

# Halling Primary School

## Inspection report

---

<b>Unique reference number</b>	118326
<b>Local authority</b>	Medway
<b>Inspection number</b>	379596
<b>Inspection dates</b>	1–2 February 2012
<b>Lead inspector</b>	Jackie Krafft HMI

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

---

<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>	258
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Mark Tickner
<b>Headteacher</b>	Mrs Wendy Donnelly
<b>Date of previous school inspection</b>	10–11 November 2008
<b>School address</b>	Howlsmere Close Halling Rochester ME2 1ER
<b>Telephone number</b>	01634 240258
<b>Fax number</b>	01634 241552
<b>Email address</b>	donnw001@medway.org.uk

---

<b>Age group</b>	4–11
<b>Inspection date(s)</b>	1–2 February 2012
<b>Inspection number</b>	379596



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit [www.parentview.ofsted.gov.uk](http://www.parentview.ofsted.gov.uk), or look for the link on the main Ofsted website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

[Piccadilly Gate](#)  
[Store St](#)  
[Manchester](#)  
[M1 2WD](#)

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2012



## Introduction

Inspection team

Jackie Krafft

Her Majesty's Inspector

David Rzeznik

Additional inspector

Peter Thrussell

Additional inspector

This inspection was carried out with two days' notice. The inspection team observed 16 lessons, 11 teachers and two other members of staff. They visited an assembly. Meetings were held with the Chair of the Governing Body, staff and pupils. Inspectors took account of the responses to the on-line questionnaire (Parent View) in planning the inspection, observed the school's work, listened to pupils read, looked at pupils' books, the school's pupil-tracking information and development plan, examples of the school's monitoring and a range of other documentation. Inspectors analysed questionnaire responses from 129 parents and carers, 100 pupils and 34 staff.

## Information about the school

Halling is an average-sized primary school. Most pupils are of White British heritage. Almost all pupils speak English as their first language. The proportion of pupils known to be eligible for free school meals is below average and has increased since the previous inspection. The proportion of pupils with a statement of special educational needs or receiving high levels of additional support for their specific needs is slightly above that found nationally. Speech, language and communication difficulties are the most prevalent needs. The school has received Healthy Schools, Activemark, Bronze Eco-Schools and Medway Education Business Partnership awards. Since the previous inspection there have been changes to the school's leadership. The deputy headteacher became the headteacher in May 2010. A deputy headteacher was appointed in May 2011. The school meets the current floor standard.

**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

<b>Overall effectiveness</b>	<b>4</b>
<b>Achievement of pupils</b>	<b>3</b>
<b>Quality of teaching</b>	<b>3</b>
<b>Behaviour and safety of pupils</b>	<b>2</b>
<b>Leadership and management</b>	<b>4</b>

## Key findings

- In accordance with section 13 (3) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that this school requires significant improvement, because it is performing significantly less well than in all other circumstances it could reasonably be expected to perform. The school is therefore given a notice to improve. Significant improvement is required in relation to leadership and management. Although the school is providing an acceptable standard of education, its capacity to improve further is limited because leaders have been ineffective in securing essential improvements since the last inspection.
- Achievement is satisfactory. From broadly average starting points when they join the school, pupils make satisfactory progress in their learning and attain the standards expected for their age in reading, writing and mathematics by the end of Year 6. Improvements required to accelerate progress and raise standards, especially in mathematics, identified at the last inspection, have not been secured. Attainment in English has improved over the past few years but has declined in mathematics. The good start children make in the Reception class is not built on well as they move through the school and the progress that pupils make varies too much.
- Although the quality of teaching is satisfactory, there is not enough consistently good teaching to ensure pupils make faster progress. Teachers provide relevant, practical activities and good opportunities for pupils to work together, which they enjoy. The accuracy with which teachers assess and monitor learning in lessons to correct misconceptions and deepen understanding is variable. The improvements needed in teaching to ensure work is consistently matched to pupils' different abilities, identified at the last inspection, have not been embedded.
- Pupils are polite, considerate and welcoming. They have positive attitudes to learning, enjoy coming to school, attend regularly and arrive on time. Most

**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

pupils say that behaviour is good and any rare incidents of bullying are dealt with very well. The overwhelming majority of parents and carers say their children are safe and well looked after in school.

- Recent changes have been made to the teaching of literacy and numeracy. The frequency of assessments has been increased and regular monitoring of teaching and learning is undertaken. The full range of information is not used rigorously by leaders at all levels, including governors, to evaluate accurately the school's effectiveness and ensure that action plans are robust and leading to rapid improvement.

