

# Hallbrook Primary School Broughton Astley

Hallbrook Road, Broughton Astley, LE9 6WX

**Inspection dates** 5–6 June 2014

<b>Overall effectiveness</b>	Previous inspection:	Good	2
	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.

- From their different starting points, all pupils achieve well, particularly in reading.
- The vast majority of pupils make good progress in reading, writing, and mathematics across the school.
- The proportion of pupils in Year 6 in 2013 who made expected progress in reading, writing, and mathematics was higher than the national average in all three subjects.
- Teaching is at least good and a proportion is increasingly outstanding. When this occurs pupils exceed the progress normally expected of them.
- Children get off to a good start in the Early Years Foundation Stage. Staff have a good understanding of children’s learning needs and meet these well.
- Disabled pupils and those who have special educational needs and the small proportion known to be eligible for additional funding do well because the school takes exceptionally good care of them.
- Pupils are happy and proud of their school. They behave well and have positive attitudes to learning. Pupils feel safe in school and care for each other and their teachers.
- Pupils’ attendance is consistently high.
- The headteacher is an effective leader. He is supported well by other leaders and by a knowledgeable and highly involved governing body that challenges leaders rigorously.

### It is not yet an outstanding school because

- There is not yet enough outstanding teaching to ensure all pupils’ progress is rapid and sustained across all year groups.
- There are variations in progress between subjects and year groups across the school.
- Opportunities to use basic mathematical skills across other subjects are limited.
- Pupils’ use of basic grammar, spelling, and punctuation is not consistently correct. The presentation of work in pupils’ books is often untidy, particularly in mathematics.

## Information about this inspection

- Inspectors observed 13 lessons or parts of lessons, including some jointly with the headteacher.
- Members of the inspection team heard pupils read and looked closely at samples of their work.
- Inspectors looked at a wide range of school documents including development plans, the school's own self-evaluation reports, monitoring files, safeguarding documentation and policies.
- Meetings were held with groups of pupils chosen at random. Discussions were held with senior leaders, subject leaders, the special educational needs coordinator, the learning mentor, teachers and other staff. The Chair of the Governing Body and a governor responsible for the headteacher's performance management were also interviewed. A further meeting was held with the governor responsible for safeguarding. A telephone conversation was held with a local authority representative.
- Inspectors noted the 32 responses to the online questionnaire Parent View and spoke informally to parents in the playground. They also considered the school's own parental questionnaire.
- Inspectors considered the 26 staff responses to the questionnaire that were submitted.

## Inspection team

Jan Connor, Lead inspector

Her Majesty's Inspector

Clare Cossor

Her Majesty's Inspector

# Full report

## Information about this school

- Hallbrook Primary School is an average sized primary school.
- Most pupils are White British. The proportion of pupils who speak English as an additional language is well below average.
- The proportion of pupils supported by the pupil premium (which in this school provides funding for pupils known to be eligible for free school meals) is well below average.
- The proportion of disabled pupils and those who have special educational needs supported through school action is above average. The proportion supported at school action plus, or with a statement of special educational needs, is well below average.
- The current deputy headteacher is leaving the school at the end of the school year and a new deputy headteacher will join the school in September 2014. The school has recently appointed a new business manager.
- In 2013, the school met the government's floor standards, which is the minimum expectation for pupils' progress and attainment in reading, writing and mathematics at the end of Key Stage 2.

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

- Improve the quality of teaching so all pupils make rapid and sustained progress in mathematics and writing throughout the school by ensuring that:
  - pupils have a wide variety of opportunities to use and apply their mathematical skills regularly in other subjects
  - pupils always use grammar, punctuation and spelling correctly in their writing
  - teachers always insist on the highest standards in presentation.
- Improve pupils' achievement by ensuring more pupils exceed their expected rates of progress from different starting points, particularly in mathematics and writing.

