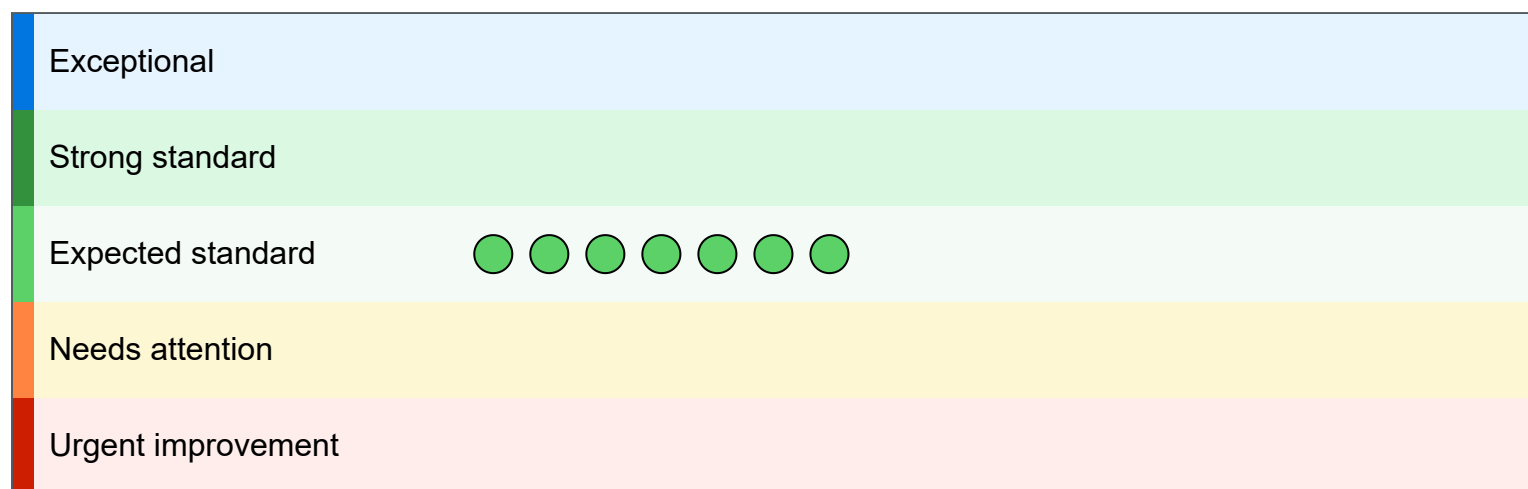


# Inglehurst Infant School

Address: Ingle Street, Leicester, Leicestershire, LE3 9FS

Unique reference number (URN): 150026

## Inspection report: 12 May 2026



### ✔ **Safeguarding standards met**

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, pupils are made safer and feel safe.

#### **How we evaluate safeguarding**

When we inspect schools for safeguarding, they can have the following outcomes:

- **Met:** The school has an open and positive culture of safeguarding. All legal requirements are met.
- **Not met:** The school has not created an open and positive culture of safeguarding. Not all legal requirements are met.

## Expected standard

### Achievement

Expected standard 

Pupils generally make suitable progress from where they start. In reading and writing, many pupils develop better accuracy and fluency over time. For example, regular practice helps pupils improve their spelling and handwriting. Significant improvement in the early years means that pupils now start key stage 1 much more ready to learn.

Achievement is improving. Published phonics outcomes are broadly in line with schools in a similar context. Still, these outcomes remain below the national average.

Work in pupils' books shows they build knowledge across subjects and remember previous learning. However, pupils' progress in securing important foundational knowledge in writing is more evident in English than in wider subjects, like history. Teachers identify gaps in foundational knowledge and misconceptions but do not follow this up consistently well. This means that knowledge is not always secured as effectively as it could be. Some pupils, especially those with gaps in their reading knowledge, need more practise to catch up.

### Attendance and behaviour

Expected standard 

Attendance is broadly average, with most pupils attending regularly. Leaders understand the attendance patterns in detail and know the barriers some pupils face. These often relate to complex family circumstances. Leaders build strong relationships with families and offer support, including access to the nurture provision and individual attendance plans. This helps some pupils attend more regularly, especially those with anxiety based or emotional needs. Leaders also take further action when needed, including working with external professionals where necessary. Despite the school's robust systems and processes, persistent absence remains higher than leaders would like for some pupils.

Pupils behave well in lessons and around the school. They follow clear routines and understand what staff expect. Pupils show respect to each other and to adults. They work well together and stay focused on their learning. The school feels calm and orderly. Pupils say behaviour is usually good and that adults deal with any problems, including unkind behaviour, quickly. Staff manage behaviour well and receive training to help them do this. Leaders track behaviour carefully and offer extra support to pupils who need it. This support is effective and helps pupils learn strategies to start to manage their own emotions and behaviour.

### Curriculum and teaching

Expected standard 

Leaders have designed a curriculum that focuses on helping pupils learn key knowledge step by step. Leaders have introduced a new approach to writing. This focuses on spelling, handwriting and early writing skills. Teachers model writing clearly and focus on pupils securing the foundations, such as forming their letters correctly.

