



Humberstone Infant School

Inspection report

Unique Reference Number 120012
LEA Leicester City

Inspection number 274767
Inspection dates 6 - 7 June 2005
Reporting inspector Sandra Tweddell

Inspection deemed to have been carried out under section 10 of the School Inspections Act 1996 according to section 12(3) of the same act.

Type of School	Infant	School address	Main Street
School category	Community		Humberstone
Age range of pupils	3 - 7		Leicester
			LE5 1AE
Gender of pupils	Mixed	Telephone number	0116 2767648
Number on roll	341	Fax number	0116 2765860
Appropriate authority	The governing body	Chair of governors	Mrs R Newcombe
Date of previous inspection	September 1999	Headteacher	Mrs D Myers

Age group	Published	Reference no.
3 - 7	July 2005	274767

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Introduction

The inspection was a pilot of the new arrangements for inspection announced by Ofsted in its consultation paper of February 2004. It was carried out with the support and co-operation of the staff of Humberstone Infant School and of the local education authority.

The inspection was carried out by three additional inspectors.

Description of the school

This is a large infant school with 341 pupils on roll, 167 of whom are in the foundation stage. It is situated on the edge of Leicester and takes pupils from a wide background, many from beyond the immediate catchment area. A high number of pupils, 43 per cent, are from minority ethnic groups, including Indian and Caribbean heritages. A large number of children on entry are new to English. The school has a very small number of pupils who are looked after. The number of pupils eligible for free school meals is about average. Fewer pupils have learning difficulties and disabilities than in most schools.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

This is an outstanding school that gives very good value for money. The judgment by the school is overcautious as staff modestly rated themselves as very good. Parents and carers rate the school highly, seen in the response to questionnaires and in the oversubscription. Children enjoy coming to school and are increasingly involved in making decisions about their work, such as evaluating how well they have done. Pupils make very good progress, both in academic and personal development because the leadership and management, teaching, learning and the curriculum are excellent. Children in the foundation stage are very well prepared to enter Year 1 because of the very high quality of provision.

The headteacher is a very effective leader who is strongly committed to all staff being involved in decisions about the school and leadership at all levels is very good. As a result, staff are confident to try out new ideas to raise standards of academic work and personal development further. Governance has many strong features and governors have recognised the need to tighten their approach to monitoring the curriculum. Pupils are cared for very well and a feature of this is the very strong links with other organisations. One of the many strengths of the school is the sensitivity of all staff to the needs of the different groups of pupils.

There has been good improvement since the last inspection. Working groups were set up to tackle attendance, writing and equality of access. The latter two have improved greatly. Although attendance is still well below average, the school has had some success in encouraging all parents to send their child to school regularly. The very strong team work and the willingness to explore new ideas to raise standards to the highest level means that the school is extremely well placed to continue to improve.

Grade: 1

What the school should do to improve further

- Strengthen the role of governors by making formal the systems for monitoring the curriculum provision.
- Continue to work with parents who do not send their children to school regularly.
- Raising standards for the children who attain low standards.

Achievement and standards

Many children enter the school at the age of three, so are at very early stages of learning. Also, many children have much ground to make up. The youngest children do very well, so by the time they reach Year 1 they have almost reached the standards they are expected to reach. They do particularly well in speaking, listening and personal and social development. Older pupils do very well and most reach above average standards by the age of 7. Attendance is well below average, but staff work hard to enable children to catch up. The more and least able, most pupils with learning difficulties and disabilities, the large number of pupils for whom English is a new language, boys and girls, children who are looked after and those from the range of minority ethnic backgrounds all make equally good progress. As a result, pupils are given a good start to play their part in the community.

Over the past few years, standards have risen more than in most schools. Last year, at the end of Year 2, standards in comparison with similar schools, were very much higher in reading and writing and much higher in mathematics. The inspection found that although pupils make very good progress, standards are not as high this year, as there are more children who need support to learn effectively than there were last year. The school has met, and sometimes exceeded, the targets it has set. Standards are generally high across all subjects, and work in some creative subjects is of a very high standard.

Grade: 1

Personal development and well-being

Pupils behave well, are enthusiastic in lessons, keen to answer questions and inquisitive. They enjoy being at school. They have very good opportunities to take part in physical exercise and know how to be healthy. Pupils become self reliant and opportunities for this are being expanded.

The pupils' spiritual, social, moral and cultural development is excellent. There are many outstanding opportunities for cultural development. The school has very effective systems for encouraging pupils to behave well, to share and work together. All pupils are well prepared to play a full part in their communities. They report that they are happy, feel safe at school and can talk to many adults if they feel the need.

Attendance is well below average. This is partly due to parents and carers of younger children not recognising the value of getting children to school. However, the school makes every effort to encourage habits of regular attendance and is having some success.

Grade: 1

Quality of provision

Teaching and learning

Teaching and learning are excellent, which is why all groups of pupils do so well. One of the best features is that staff carefully assess how well pupils are learning and use the information to gear the work to their needs. Teachers are aware of individual pupils' needs and this is evident in their questioning skills, as they target specific pupils with questions related to their different levels of understanding.

Support staff are well deployed and very effective in the help they offer pupils in groups or with learning difficulties and disabilities. Much teaching provides pupils with a clear understanding of what they are expected to learn. This happened in a lesson in Year 1 where pupils were entranced by the teacher's reading of a story, and had very good opportunities to develop their speaking and listening skills. Teachers are skilled at motivating boys and girls so that both groups learn equally well.

Across the school, teachers have very high expectations of work and behaviour. They plan very effectively and use time well so that pupils do not become restless. Above all, lessons are exciting and fun so that the pupils want to learn.

