

# Herrick Primary School

## Inspection report

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<b>Unique Reference Number</b>	120100
<b>Local Authority</b>	Leicester City
<b>Inspection number</b>	339597
<b>Inspection dates</b>	15–16 October 2009
<b>Reporting inspector</b>	Jill Bavin

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>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	316
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Gill Smart
<b>Headteacher</b>	Patricia Goffin
<b>Date of previous school inspection</b>	7 June 2007
<b>School address</b>	Lockerbie Avenue Leicester LE4 7NJ
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## Introduction

This inspection was carried out by four additional inspectors. The inspectors visited 27 lessons and held meetings with governors, staff and groups of pupils. They observed the school's work and looked at data the school has collected about pupils' attainment and progress, procedures for keeping pupils safe, school records about the quality of teaching and 95 parent questionnaires.

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

- the achievement of higher attaining pupils at Key Stage 2 to determine whether teaching is sufficiently challenging
- the impact of the school's curriculum and focus on writing, especially for pupils in Years 1 to 4
- whether we could celebrate any exceptional personal and social outcomes for pupils
- the extent to which the school ensures equal access to an indoor and outdoor curriculum for all children
- the impact of subject leaders on raising attainment and achievement, especially for higher attaining pupils at Key Stage 2 and in writing from Years 1 to 4.

## Information about the school

This is a larger than average primary school serving a mainly Asian community. The vast majority of pupils are from minority ethnic groups and almost all are learning English as an additional language. There are 14 languages spoken across the pupil population. Among the staff team of 24 teachers and teaching assistants, 10 are bi-lingual and 9 are multi-lingual. Typically about 25% of pupils leave or join the school between Year 2 and Year 6, and a large majority arrive with very little or no English speaking skills. Although the proportion of pupils with special educational needs and/or disabilities is broadly average throughout the school, in some year groups it is high. In a team of three teachers in the Early Years Foundation Stage, two are new this term.

The school was awarded Basic Skills quality accreditation in 2008. The same year its Active mark in recognition of its promotion of sport and physical activity, was renewed. It has held Healthy School status since 2007.

There is pre-school and after school provision on site but this is not managed by school governors and is not included in this inspection.

**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

Herrick is an extremely harmonious school which provides well for its pupils. Much of its work is impressive, including the successful promotion of pupils' outstanding spiritual, moral, social and cultural development. Pupils get on with each other, and with staff, remarkably well. They are courteous and thoughtful young people, highly respectful and justifiably proud of their school community. They have a strong voice in the school and make extremely mature contributions to its very positive ethos. Members of staff share an exceptional understanding of the part they play in contributing to whole school improvement, which is a key feature in the school's good capacity for further improvement. These strengths among pupils and staff are attributable to strong leadership from the headteacher and senior leadership team. They account for girls and boys typically making good progress and reaching close to average standards. Pupils with special educational needs and/or disabilities also typically make good progress from their lower starting points. Pupils' very good attendance rates provide an indication of how much they enjoy school.

The level of care taken to support pupils, especially the most vulnerable, is outstanding. It accounts for pupils feeling exceptionally safe and behaving extremely well in lessons and around school. It also contributes to the good and sometimes exceptional progress made by some individual pupils, such as those without any English who arrive during Key Stage 2 or those who initially find learning to read particularly difficult. The school's accurate and effective self-evaluation, combined with a very high proportion of good, and some outstanding, teaching, and an improved curriculum, has led to some groups of pupils recently making outstanding progress. Last year pupils left Year 6 with above average standards in English, mathematics and science having made outstanding progress. These strengths epitomise the impact of the school's determination to raise standards. There is a good track record of improvement since the previous inspection. Nevertheless, there is more to be done. The school recognises that the development of activities using computer technology in a variety of subjects has not kept pace with other links between subjects.

Last year children in the Early Years Foundation Stage made exceptional progress in their knowledge of letters and sounds. Strong leadership of this provision has identified that the next step is to extend this recent success, for example, by working more closely with parents to increase mathematical development and children's knowledge and understanding of the world, and that the nursery classroom is not as stimulating as it needs to be. The headteacher and senior management team, ably supported by governors, keep a very close eye on how well the school, and each pupil, is doing. Since the previous inspection they have improved the quality of information they hold. Greater

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detail means they make a closer analysis, and this has triggered more effective intervention to meet pupils' needs. This contributes to the school promoting equality of opportunity extremely successfully. Very effective use has been made of information to identify where different groups have made different rates of progress in the past and to narrow any gaps. This is exemplified most recently in closing the gaps between boys' and girls' achievement in science. This level of analysis also means that senior leaders and governors hold an accurate view of teaching within the school. That said, currently, opportunities to share the features of the best teaching are limited, both in the main school and in Early Years Foundation Stage. Governors have contributed effectively to the good arrangements for safeguarding found at the time of the inspection.