Reading is taught through a clear and structured programme. Pupils read books that match the sounds they know. This helps them build fluency and accuracy. Staff give extra reading

time in school to pupils who do not read at home. Some pupils need more help with blending sounds when they read.

In mathematics, teachers teach number knowledge clearly. They use practical resources to help pupils understand new ideas. Teachers model the correct language and expect pupils to use it in their answers. This helps pupils explain their thinking.

During lessons, teachers check pupils' understanding by asking questions and giving extra explanations to deal with errors. Staff make suitable adaptations so that pupils with additional needs can take part in learning.

Across the school, teaching is typically effective. However, in some subjects in the wider curriculum, teachers do not check and build pupils' knowledge as carefully as they do in English.

## Early years

Expected standard 

Children get off to a secure start in the early years. Leaders understand children's starting points and set high expectations. Children make positive progress, particularly in language, reading and early writing. The curriculum is carefully planned and focuses on communication, early reading and independence. This meets the needs of children well, especially as many start with low language skills.

Children form positive relationships with staff and each other. Staff create a language-rich environment. They talk with children throughout the day and introduce new words clearly. They use stories, repetition and discussion to help children learn. As a result, children talk more confidently and share their ideas. They can explain their learning and recall what they have done.

Staff teach early reading clearly and in a structured way. In Nursery, staff focus on listening and early language skills. Children in Reception learn phonics daily and use this to read simple books. This helps them to build effective early reading skills.

The setting is calm and purposeful. Children become independent and take part in activities with confidence. Staff support learning well by modelling and guiding children's thinking. Leaders use assessment well to plan next steps. Children are very well prepared for key stage 1.

## Inclusion

Expected standard 

Leaders make sure that pupils with a wide range of needs succeed. They use information from families, previous settings and regular reviews to identify needs early. Leaders plan support step by step and involve outside professionals when needed. Staff follow clear processes to raise concerns and act quickly.

Leaders use additional funding well. This includes the pupil premium grant, which is used to support disadvantaged pupils with their learning, language development and wellbeing. Pupils who are looked after or known to social care receive carefully planned support.

Leaders track pupils' progress closely and adjust support, wherever necessary, to give every pupil the best opportunity to succeed.

Pupils with special educational needs and/or disabilities receive support in a range of ways. The school has created 'the Nest' provision, along with a sensory room, soft play and a calm room. These give pupils safe spaces, when they feel overwhelmed. Staff know the pupils well and help them settle and take part in learning. Visual timetables, clear routines and communication tools help pupils understand the day.

Teachers include pupils in lessons. They adapt work and use extra adults well so pupils learn alongside their classmates. Some pupils follow personalised programmes that focus on closing gaps in knowledge.

## **Leadership and governance**

**Expected standard** 

Leaders and those responsible for governance know the school well. They understand its strengths and the areas that need to improve. Since the previous inspection, leaders have created clear plans and taken the right actions to improve the quality of education. Leaders place pupils at the centre of their decisions and act in their best interests at all times.

Leaders have built a positive and supportive culture. Staff feel valued, listened to and supported in their roles. Leaders consider staff's workload carefully and take steps to manage it well. Staff say this support helps them to work effectively and maintain high expectations. Staff understand the school's priorities and the part they play in improving outcomes for pupils. They benefit from a range of training opportunities, including work across the trust, which strengthens their expertise and supports consistent practice.

Leaders have improved behaviour and expectations across the school. This has created a calm and orderly environment, where pupils can learn and feel safe. Leaders draw on research and external support to develop the curriculum and strengthen teaching. They have made strong improvements in early years, where children now make a very positive start.

Governance is effective. Trustees and governors provide support and challenge and hold leaders to account. They check that funding supports pupils' learning. Safeguarding is a strength. Staff receive regular training and understand their responsibilities. Parents and carers are positive and value the care and support provided to their children.

## **Personal development and wellbeing**

**Expected standard** 

Leaders provide a clear and well-planned programme for pupils' personal development. This programme supports pupils' social, moral, spiritual and cultural growth. It links well to the curriculum and helps pupils develop positive attitudes to learning and to each other. Pupils develop well as confident, respectful and responsible individuals. They are polite, friendly and respectful. They show good manners in their daily interactions, such as holding doors open for others and taking turns. Pupils treat each other with kindness and work well together in lessons and during social times. They understand school's routines and expectations and follow them consistently. Pupils enjoy taking on roles of responsibility, such as helping at breaktimes as a 'high-vis kid'. They take these roles very seriously. These

opportunities help pupils feel proud and support the development of a strong sense of belonging.

Pupils feel safe and well supported. They know that staff will listen to them and help if they have worries. Pupils talk confidently about who they can go to for help. They learn how to keep themselves safe and understand when they should share concerns. Pupils learn about healthy relationships, managing emotions and making safe choices. They show an age-appropriate understanding of right and wrong and can explain their decisions.

Pupils learn about different religions, beliefs and cultures. They show respect for others and understand that everyone should be treated fairly. They develop a simple but clear understanding of fundamental British values.

