

# Hallam Primary School

Hallam Grange Crescent, Sheffield, South Yorkshire, S10 4BD

**Inspection dates** 17–18 September 2013

<b>Overall effectiveness</b>	Previous inspection:	Requires improvement	3
	This inspection:	<b>Good</b>	<b>2</b>
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

## Summary of key findings for parents and pupils

### This is a good school.

- Achievement is good. Children make rapid progress in the Early Years Foundation Stage from their starting points.
- Pupils make good progress to reach standards of attainment that are significantly above average by the end of Years 2 and 6.
- The majority of pupils work at a higher than expected level for their age in English and mathematics.
- Teaching is good across the school and a small proportion is outstanding. Lessons are well planned and interesting.
- Pupils behave well. They are keen to learn and enjoy all that school offers them.
- Pupils feel safe and know how to keep themselves safe from harm.
- Pupils say, 'We have three homes, school, home and sports!' This shows the key contribution that physical activity makes to their well-being.
- The school is better than it was at the last inspection because leaders and managers have focused on raising achievement.
- The leadership of teaching is a strength. As a result, teaching has improved considerably and is now consistently good.
- Senior leaders set a rapid pace for change. They are fully supported by the governors who play an active role in shaping school improvement.
- The school accurately evaluates what it does well and where it needs to improve further.

### It is not yet an outstanding school because

- Teaching is not yet outstanding. Sometimes teachers miss opportunities to encourage pupils to think for themselves and work independently.
- Consultation and communication with parents is not as good as it should be. The school's systems for dealing with concerns are not sufficiently rigorous. Information about school trips and clubs lacks detail and are last minute.

## Information about this inspection

- The inspection team observed 22 lessons or part of lessons taught by 15 teachers and teaching assistants.
- The inspectors held meetings with staff, the Chair of the Governing Body and two governors, a representative from the local authority and three groups of pupils from Years 3 to 6.
- The inspection took into account the 101 responses in the on-line questionnaire (Parent View) and letters from parents who wrote to the inspection team. The inspectors talked to about 50 parents informally at the start and end of the school day, including separate discussions with groups and individual parents at their request. In addition, the lead inspector spoke to a few parents on the telephone.

## Inspection team

Lesley Clark, Lead inspector	Additional Inspector
Gill Curtis	Additional Inspector
Julie Harrison	Additional Inspector

## Full report

### Information about this school

- This school is larger than the average-sized primary school.
- The large majority of pupils are White British. A small minority come from ethnic minority groups, the largest being Korean. A few are at an early stage of learning English as an additional language.
- The proportion of pupils supported through school action is low.
- The proportion of pupils supported through school action plus or with a statement of special educational needs is broadly average.
- The proportion of pupils for whom the school receives additional funding through the pupil premium is low. The pupil premium is additional funding for those pupils who are known to be eligible for free school meals, children from service families and those children who are looked after by the local authority.
- A third of staff has changed since the last inspection in September 2012.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.

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

- Increase the proportion of outstanding teaching by making sure that teachers:
  - ask questions that make pupils think for themselves and give reasons for their views
  - give pupils more opportunities to set their own challenges, research information and work on independent tasks
  - set high standards in terms of the quality of the visual and written material they use as teaching and learning resources.
- Improve consultation and communication with parents by:
  - developing systems to ensure that concerns and queries raised by parents are dealt with quickly and effectively and that parents are told how they have been resolved
  - giving parents timely, clear and specific information about educational visits and extra-curricular clubs and activities
  - giving parents clear information about homework, what they can do to support their children's learning and how homework is being followed up in class.

## Inspection judgements

### The achievement of pupils is good

- Pupils make good progress across the school from average and above average starting points in the Early Years Foundation Stage.
- Children achieve well in the Reception Year, making rapid progress in developing early reading, writing and numeracy skills. They turn into capable, confident learners within a very short time because staff expect them to learn quickly and to reach high standards.
- By the start of Year 1, most have reached a good level of development and a minority are working at a high level for their age. They have a good grasp of how letters and sounds link together to form words, achieving well in the Year 1 national phonics screening check.
- Pupils make good progress in Key Stage 1. Their attainment in reading, writing and mathematics is significantly above average by the end of Year 2. The trend in results shows improvement each year.
- This good progress continues in Key Stage 2. Standards of attainment by the end of Year 6 are significantly above average, with an increasing proportion each year reaching the higher levels in English and mathematics. Most-able pupils clearly achieve well.
- Pupils read fluently and expressively. They enjoy reading and discussing what they have read. They talk animatedly about favourite authors.
- Pupils' high-quality writing reflects their advanced reading skills. Their writing is distinguished by varied punctuation and precise vocabulary as in this example: 'Twisted trees descend and obscure the view.'
- Pupils quickly grasp new mathematical concepts and apply them. Year 4 pupils, for example, were excited by the patterns they uncovered as they used consecutive numbers to create numbers to 20.
- In the 2013 national tests at the end of Year 6, 8% achieved the level expected of 14-year-olds in writing and 12% did so in mathematics.
- Pupils who are supported through the pupil premium make good progress. Those who are known to be eligible for free school meals reach above average standards of attainment in reading, writing and mathematics. Their attainment is four points higher than similar groups nationally. Two-thirds exceed expected levels, which is a similar proportion to pupils in the school who are not eligible for free school meals.
- New learners of English make good progress and quickly catch up with their peers. Disabled pupils and those with special educational needs also make good progress. Almost all reach nationally expected standards in literacy and mathematics by the end of Year 6 and a few exceed these.
- The school clearly promotes equality of opportunity and tackles discrimination successfully.