## Inspection judgements

### The achievement of pupils is good

- Children join the Reception class from many different pre-school settings. On entry to school children's skills are broadly in line with age-related expectations. However, there is often a significant group whose skills are below those expected, this is particularly the case in communication and language. Children are taught well and make good progress. The school data for this year show that the vast majority of children are at the expected levels for entry to Year 1.
- In 2013, standards in writing and mathematics at the end of Key Stage 2 were broadly in line with age related expectations, whilst in reading they were above. Overall, the proportion of pupils attaining the expected Level 4 in reading, writing, and mathematics was above average. In Year 2, standards in mathematics, reading, and writing were slightly above average for all three subjects.
- The Year 1 phonics (the sounds that letters make) check showed pupils to be broadly in line with the expected standard.
- Pupils enjoy reading and read widely and often. In 2013, the proportion of pupils who made expected progress in reading was above average and those who made more than expected progress at the end of Key Stage 2 was similar to the national average. Across the school, pupils are given books that challenge them and they understand what they are reading. They talk with enthusiasm about their books and read with expression. The school's data on current progress in reading shows that it continues to be good.
- Pupils write for many different purposes. The school's current data for pupils' progress in writing is good. However, last year at the end of Key Stage 2, the proportion of pupils who made more than expected progress in writing was below average. Pupils' basic spelling, punctuation, and grammar skills are not as well developed as they should be to make more rapid progress.
- In mathematics, not all pupils and groups of pupils across year groups make the rapid progress needed to achieve the highest standards of which they are capable. Pupils do not have enough opportunities to practise and apply their number skills across other subjects. In 2013, the proportion of pupils who made expected progress in mathematics was above average and those who made more than expected progress at the end of Key Stage 2 was below average.
- Disabled pupils and those who have special educational needs make good progress due to highly focused one-to one and group sessions. The most-able pupils also make progress at least in line with other pupils in school and often make better progress than their peers.
- Additional funding is used effectively to provide extra support from learning assistants and from the recently appointed learning mentor. The attainment of this group of pupils varies across the school because numbers are small. Current school data shows that these pupils are generally making progress in line with their peers. In 2013, the attainment of pupils supported by the additional funding was approximately one term behind their peers in writing and mathematics but four terms behind them in reading.
- Pupils' achievement in sport and physical education has improved because of the sports funding grant. This is as a direct result of better quality teaching in this subject.

**The quality of teaching is good**

- Teachers make learning interesting by planning work that engages pupils' interests and develops their knowledge and skills across a range of subjects. Lesson observations, an examination of pupils' work and the school's own data confirm that the overall quality of teaching is good. Some teaching is outstanding.
- Most teachers and learning assistants use skilled questioning effectively to assess, prompt and deepen pupils' learning. In many lessons, teachers expect pupils to think carefully about their answers and explore their reasoning with each other. For example, in a Year 5/6 English lesson pupils were discussing the different techniques used by poets when writing poetry. Through careful questioning and high expectations, pupils were able to describe a wide range of techniques. Consequently, most pupils made good progress in the lesson.
- Teachers mark pupils' work consistently well. Marking is informative and develops pupils' understanding of their own strengths and areas for development. Teachers make time available for pupils to learn from their marking and pupils' books demonstrate the impact of this in the way pupils are improving their own work as a result.
- Well-organised support activities and small group work mean pupils' needs are addressed quickly if they fall behind their targets for improvement. Learning assistants work well with pupils of all ages. They are particularly effective in helping those who find learning more difficult, supporting the teaching and using practical resources to aid less confident learners. The focus on individual needs mean that disabled pupils and those who have special educational needs and those supported by the additional funding are supported effectively.
- Reading is taught effectively and pupils have the opportunity to read a wide range of books. A successful school initiative to improve boys' reading, included the purchase of 'boy friendly' texts and an imaginative library setting. Teachers and learning assistants successfully promote pupils' knowledge and use of phonics.
- Pupils write often and use writing in many different contexts. Pupils' stamina and interest in writing is developed well. However, pupils' use of basic spelling, grammar and punctuation is not systematically taught throughout the school and older pupils often make basic errors that should have been addressed early on to ensure these skills are well developed.
- In mathematics, teachers' planning does not always encourage the most-able learners to broaden their understanding. Pupils' recall of number facts is not efficient and pupils do not get enough opportunities to practise their skills across different subject areas in order to apply what they know to 'real life' situations.
- Teaching in the Early Years Foundation Stage is good. The team of adults work well together to provide a range of purposeful, engaging activities and a wide variety of resources for both indoor and outdoor learning. Teachers assess children's progress regularly and plan work that meets their learning needs.

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

- Pupils' behaviour is good. Pupils behave well in lessons and have positive attitudes to learning. They behave well around school and are polite and friendly to each other and to visitors. The school's work to engender tolerance and respect for others was clear when a group of pupils spoke keenly about racist language not being tolerated in their school.