Pupils are confident and enjoy sharing their views, including through the school council. They enjoy attending clubs, going on visits and taking part in performances, which broaden their experiences.

## **What it's like to be a pupil at this school**

Pupils feel safe at this school. They say adults listen to them and act quickly if they have a worry. Pupils learn how to keep themselves safe. They know how to stay safe online, how to cross the road safely and why it is important to wear their seatbelts. Parents and carers agree that staff take concerns seriously.

Pupils behave well. They follow clear rules and understand what happens if they make the wrong choice. They line up sensibly and move around the school calmly. In lessons, pupils stay focused and try their best. They show kindness to each other. Pupils share equipment, take turns and include others in their play. Bullying rarely happens. Pupils say staff deal with any unkind behaviour quickly.

Pupils enjoy their learning. They take part in lessons and remember what they have learned. They like subjects such as mathematics and English and enjoy practical work in art and design, science and physical education. Younger children in early years settle quickly and join in with activities. They develop their language through stories, talk and play. Children show curiosity and confidence, for example, when they talk about stories they have listened to or changes they observe in class.

Pupils with special educational needs and/or disabilities take part in all aspects of school life. Staff support them well in class and in spaces, such as 'the Nest'. These pupils access adapted resources and follow clear routines. This helps them understand what to do next. Staff support some pupils to manage their feelings so they can return to their learning as quickly as possible.

Most pupils attend regularly. They feel they belong in school. Pupils have friends and enjoy spending time together at break and lunchtime. They value doing things to help their school community, such as helping to tidy equipment away. Pupils feel proud of their school.

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## Next steps

- Leaders should ensure that teachers take effective, timely action to address misconceptions and gaps in pupils' knowledge to ensure pupils' foundational knowledge is securely established.
  - Leaders should ensure that the wider curriculum supports pupils to secure and apply the foundations of reading, spelling and handwriting.
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## About this inspection

This school is part of Attenborough Learning Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer (CEO), Jane Ridgewell, and overseen by a board of trustees, chaired by Lee Jowett.

Inspectors carried out this full inspection under section 5 of the Education Act 2005.

Following our renewed inspection framework, all inspections are now led by His Majesty's Inspectors (HMIs) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

Inspectors held meetings with the headteacher, various senior leaders, members of the trust board and local governing body, and representatives from the trust, including the CEO.

Inspectors spoke with staff, pupils, parents and carers.

The inspectors confirmed the following information about the school:

The school currently uses no alternative provision.

The school has undergone a significant change since the last inspection, academisation.

Headteacher: Kerry Pochin

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### Lead inspector:

Luella Dhoore, His Majesty's Inspector

### Team inspectors:

Joanne Sanchez-Thompson, Ofsted Inspector

Jackie Stirland, Ofsted Inspector

## Facts and figures used on inspection

The data was used by the inspector(s) during the inspection. More recent data may have been published since the inspection took place.



This data is from 12 May 2026

## School and pupil context

### Total pupils

**259**

Close to average

#### What does this mean?

The total number of pupils currently at this school and how this compares to other schools of this phase in England.

National average: 272

### School capacity

**300**

Close to average

#### What does this mean?

The total number of pupils who can attend the school and how this compares to other schools of this phase in England.

National average: 300

### Pupils eligible for free school meals (FSM)

**31.96%**

Close to average

#### What does this mean?

The proportion of pupils eligible for free school meals at any point in the last six years.

National average: 26.3%

### Pupils with an education, health and care (EHC) plan

**1.16%**

Below average

## **What does this mean?**

The proportion of pupils with an education, health and care plan. This covers pupils with more support than is available through special educational needs support.

National average: 3.5%

## **Pupils with special educational needs (SEN) support**

**10.42%**

Below average

## **What does this mean?**

The proportion of pupils with reported special educational support needs at the school.

National average: 15%

## **Location deprivation**

**Above average**

## **What does this mean?**

Based on the English Indices of Deprivation (2019) and the school's location, we have calculated whether the school is located in a more or less deprived area.

## **Resourced Provision or SEND Unit (if applicable)**

**No resourced provision**

## **What does this mean?**

Whether school has Resourced Provision or SEND unit (if applicable).

## **Absence**

### **Overall absence**

The percentage of all possible mornings and afternoons missed due to absence from school (for whatever reason, whether authorised or unauthorised) across all pupils.

Year	This school	National average	Compared with national average
2024/25 (3 term)	4.8%	5.2%	Close to average
2023/24 (3 term)	5.1%	5.5%	Close to average

## Persistent absence

The percentage of pupils missing 10% or more of their possible mornings and afternoons.

Year	This school	National average	Compared with national average
2024/25 (3 term)	12.1%	13.0%	Close to average
2023/24 (3 term)	11.4%	14.6%	Close to average

## Our grades explained

### Exceptional

Practice is exceptional: of the highest standard nationally. Other schools can learn from it.

### Strong standard

The school reaches a strong standard. Leaders are working above the standard expected of them.

### Expected standard

The school is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

### Needs attention

The expected standards are not met but leaders are likely able to make the necessary improvements.

### Urgent improvement

The school needs to make urgent improvements to provide the expected standard of education and/or care.

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