### The quality of teaching is good

- In the best lessons, pupils are given open-ended tasks that encourage them to work independently and research information for themselves. In one such lesson, more-able Year 2 pupils consequently surpassed their teacher's expectations with the quality of their poems where they used repetition and alliteration to very good effect.
- In otherwise good lessons, teachers sometimes neglect to ask questions that make pupils think and give reasoned answers. This means they cannot gauge how much pupils have understood and pupils provide expected answers without really thinking about it.
- Across the school, support staff are used exceptionally well to help different groups of pupils with specific tasks. This involves going over previous work and sometimes looking ahead at something with which pupils might struggle. All pupils, therefore, whatever their ability, get

timely help. As pupils said, 'People who need help get it because our teachers watch your work very closely.'

- Teachers expect a great deal from pupils, especially the most able pupils. They make sure that the work meets pupils' different needs but also involve pupils in this process. For example, pupils select which level of challenge to tackle: 'mild, spicy or hot!' Sometimes staff miss opportunities to involve pupils in setting their own challenges.
- Pupils know the level they are working at and what they are aiming for because marking clearly tells them what they are doing well and what they need to do next. Pupils check their own and each other's work against specific 'success criteria' and this helps them to be self-critical.
- Pupils enjoy learning because teachers try to make lessons fun, fast-paced and interactive. Sometimes, the quality of teaching materials lets down some otherwise good teaching and so pupils struggle to make out photocopied pictures or to read very small print on paper or electronic screens.

### **The behaviour and safety of pupils** are good

- Pupils behave well in lessons. They are generally attentive and respond very quickly to instructions. Their good attitudes to learning help them to make good progress. Pupils say 'We're not bored, never,' and joked, 'We write so much your hand aches after an hour or so!'
- Pupils are beginning to take responsibility for their own learning and to use their initiative but this is quite new for some of them. They are enterprising when raising money for charity.
- Pupils say that changing 'learning partners' each week helps them to learn because, 'You've always got someone to ask for help and you get to know different people really well.' This accounts for their perceptions that this is a small school.
- Lunchtimes and break times are happy occasions. Pupils play together well, initiating competitive games of hockey, for example. Most parents agree that their children are happy at school.
- Pupils feel safe and almost all parents agree. Pupils know about the different forms of bullying and are knowledgeable about e-safety. They like using the computers at school 'because there's a firewall, you press the Hector button and it'll stop you.'
- Pupils say that there has been bullying in the past but there is very little now because 'teachers take it really, really seriously.' They are confident that there is no racist or homophobic bullying and that if they have any concerns then staff will help them.
- Participation in sport is high. This makes a major contribution to pupils' confidence, healthy outlook and well-being. Attendance is above average.

### **The leadership and management** are good

- The local authority gives light-touch support to this school.
- Standards of attainment are going up each year because of the headteacher's strong focus on raising achievement and improving teaching quality.
- Good quality leadership has improved provision for pupils for whom the pupil premium provides support, disabled pupils and those with special educational needs. The curriculum is tailored to meet the needs of different groups of pupils and this helps all pupils to achieve well.
- The leadership of teaching is a strength. Staff work together productively to ensure that pupils in the same year group get similar learning experiences. They share ideas and successful teaching methods. This is underpinned by good quality professional development.
- The leadership and management systems are effective and ensure that new staff quickly slot into the school's way of working.
- Frequent checks on the effectiveness of teaching and regular meetings to discuss pupils' progress hold teachers to account for the achievement of pupils in their classes.

- Performance management is used well to reward good teaching and to set suitable targets to ensure that teaching is consistently effective. Teachers who underperform do not pass the pay threshold until their teaching is shown to be effective at securing good rates of progress for the pupils they teach.
- The leadership and provision for sport are notable strengths. Sports funding ensures considerable breadth to the curriculum, to include, for example, fencing to encourage less confident pupils. Sports activities have a significant impact on pupils' well-being, their enjoyment of school and their capacity to learn new skills.
- The school gives parents regular information about their children's progress. However, the systems to ensure that parental concerns are dealt with quickly and effectively are less robust. Sometimes parents do not know how or whether their concerns have been sorted out.
- Information about educational visits and extra-curricular activities lacks essential detail and is often last minute. This means that parents cannot get organised in advance. Parents are unclear when their children's homework is looked at, how it links in with learning and what they can do to help.
- Safeguarding meets statutory requirements. The systems to ensure that pupils and staff are safe are rigorous.
- **The governance of the school:**
  - Governors are committed to school improvement. They know how well pupils, including those supported through the pupil premium funding, are progressing. They check on pupils' progress and the effectiveness of teaching through visiting the school and observing lessons with senior leaders. From this, they understand first-hand how well teaching is led. Governors are closely involved in the management of staff and have tackled staffing issues competently.

## What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

## School details

<b>Unique reference number</b>	107099
<b>Local authority</b>	Sheffield
<b>Inspection number</b>	426023

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>	479
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Nicola Haywood-Alexander
<b>Headteacher</b>	Samantha Fearnough
<b>Date of previous school inspection</b>	11 September 2012
<b>Telephone number</b>	0114 230 4430
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