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

- Build the leadership capacity to improve the quality of teaching and raise the achievement of pupils rapidly by:
  - setting consistently challenging targets for all groups of pupils and ensuring they are met
  - including precise, quantifiable goals, milestones and success measures in the school development plan to evaluate robustly the impact of actions
  - the governing body using these specific measures to challenge the pace of improvement and evaluation of the school's effectiveness
  - leaders using monitoring and assessment information systematically to remedy weaknesses identified in teaching
  - robustly evaluating the impact of new initiatives and interventions on improving teaching and accelerating pupils' progress.
- Ensure teaching is consistently good or better by July 2012 so that all pupils achieve well, particularly in mathematics by:
  - teachers accurately assessing what pupils know, can do and need to learn next
  - consistently matching challenging work to the different abilities of pupils
  - teachers constantly monitoring the learning of all pupils in lessons so that misconceptions can be corrected and pupils moved on to their next steps quickly
  - ensuring feedback in lessons and the use of pupils' targets help them to understand clearly what they do well and how they can improve.

## **Main report**

### **Achievement of pupils**

Children get off to a good start in the Reception Year. Most join the school with the skills and knowledge expected for their age. They make good progress in all areas of their learning and development so are well prepared for the next steps when they enter Year 1. Children are confident, independent and collaborate well, observed for example when they were using the snack bar. Clear routines and effective adult

**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

interactions observed in lessons promote their good speaking and listening skills effectively. Learning is assessed regularly and appropriate actions taken to address any gaps. For example, rhymes are being used effectively to develop boys' handwriting skills and correct letter formation.

From this firm foundation, pupils attain the standards expected for their age in reading, writing and mathematics by the end of Year 6. Although children make good progress in the Early Years Foundation Stage, their progress and learning are inconsistent as they move through the school. The school's own records, the quality of learning and progress seen in lessons and in pupils' books are variable. Consequently, their achievement is satisfactory. Attainment has improved over the past few years in English but has declined in mathematics. The teaching of literacy and mathematics has been reorganised very recently so that pupils are taught in groups according to their ability. The impact of this on raising pupils' achievement is not yet evident.

There is no significant difference in the progress and learning of different groups of pupils, including disabled pupils and those who have special educational needs. Pupils who need it are given additional support or taught in groups according to their ability. They make satisfactory progress in their learning but the impact of interventions and support is not evaluated rigorously enough to ensure their progress is consistent in lessons and in group activities.

A systematic approach to teaching reading ensures that most pupils have the skills expected for their age and their attainment by Year 2 and when they leave school is broadly average. Pupils read regularly, including at home, and by the end of Year 2, they apply their knowledge of letters and sounds appropriately to read unfamiliar words. By Year 6, pupils read with enjoyment, understanding and retrieve relevant information from a text. Pupils develop satisfactory literacy skills which they use appropriately in other subjects although their handwriting, spelling and punctuation skills are variable.

In the responses to the inspection questionnaire most pupils say that they learn a lot. Most parents and carers say that their children are making good progress and are being helped to develop their literacy and numeracy skills. Additional comments included by a few parents and carers indicate that they would like more information about their children's progress and the new approach introduced to teach literacy skills. However, progress seen in pupils' books, in lessons and the school's own records show that pupils make satisfactory rather than good progress.

### **Quality of teaching**

While most pupils who responded to the questionnaire say that teaching is good and most of their parents and carers agree, teaching is satisfactory. Although there are some examples of good practice, particularly in the Reception class, there is not enough consistently good teaching throughout the school to ensure pupils make good progress and achieve well. Typically, pupils have positive attitudes to learning

**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

and are motivated by practical activities that teachers link effectively to their real-life experiences. For example, in a geography lesson, pupils were eager to identify local landmarks from abstract photographs so worked productively together to complete the task. Pupils are given regular opportunities to share their ideas. This contributes to their enjoyment of learning and the effective development of their communication and social skills. Aspects of the curriculum such as Forest School and 'Thinking Hats' provide interesting learning experiences that contribute appropriately to pupils' spiritual, moral, social and cultural awareness.

In the most effective lessons observed, expectations were high, work was matched to pupils' different needs and good questions challenged pupils to explain their ideas. This deepened their understanding and kept the lesson moving at a brisk pace. Solving word problems in a mathematics lesson and making a bird feeder in the Reception class promoted lively discussion and good vocabulary development so pupils made good gains in their learning. However, these features are not evident in enough lessons. Assessment information is not used consistently well to ensure work is challenging enough for all groups of pupils. When lessons are less effective, teachers do not monitor the pupils' learning closely enough to correct misconceptions and assess when some are ready to move on to the next stage. This slows the pace and depth of understanding, so pupils make satisfactory rather than good progress. Helpful marking comments are provided in some books and pupils have targets to achieve in mathematics and English but they are not always clear about how well they are doing and what they need to do to improve. This is because the quality of marking and how effectively targets are reviewed and used in lessons is variable.

