

Inspection of a good school: Herrick Primary School

Lockerbie Avenue, Rushey Mead, Leicester LE4 7NJ

Inspection dates:

21 and 22 May 2024

Outcome

Herrick Primary School continues to be a good school.

What is it like to attend this school?

Herrick Primary School is a friendly and inclusive school. The school is ambitious for its pupils. It lives out its motto: 'To give each and everyone a chance'. The school welcomes all, including many new arrivals to England. The school successfully supports pupils who speak English as an additional language.

Staff and pupils are happy to help each other. One pupil, typical of many, commented, 'Everyone is kind; all come rushing to help you.' Pupils are safe. They know that they can share any concerns with the safeguarding team or their own trusted adult, or post them in the 'red box'. Pupils are confident that adults will help when needed.

High expectations of behaviour are set and met. Pupils listen carefully to adults. Pupils share their ideas. They try their best. Pupils are polite and respectful.

Pupils understand the school's distinctive learning attitudes, which include 'curio-curiosity', 'chal-challenge' and 'confido-confidence'. These support the development of pupils' life skills.

Parents and carers are positive about the school. A parent, typical of many, commented, 'This is an excellent school; they treat everyone equally; the headmaster and teachers have high expectations.'

What does the school do well and what does it need to do better?

The school has thought carefully about the curriculum it wants pupils to learn. The curriculum includes the key knowledge, understanding and skills that pupils will get to know. The school ensures that this knowledge builds within and across each year group. The school links key subject knowledge across different areas of pupils' learning. For example, pupils use their learning in history to better understand a story. They also use their learning in computing to find out the meaning of new words using a computer.

The school ensures that the curriculum is taught well. Teachers' subject knowledge is strong. Pupils revisit important learning at the beginning of each lesson. The school ensures that pupils use appropriate resources to help them learn. For example, mathematical apparatus supports pupils' learning about number, tallying and understanding time. However, the school does not ensure that pupils' learning is checked closely enough in all subjects during their learning.

The school has prioritised reading, with the introduction of a new phonics programme. Staff are trained well. They enable pupils to learn to read well. Pupils have structured opportunities to use their sounding, segmenting and blending skills. The school checks pupils' learning often. Staff use this information to focus next steps in phonic teaching and to decide the extra support that some pupils need to keep up with their peers. Reading books match the sounds that pupils are learning. The school emphasises the importance of vocabulary. Pupils have opportunities to learn key words and use them in context.

Children in early years are prepared well for their next stages of education. The school nurtures warm and caring adult relationships with children. The curriculum is planned to provide a range of interesting activities that enable children to play and learn. Communication is supported, with a strong focus on key words and vocabulary. Children in the early years work well with one another. They share equipment and listen carefully to each other. Established routines support children's personal and social learning.

Pupils with special educational needs and/or disabilities (SEND) receive effective support. Teaching is adapted to ensure that these pupils access the same curriculum as their peers. Pupils with SEND learn well.

Pupils' have opportunities to develop leadership skills. For example, the school council represents pupils' views. 'Red Hats' (pupils who have been trained to help younger pupils) encourage their peers to eat their lunches and to behave well. 'FABs' (Friends Against Bullying) help if a pupil is lonely or needs someone to talk to. Pupils learn about diversity and equality. They learn to respect different faiths. They gain an understanding of rights and responsibilities. For example, pupils described how women found equality and liberation after the war. Pupils learn about the fundamental British values. They know they are important.

The school thinks carefully about the workload of the staff. They ensure that any new ideas are discussed to ensure they are useful and manageable.

The governors use the expertise of leaders and reports from external agencies to understand the work of the school. They want to ensure that pupils continue to receive a good education.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- The school has not fully embedded its approach to checking what pupils know and can do. As a result, staff do not know with confidence what all pupils need to know next during their learning. The school should ensure that effective assessment is in place, so that staff know what all pupils have learned and what they need to learn next.

Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the second ungraded inspection since we judged the school to be good in October 2014.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

In the report, 'disadvantaged pupils' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

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| Unique reference number | 120100 |
| Local authority | Leicester |
| Inspection number | 10339661 |
| Type of school | Primary |
| School category | Community |
| Age range of pupils | 4 to 11 |
| Gender of pupils | Mixed |
| Number of pupils on the school roll | 403 |
| Appropriate authority | The governing body |
| Chair of governing body | Steve Martin |
| Headteacher | Umesh Patel |
| Website | www.herrick.leicester.sch.uk |
| Date of previous inspection | 28 November 2018, under section 8 of the Education Act 2005 |

Information about this school

- The school operates a breakfast club on the premises.
- The school does not use any alternative provision.

Information about this inspection

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the school and has taken that into account in their evaluation of the school.
- The inspector met with the headteacher and the assistant headteachers. The inspector also met with members of the governing body, including the chair.
- The inspector carried out deep dives in early reading, mathematics and history. For each deep dive, the inspector held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work. The inspector listened to pupils reading.
- The inspector also spoke to other subject leaders.

- The inspector met with leaders responsible for pupils' personal development, behaviour and attendance, the early years provision and the provision for pupils with SEND.
- The inspector observed pupils' behaviour.
- The inspector considered the responses to Ofsted Parent View, and the responses to Ofsted's surveys for school staff and pupils. He met with groups of staff and pupils.
- To evaluate the effectiveness of safeguarding, the inspector: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.

Inspection team

Andy Lakatos, lead inspector

Ofsted Inspector

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Piccadilly Gate
Store Street
Manchester
M1 2WD

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