- The way the school manages behaviour is a strength of the school. Very clear guidance on acceptable behaviour and a transparent system of rewards and sanctions mean pupils of all ages know what is expected of them. Pupils spoke very positively about 'being good to be green' and the seriousness of receiving a 'red card'.
- Pupils happily take responsibility for looking after each other through the 'buddy' system where older pupils look after younger ones at lunchtimes. They also take responsibility for recycling waste paper as part of the 'eco club'. The school council meets regularly and pupils clearly appreciated the opportunity to represent their peers to make decisions about the school. The school environment is orderly, clean, and tidy.
- Behaviour is not outstanding because a few pupils need adult support to succeed with their learning and behaviour is not yet exemplary.
- Concern for pupils' welfare is a high priority. The school has developed highly effective links with many external agencies to support the needs of pupils and their families. The special educational needs leader and the learning mentor are able to provide striking examples of how partnership work with health, educational psychologists and families have resulted in pupils continuing to make progress in learning despite difficult circumstances.
- The school's work to keep pupils safe and secure is good and fully meets requirements. Regular risk assessments of the school site, school off-site visits and other in-school activities demonstrate that school leaders are mindful of their responsibilities to keep pupils safe.
- Parents and carers say their children are safe and well cared for. Pupils also expressed similar views. Pupils expressed confidence that the adults in school would take care of them if they had a problem or were worried or upset. Pupils have a good understanding of cyber-bullying. They were able to give examples of how to deal with it effectively. Older pupils also expressed an understanding of homophobic bullying and were very clear that words such as 'gay' were not used in their playground.
- Pupils have developed a range of strategies so they are able to manage everyday risks such as those associated with the internet and road safety.
- School attendance is consistently high, although there was a rise in persistent absence in 2013.

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

- The headteacher is ambitious and determined to lead the school to further success. With the support of other leaders and the governing body, he has effectively raised expectations and ensured the school is a harmonious and productive environment for all pupils. The staff, parents, and pupils speak highly of his impact since coming to the school.
- Regular lesson observations and detailed feedback to teachers plus a focused programme of training and coaching have ensured that teaching is good with an increasing proportion being outstanding. The performance of teachers is managed effectively and targets for improvement are linked closely to improving outcomes for all pupils. School leaders have an accurate view of the school's strengths and weaknesses.
- Frequent pupil-progress meetings between teachers and senior leaders result in an effective programme of support activities. These programmes ensure that pupils falling behind their

targets catch up quickly. They are organised by a very effective special educational needs leader, subject leaders and key stage leaders.

- The new leaders of mathematics and English have made a sound start to managing their subjects. They check the progress of pupils and identify where improvements in teaching could be made. Other senior leaders who are more experienced in these roles ably support them. This is a good example of the headteacher's planning to build the capacity of leadership within the school.
- The curriculum develops pupils' spiritual, moral, social and cultural development well. Pupils are particularly excited about opportunities to develop a relationship with pupils from a school in India. School leaders work hard to ensure pupils visit different places of worship and meet people from different faith backgrounds in order to broaden their understanding of life in the United Kingdom.
- The school has used the new funding for physical education to arrange for specialist teaching by a teacher from the local secondary school. He has provided training for all teachers, observed, and evaluated the quality of teaching in physical education. He has also quality assured the work of other sports coaches who provide lunchtime clubs for pupils. As a result of his work teachers are more confident to teach physical education, more pupils are actively taking part in sport and pupils have increased opportunities to become involved in sporting competitions outside of school.
- The local authority provides assistance for school leaders in checking the school's assessment of pupils' achievement. It also provides the governing body with training. The school works effectively with a wide variety of external agencies and the local 'family' of schools.
- Leadership and management are not outstanding because initiatives to ensure pupils make more rapid progress have not translated into higher achievement for all pupils.
- **The governance of the school:**
  - The governing body has a good understanding of the school's strengths and weaknesses. It provides effective support and challenge to school leaders. Governors visit school regularly to check the success of senior leaders' plans for school improvement. They are well informed about the quality of teaching and pupils' achievement.
  - The governing body has a good understanding of the management of teachers' performance through the *Teachers' Standards* and how they affect salary progression.
  - Governors regularly check the use of additional funding and how it is used to improve pupils' achievement.
  - Governors frequently measure their own impact on school improvement by actively seeking training and sharing good practice with each other and by working with other governors from the local 'family' of schools.
  - The governing body fulfils statutory duties such as ensuring the school meets safeguarding requirements.

## 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>	120105
<b>Local authority</b>	Leicestershire
<b>Inspection number</b>	444182

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>	244
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Moira Cooper
<b>Headteacher</b>	Richard Haltof
<b>Date of previous school inspection</b>	6 October 2009
<b>Telephone number</b>	01455 285693
<b>Email address</b>	admin@hallbrook.leics.sch.uk

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