**Behaviour and safety of pupils**

The good behaviour evident at the last inspection has been maintained. The positive views of most pupils, parents and carers confirm that the good behaviour observed during the inspection, in lessons and at other times during the school day, is typical. Expectations of behaviour are clear and consistent. Pupils understand the school rules and say that these are fair. The expectations of behaviour in lessons are reinforced through classroom displays, and pupils need few reminders. When they are required to do so, pupils respond quickly. Pupils with challenging behaviour are well supported and their needs understood so exclusions have reduced and these pupils are developing skills to manage their behaviour. Their parents and carers value the support that the school has provided. Relationships between pupils and adults are good. Pupils say the school is friendly, welcoming and that staff and pupils are considerate of each other. One pupil who was new to the school explained that she settled very quickly because she was made to feel welcome straight away. Positive attitudes are reflected in pupils' good attendance and punctuality.

Most pupils feel safe and the overwhelming majority of parents and carers agree. Pupils say that any form of bullying is rare and are confident that if it does occur it is dealt with well. Most parents and carers agree. The curriculum ensures that pupils are well aware of how to keep themselves safe. One group of pupils, for example, talked knowledgeably about the importance of internet safety and showed inspectors

**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

the rules on display. They explained some of the hazards to avoid and were well aware of the need for security checks on computers and the importance of only using age-appropriate sites.

## **Leadership and management**

Responses to the inspection questionnaire indicate that staff are proud to work at the school and are overwhelmingly positive of its work. Leaders take effective steps to ensure pupils are safe and well cared for. Safeguarding procedures meet government requirements and give no cause for concern. The curriculum is satisfactory and meets pupils' diverse needs and promotes their spiritual, moral, social and cultural development appropriately. As a result, all groups, including disabled pupils and those with special educational needs, have equal opportunities and achieve satisfactorily.

Leadership and management, however, are inadequate because essential improvements since the last inspection have not been secured. Actions to improve the quality of teaching, raise attainment and accelerate progress, particularly in mathematics, have not been taken quickly enough nor had a demonstrable impact. Weaknesses in the use of assessment identified at the last inspection remain and work that is more consistently matched to the different abilities of pupils is not embedded. As a result, the quality of teaching and pupils' achievement continue to be satisfactory. Targets have not been consistently challenging and the school's self-evaluation is overgenerous. Consequently, leaders' demonstrable capacity to improve is limited.

An appropriate school improvement plan has been developed by senior leaders. It includes relevant priorities but lacks precise, quantifiable goals, milestones and success measures to enable leaders at all levels, including governors, to evaluate robustly the impact of actions and new initiatives. This limits their capacity to challenge the pace of improvement and accurately evaluate the school's effectiveness.

Leaders have increased the frequency of assessments of pupils' work and progress, restructured the leadership team and reintroduced the role of subject leaders. Systems to monitor the quality of teaching and track the progress that pupils make are in place. Training has been undertaken and partnerships established to build staff skills and share good practice but these have not yet had an impact on accelerating the pace of school improvement sufficiently.



## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all 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

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	46	46	8	0
Primary schools	8	47	40	5
Secondary schools	14	38	40	8
Special schools	28	48	20	4
Pupil referral units	15	50	29	5
All schools	11	46	38	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 31 August 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add exactly to 100.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Attendance:	the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.
Behaviour:	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and 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 governors and 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:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
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.
Safety:	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

**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.**



3 February 2012

Dear Pupils

### **Inspection of Halling Primary School, Rochester, ME2 1ER**

Thank you for making us feel so welcome when we visited your school recently. We especially enjoyed talking with you, listening to some of you read, discussing your books, looking at your work and seeing you in lessons.

Your school is providing you with a satisfactory education but it is not as effective as it could be. This is because the improvements that inspectors asked the school to make when they last visited have not been made. We have judged that the school needs a 'notice to improve' to do this quickly. This means that inspectors will come back soon to check that the improvements have been made.

You behave well, are polite, considerate and keen to learn. Most of you said that you enjoy coming to school, feel safe and learn a lot. Your parents and carers think so too. You attend regularly and arrive on time, which is good. You have lots of opportunities to practise your reading and writing, and to talk about your work together in lessons. You are keen to learn and enjoy the practical activities that teachers plan for you. We enjoyed seeing children in the Reception class making a bird feeder.

To help make your school even better we have asked your headteacher and teachers to:

- make all your lessons really good so that you can make as much progress as possible, particularly in mathematics
- check carefully that what they are doing to help you is really making a difference.

You can all help, too, by continuing to attend school regularly and always trying your very best in all the lessons.

Thank you again for such a warm welcome, and we hope you all carry on enjoying school and learning even more.

Yours sincerely

Jackie Krafft  
Her Majesty's Inspector

**Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone **0300 123 4234**, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).**