eligible for pupil premium funding is below average. This is extra funding provided by the government to support certain groups of pupils. In this school it currently applies only to pupils known to be eligible for free school meals.
- There is a breakfast club at the school, which is not managed by the governing body and was not part of this inspection.
- The school has experienced considerable staff changes. The interim headteacher and three newly qualified teachers joined the school at the beginning of this term. The deputy head was appointed at Easter 2013. The subject leader for mathematics is not yet in place. The leadership of the governing body has also seen changes. There have been two Chairs since the last inspection. The current Chair took up her position at the beginning of this term.

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

- Make teaching good or better so that pupils, especially in Key Stage 1, make consistently strong progress by making sure that teachers:
  - set tasks that are clear and are at the right level for all groups, including the most able
  - ask searching questions to check and deepen pupils' understanding in lessons
  - assess and comment precisely on what pupils have achieved during lessons and in their written work, and guide them clearly on to the next stage of their learning
  - shorten their instructions and explanations to enable pupils to work on their own for longer and to work at a faster rate.
- Improve pupils' achievement in their speaking and listening skills by:
  - engaging pupils in extended conversations about their work during all lessons
  - maximising opportunities for pupils to gain greater fluency in their spoken language and reasoning across all subjects, particularly in mathematics
- Strengthen leadership and management by making sure that:
  - senior leaders check the progress different groups make during their observation of teaching and reviews of pupils' written work, and give clear feedback to teachers on the impact their teaching has on pupils' learning and progress
  - governors refine their monitoring skills to gain a fuller picture of the school's performance, including details of its weaknesses, and that they hold senior leaders to account for them.
- Work more closely with parents and families of pupils whose attendance is erratic, to make sure that attendance rises to at least the national average for primary schools.

## Inspection judgements

### The achievement of pupils requires improvement

- Despite good progress and significantly above average results at the end of Year 2 in the recent past, pupils' current progress varies too much, particularly during Key Stage 1, for their achievement to be good. Although there have been recent staff changes in this key stage, it is the lack of clarity in teachers' planning that holds back pupils' learning and progress, including that in English and mathematics.
- Pupils' progress in developing speaking and listening skills requires improvement. They are keen to talk, but many of them do not express themselves with fluency. Adults do not always make the best use of available opportunities to engage them in deeper conversation. Occasionally adults do not guide pupils enough on the correct use of spoken English.
- In mathematics progress is improving but not in all aspects of pupils' mathematical learning. Pupils enjoy working with number and often calculate correctly but their skills in explaining how they made their calculations are uncertain.
- In the 2012 Year 2 national tests the gap in attainment in reading, writing and mathematics between pupils known to be eligible for free school meals and other groups was larger than that found nationally, particularly in reading and writing. The school's 2013 provisional data shows that this gap is narrowing in both English and mathematics. Pupil premium funds are specifically targeted to provide suitable one-to-one and small group activities.
- Most disabled pupils and those who have special educational needs make the expected progress. The extra support is specifically planned to meet their identified needs and it is helping them to narrow the gap in their attainment.
- The most able pupils in the school are progressing well, but not in all classes due to inconsistencies in teaching.
- Children in Nursery make a good start from their starting points, which are usually slightly below the levels expected for their age. Most continue to make good progress in Reception. The proportion of children achieving and exceeding the expected level of development has been increasing year-on-year. As a result, children are well prepared for Year 1. This is particularly evident with children who come to school with limited English.
- Progress in reading is improving. Pupils' knowledge of phonics (linking letters and the sounds they make) is getting stronger. In 2012, the proportion of Year 1 pupils reaching the expected standard in the national phonics test was slightly lower than nationally. The 2013 provisional figures show a modest rise. Both confident and weaker readers know how to sound out and build unfamiliar words.
- Pupils' writing is improving. Most can write and sequence simple sentences. Their grasp of basic punctuation is getting stronger.
- The pupils of Indian background and those who speak English as an additional language make good progress. As a result, their achievement compares favourably with other groups in the school.

**The quality of teaching requires improvement**

- Teaching requires improvement because it is not good in all classes and some of the weaknesses identified in the previous report remain. The inconsistencies in teaching lead to variable achievement. Although teachers take the lead in the planning of lessons, teaching assistants contribute to it to meet the specific needs of pupils they often work with, including those being supported through pupil premium funding.
- In lessons that require improvement work planned is not pitched at the right level for all groups of pupils. Consequently, some pupils do not make the best possible progress. Teachers do not probe pupils' understanding deeply enough and their verbal comments are not always precise enough to guide pupils on to next steps in their learning. Teachers' overly lengthy instructions do not leave enough time for pupils to work on their own and to learn at a brisk pace.
- Marking is regular and teachers invest a great deal of time. However, they do not always assess and comment on the extent to which pupils have learnt the main ideas of the lesson. This means that assessment made and guidance given to pupils in their written work does not always lead to improvement over time.
- Teaching is consistently good in the Early Years Foundation Stage and it has some outstanding features. Adults plan activities that interest children. They are highly skilled in observing children at work and play and use this information to plan the next steps in their learning. Adults successfully promote good relationships and attitudes which create a positive climate for learning. In the better lessons in Key Stage 1, teachers check pupils' progress thoroughly and their explanations are precise. Their interventions move pupils' learning further.
- Typically, teachers expect pupils to work hard and concentrate on their work. They promote good relationships and attitude to work, and provide numerous opportunities for pupils to work with others.
- The teaching of disabled pupils and those who have special educational needs, and those known to be eligible for pupil premium funding, is carefully planned to improve their basic skills and to enhance equal opportunities for them to succeed. Work planned does not always challenge the most able enough to make the best possible progress.