Grade: 1

Curriculum and other activities

The school offers pupils an excellent curriculum that is very rich and varied, with a very strong emphasis on English literacy and numeracy. Provision for pupils who have special education needs is very good. The curriculum is made interesting through a good range of trips, a growing range of clubs, especially in sport and by special events such as arts days. The school makes outstanding provision to help pupils keep healthy and safe. There is a very effective curriculum for personal, social and health education, and particular attention

has been given to making playtimes energetic and fun. The facilities for this are very good and with the help of the school council very well used. Pupils are very well prepared for junior schools because of close links. The exciting curriculum is one reason for the high standards.

Grade: 1**Care, guidance and support**

Overall, the care and support provided for pupils are outstanding and make a very significant contribution to the progress they make. The feedback pupils receive on their work is very good and as a result most pupils know what they need to do to improve. Child protection arrangements are well established and the links with a range of outside agencies have a positive impact on the work of the school. In the playground, pupils have access to a wide range of activities designed to keep them active and healthy as well as improve their personal and social development. Health and safety matters are paramount. Children who are looked after by the local authority are very well supported. The provision for pupils with learning difficulties and disabilities and for pupils for whom English is an additional language is very good.

Pupils receive very good levels of support in their work and over any personal issues that may arise and are very happy to be at the school.

Grade: 1**Leadership and management**

Leadership and management are excellent. The headteacher is committed to all staff being involved in making decisions and this has led to very strong team work at all levels of the school. Staff have a very good understanding of the strengths of the school and where it needs to improve. Staff seek the views of parents and pupils through questionnaires and these views are taken into account in the school improvement plan. Governance is good. Strengths include a strong commitment to the school and good systems for much of governors' work. In order to make their work even better governors have planned to further develop their monitoring of the curriculum. The very strong teamwork across the school coupled with enthusiasm and dedication of staff are important factors in the very strong capacity of the school to make further improvements.

There is a good match of staff to the curriculum and the needs of specific groups of pupils. Governors take care when appointing, to ensure that pupils are safe. The school offers a very attractive and stimulating environment for learning, although there have been difficulties with additional accommodation for the very young children which are being resolved. Staff and resources are deployed very well to promote high standards and the school gives very good value for money.

Grade: 1

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INSPECTION JUDGEMENTS

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate.	School Overall
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OVERALL EFFECTIVENESS

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	1
How well does the school work in partnership with others to promote learners' well-being?	1
The quality and standards in the Foundation Stage	1
The effectiveness of the school's self-evaluation	2
The capacity to make any necessary improvements	Yes
Effective steps have been taken to promote improvement since the last inspection	Yes

ACHIEVEMENT AND STANDARDS

How well do learners achieve?	1
The <i>standards</i> reached by learners	2
How well learners' make <i>progress</i> , taking account of any significant variations between groups of learners	1
How well learners with learning difficulties and disabilities make progress	1

PERSONAL DEVELOPMENT AND WELL-BEING

How good is the overall personal development and well-being of the learners?	1
The extent of learners' spiritual, moral, social and cultural development	1
The behaviour of learners	2
How well learners enjoy their education	1
The extent to which learners adopt safe practices	1
The extent to which learners adopt healthy lifestyles	2
The extent to which learners make a positive contribution to the community.	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

THE QUALITY OF PROVISION

How effective are teaching and learning in meeting the full range of learners' needs?	1
How well do the curriculum and other activities meet the range of needs and interests of learners?	1
How well are learners cared for, guided and supported?	1

LEADERSHIP AND MANAGEMENT

How effective are leadership and management in raising achievement and supporting all learners?	1
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	1
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1
How effectively and efficiently resources are deployed to achieve value for money	1
The extent to which governors and other supervisory boards discharge their responsibilities	2
The adequacy and suitability of staff to ensure that learners are protected	Yes

The extent to which schools enable learners to be healthy	
Learners are encouraged and enabled to eat and drink healthily.	Yes
Learners are encouraged and enabled to take regular exercise.	Yes
Learners are discouraged from smoking and substance abuse.	Yes
Learners are educated about sexual health.	Yes
The extent to which providers ensure that learners stay safe.	
Procedures for safeguarding learners meet current government requirements.	Yes
Risk assessment procedures and related staff training are in place.	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism.	Yes
Learners are taught about key risks and how to deal with them.	Yes
The extent to which learners make a positive contribution	
Learners are helped to develop stable, positive relationships.	Yes
Learners, individually and collectively, participate in making decisions that affect them.	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
The extent to which schools enable learners to achieve economic well-being	
There is provision to promote learners' basic skills.	Yes
Learners have opportunities to develop enterprise skills and work in teams.	Yes
Careers education and guidance is provided to all learners in Key Stage 3 and 4 and the sixth form.	NA
Education for all learners aged 14-19 provides an understanding of employment and the economy.	NA

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Humberstone Infant School
Main Street
Humberstone
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7 June 2005

Dear Children

We were very pleased to visit your school a couple of weeks ago. Thank you for looking after us so well and thank you also to those who talked to us about your school.

You told us that most of you are happy to come to school and we can see why. You go to an excellent school. Your teachers work hard to make sure that your lessons are interesting and fun, so you learn about many new things. All the adults in the school look after you very well and many of you told us that you can talk to many people who will help when you are upset or worried about something. We were particularly impressed by all the exciting work in the classrooms and corridors. In fact, we all wanted to go into the jungle in the corridor to look at the wildlife!

We were sad that a few of you miss school frequently and we have asked your teachers to keep working with your families so that all of you can do as well as you possibly can. We have also asked the governors of your school to write down all the exciting things they see on their visits, so they have a record of what they have seen.

You have an excellent headteacher who works very hard to make your school an exciting place and because of this you are all doing very well indeed.

We thoroughly enjoyed our visit and we wish you every success in the future.

Yours sincerely

Sandra Tweddell
Reporting Inspector