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

- Improve the curriculum further by:
  - making greater use of Information and Communication Technology in different subjects
  - giving pupils more opportunities to work independently with computer technology
  - Implement plans in the Early Years Foundation Stage to:
    - ensure the environment in the nursery is more stimulating
    - involve parents more in supporting children's mathematical development and knowledge and understanding of the world
    - enable staff to learn from each other more systematically
- Increase the proportion of outstanding teaching by:
  - providing more opportunities to share the features of outstanding teaching evident in the school.

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

During the inspection boys and girls of different abilities made good progress in most of the lessons observed. School data indicate that it is customary for pupils to make good progress in acquiring key skills in English, mathematics, science and other subjects in lessons and over time. This was exemplified in mathematics lessons, for higher attaining pupils in Year 5 and for middle attaining Year 2 pupils. The older pupils demonstrated a good level of self-awareness by highlighting areas of difficulty and explaining their strategies in mental mathematics. Consequently, they became increasingly aware of why they had made errors or succeeded. Younger pupils made good progress in applying their knowledge of number to solve problems using money.

While individual pupils vary, most typically pupils join Year 1 attaining at levels below those expected for their age and by the time they leave school at the end of Year 6 their work is broadly average. Evidence from the lessons observed indicates that this is set to continue. Work seen in current Year 6 lessons, and school records, indicate that recent

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successes in helping more pupils to reach higher levels of attainment are also set to continue. In one lesson observed, middle attaining pupils in Year 6 made outstanding progress in planning a piece of descriptive writing. This lesson focused on features of higher order writing skills and pupils were highly motivated to widen their vocabulary, increase the complexity of their sentences, and select sentence structures for maximum effect, in order to respond to high levels of challenge.

Younger pupils with special educational needs and/or disabilities made good progress alongside their peers in a religious education lesson. They reached the level of understanding expected for their age in understanding the importance of lamps to Rama and Sita, and linked this to their own experience of Diwali lights in a local high street. Older pupils with special educational needs and/or disabilities made good progress with their peers in a science lesson extending their ideas and vocabulary in a lesson focused on pitch, sound and vibration. Pupils receiving very specific help with reading thoroughly enjoy their sessions and make outstanding progress in a short space of time.

A comprehensive programme of personal and social education helps all pupils to develop a good understanding of how to keep healthy. They are willing to participate in sport and dance and have a positive approach to healthy eating in school. Their response to community and environmental responsibilities is extremely commendable. For example they are involved in a project to have a wind turbine in school, produce their own vegetables and made a gift of beetroot to the Lord Mayor.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account: Pupils' attainment <sup>1</sup>	3
The quality of pupils' learning and their progress	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>1</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>1</b>

<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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<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b> Taking into account: Pupils' attendance <sup>1</sup>	<b>2</b>  2
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>1</b>

## How effective is the provision?

Teaching is good because pupils and staff enjoy mutually respectful relationships which underpin pupils' highly positive attitudes to learning. Staff have high expectations of pupils based on a close analysis of their abilities and their needs. Work is usually modified well to suit the differing needs within a class. Teaching assistants make a valuable contribution, as do regular volunteers who provide an extra home language, not covered among the staff team. Bi-lingual and multi-lingual staff make good use of their skills, for example during the initial introduction to a lesson. In the vast majority of lessons, adults make good use of questions to challenge understanding and extend pupils' spoken English skills. When teaching is outstanding it is charismatic and highly structured. The pace is brisk throughout the lesson, enabling pupils to meet a particularly high level of challenge while having fun.

The curriculum now serves all pupils more effectively and is contributing to improved standards and achievement. Since the previous inspection far more links are made between subjects, adding interest and relevance for pupils, although this is less evident in information and communication technology. There has been a concerted, and increasingly successful, whole school approach to pupils' area of greatest need which is to improve writing, using several approaches simultaneously. Every class participates in a highly structured approach to creative and descriptive writing that links work in school with family support at home. Enrichment through special events is excellent. There is an extensive programme of visits and visitors, including a residential trip for pupils in Year 5. The school's outstanding commitment to giving all pupils equal opportunities to learn is evident in the exceptional care it takes to allocate a designated teaching assistant as mentor to individual pupils. There are several special programmes to support pupils with special educational needs and/or disabilities and also a well established programme of regular events for gifted or talented pupils run in conjunction with local secondary schools.

*These are the grades for the quality of provision*

<b>The quality of teaching</b> Taking into account: 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>

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## How effective are leadership and management?

In this school, subject leaders describe themselves as 'champions' for a chosen initiative, when talking about leading an area of school development. To borrow the school's terminology, the headteacher successfully champions a school where diversity is truly valued and celebrated. Working to promote community cohesion and eliminate discrimination lies at the heart of the school's philosophy and its approach. The school is an impressively unified community. Links with the local community, as exemplified by a local restaurant providing 150 meals for the Diwali supper, or wider community, when pupils work with pupils from different cultural backgrounds from other Leicester schools, are strong. The school is currently rightly focusing on forging greater links further afield, in order to enhance pupils' understanding of global community.