**The behaviour and safety of pupils are good**

- Positive attitudes to learning are a consistent feature in the life of this school. Even in lessons which do not capture their interest, disruption in pupils' learning is rare. Pupils can be trusted to get on with their work and cooperate with each other and adults.
- Children in Nursery and Reception get on well with each other. They are enthusiastic about all the activities provided for them. They behave responsibly in groups or when working independently.
- Pupils' behaviour is good and they know what adults expect of them. In lessons and around the school pupils are considerate towards each other and adults. The management of behaviour is consistent. Overwhelmingly, parents and carers are well pleased with the standards of behaviour in the school.
- Pupils feel safe at school and understand that they have a responsibility towards each others' safety. They say that bullying is rare and it is dealt with promptly, if and when it occurs. Pupils are aware of the forms bullying can take, such as that which involves name-calling or misuse of

the internet or that which is prejudice-based.

- Attendance continues to improve, but remains low. Senior leaders and the governing body remain alert to working with a small number of families who contribute disproportionately to the overall absenteeism and irregular attendance.

### **The leadership and management**

### **requires improvement**

- The impact of leadership and management has not been effective enough to move the school forward since its last inspection. Some of the weaknesses relating to the quality of teaching, pupils' achievement and the effectiveness of subject leaders still remain.
- Lesson observations and the review of pupils' written work do not critically examine the impact of teaching on pupils' progress, particularly of different groups present in the school. This lack of rigour has led to a somewhat generous view of the quality of teaching in the school.
- Since his arrival, the interim headteacher has brought a sense of urgency by putting in place priorities for improvement that include securing at least good progress across the school and strengthening checking systems to gain a deep and accurate understanding of the school's performance. These reflect the school's emerging capacity for further improvement.
- Pupils' progress is analysed and the resulting information is used to allocate extra help for those pupils who have special educational needs and others who are supported by pupil premium funding. The recent data shows that extra support has helped these groups to catch up with others and the school has been able to secure equality of opportunity for them. Data collected also help the senior leaders to maintain an overview of how the most able are progressing. The school has made appropriate arrangements to use the new primary school sport funding and to evaluate its impact. Once funding is received it is planned that pupils will experience a wider range of activities led by sports specialists.
- Performance management arrangements being considered are set to take into account the contribution teaching makes to pupils' learning and achievement. These are clearly designed to inform decisions on teachers' pay. Senior leaders and the governing body are aware of the need to align staff training with these arrangements.
- The range of subjects and activities taught rightly focus on developing pupils' basic skills as well as their personal development. Pupils' physical wellbeing features strongly in the life of the school. The broad provision also includes enrichment activities, such as art, music, numerous educational visits and visitors to school. Together with the basic curriculum, they promote pupils' spiritual, moral, social and cultural development.
- The school fosters good links with parents and works with them to help their children's achievement at school.
- The local authority has provided worthwhile and effective support in developing classroom practice in the Early Years Foundation Stage. The interim headteacher has also drawn on its support during the current transitional period.
- **The governance of the school:**
  - Governors are aware of the school's many strengths, but they are less clear about the detail of its weakness in teaching and pupils' achievement. As a result, they have not been able to fully use this information to hold senior leaders to account for them. The governing body looks into

the pupils' performance data and, in general, understands how different groups are faring. Governors are in the process of finalising the schools' performance management arrangements and are fully aware of the need to establish clear links between teachers' performance and their pay. The governing body ensures that safeguarding arrangements meet requirements. Its members recognise that further training will assist them to check robustly the work of the school.

## What inspection judgements mean

| School  |                      |  |
|---------|----------------------|--|
| Grade   | Judgement            | Description  |
| Grade 1 | Outstanding          | An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.   |
| Grade 2 | Good                 | A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.   |
| Grade 3 | Requires improvement | A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.   |
| Grade 4 | Inadequate           | <p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p> |

## School details

|                                |           |
|--------------------------------|-----------|
| <b>Unique reference number</b> | 120012    |
| <b>Local authority</b>         | Leicester |
| <b>Inspection number</b>       | 424989    |

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

|  |   |
|--|---|
| <b>Type of school</b>                      | Infant                                  |
| <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> | 354                                     |
| <b>Appropriate authority</b>               | The governing body                      |
| <b>Chair</b>                               | Robina Newcombe                         |
| <b>Headteacher (Interim)</b>               | Yusuf Campbell                          |
| <b>Date of previous school inspection</b>  | 12 September 2011                       |
| <b>Telephone number</b>                    | 0116 2767648                            |
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