Some elements of leadership and management are excellent. Within good safeguarding procedures overall, the staffing record is exemplary. Written feedback to teachers about the effectiveness of their teaching is exemplary and contributes to predominately good teaching and learning. The school improvement plan is clearly focused on raising standards and achievement further, priorities are well chosen, but the means of judging success are not always equally clear and measurable. Procedures to check how well each pupil is doing are extremely comprehensive, and discussed regularly at pupil progress meetings. The wealth of information generated is used to set targets for pupils that are both realistic and challenging. The detail and analysis of pupil progress have been increasing over the last two years. This is beginning to have an impact on raising standards and achievement, and has significantly reduced disparities between different groups, but it is still too soon for the full impact to be felt.

*These are the grades for leadership and management*

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



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<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

## Early Years Foundation Stage

Children get off to a good start in the Early Years Foundation Stage because of very good relationships between adults and children. Strengths in leadership and management account for the recently emerging green shoots of outstanding achievement in some elements of learning. Plans to extend recent successes into other areas of learning through links with parents are well-founded, and the need to ensure that all learning areas are equally stimulating is already understood. Adults are consistent, clear, calm and encouraging of children. Consequently, children feel secure and settle quickly. Most significantly they soon want to communicate, and their confidence in sharing ideas develops well. During the inspection one child patiently tried to communicate his experience to an inspector by explaining that cars 'don't fly' unless something is wrong, and that when his television was 'wrong' his dad fixed it.

Children benefit from the skilful co-ordinator teaching all groups across the age range. During the inspection, the most effective teaching provided very individual intervention, born of knowing the children very well and adjusting comments to stimulate them and address individual needs. For example, one boy was successfully encouraged to extend his repertoire of 'consonant-vowel-consonant' word building with magnetic letters, while three girls were encouraged to develop their imaginations by forming shaving foam into pretend ice-creams. However, opportunities for colleagues to learn from the best practice are not routinely and specifically planned. Nevertheless, the coordinator has an astute understanding of her team and the children's needs.

### *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

Most parents value the work of the school. All those who responded in questionnaires agreed that their children enjoy school and the vast majority are happy overall with their child's experience of school. The only disagreement about children being safe had no accompanying comment and inspectors found safeguarding, on a very secure site, to be good. Inspectors found pupils' progress to be good, their behaviour to be excellent and the school to be offering several opportunities for communication with parents.

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Consequently, the inspection did not substantiate the concerns of a very few parents in these areas.

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

Ofsted invited all the registered parents and carers of pupils registered at Herrick Primary 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 95 completed questionnaires by the end of the on-site inspection. In total, there are 316 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	52	55	43	45	0	0	0	0
The school keeps my child safe	42	44	52	55	1	1	0	0
The school informs me about my child's progress	37	39	47	49	10	11	0	0
My child is making enough progress at this school	28	29	57	60	8	8	0	0
The teaching is good at this school	36	38	54	57	3	3	1	1
The school helps me to support my child's learning	37	39	53	56	3	3	0	0
The school helps my child to have a healthy lifestyle	32	34	59	62	4	4	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)	38	40	50	53	2	2	0	0
The school meets my child's particular needs	25	26	58	61	9	9	0	0
The school deals effectively with unacceptable behaviour	29	31	54	57	3	3	4	4
The school takes account of my suggestions and concerns	22	23	54	57	9	10	4	4
The school is led and managed effectively	24	25	61	64	6	6	2	2
Overall, I am happy with my child's experience at this school	34	36	58	61	3	3	0	0

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

## Glossary

### What inspection judgements mean

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

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

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

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

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

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

## Common terminology used by inspectors

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

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



19 October 2009

Dear Pupils

Inspection of Herrick Primary School, Leicester LE4 7NJ

Thank you for being so friendly and helpful when we visited your school recently. We enjoyed meeting you, hearing your ideas and seeing your work, very much. We can understand why you enjoy school so much and agree with you that it is a good place to be. Here are some of the best things we found.

You make good progress in English, mathematics and science.

Your behaviour and willingness to take responsibility, especially for the environment, is impressive.

You are extremely thoughtful and considerate young people who get on very well with each other, and with staff.

You feel very safe in school because you know that adults in school care for you a great deal.

Teaching is good because teachers usually give you work with just the right amount of challenge for each of you.

Activities are interesting because there are often links between subjects and there are lots of interesting visits and visitors.

Your headteacher and staff are extremely ambitious for you. They work closely together to keep improving your school even more.

We have suggested that these are the next priorities.

Give you more opportunities to work with computers in different subjects and on your own.

Make the nursery classroom a more exciting and interesting place to be, and work more closely with parents to help the youngest children do even better in mathematics and knowledge and understanding of the world.

Help teachers to share more of their very best ideas about how to give you the most interesting lessons possible.

You can help your teachers by continuing to work as hard and behaving as well as you do now. We wish you every success in the future.

With good wishes

Jill Bavin

Lead Inspector

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