

# Inspection of a good school: Hallbrook Primary School

Hallbrook Road, Broughton Astley, Leicestershire LE9 6WX

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Inspection dates:

19–20 November 2019

## Outcome

Hallbrook Primary School continues to be a good school.

However, the inspector has some concerns that standards may be declining, as set out below.

## What is it like to attend this school?

Pupils understand and are committed to the school's aim to 'believe, achieve and succeed'. They enjoy their time at school. They feel safe. They relish the wide range of activities that they can do before, during and after school, including archery, boxercise, dance and gymnastics. Pupils value the rewards that are available to them and speak positively about the 'star of the week'. They enjoy making a positive contribution to the school through their roles as school councillors and playground leaders.

Staff want pupils to do well and work hard. Teachers plan lessons that are interesting. When these are planned well, pupils remember what they have learned over time and can talk about it in detail. Not all subjects are well planned. In some subjects, pupils do not recall or build on what they have learned previously.

Pupils understand equality. They will not accept any form of racism. Pupils say that bullying is extremely rare, but they are confident that adults would deal with it thoroughly should it occur.

Behaviour is a strength. Pupils behave well around the school. They are courteous, polite and well-mannered. In classes, they are attentive and follow the instructions that adults give them quickly. On the playground, they interact positively and enjoy sharing the games and equipment that are available to them.

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

There have been many changes since the headteacher took up post in September. Pupils and staff say that these changes are for the better. The headteacher has set out a clear vision and has quickly gained the trust and respect of the staff. Staff say that they feel valued and understand what they need to do to help to secure the improvements needed in the school.

Pupils do well in mathematics. Leaders have thought carefully about what pupils should learn and when. Teaching is carefully sequenced so that it builds upon what pupils have already learned and prepares them well for what comes next. Pupils remember what they have learned in mathematics and can recall knowledge easily. Teachers make sure that pupils use resources that help them to understand and think deeply about their work. Teachers get pupils to talk about their learning, so pupils are good at explaining their answers and describing how they worked them out.

Some subjects are not planned carefully enough. It is not clear what pupils should learn, know and remember over time. Leaders have not given enough thought to the order in which pupils should learn different aspects of subjects. Teaching does not systematically build upon what pupils already know. For example, in computing, leaders have not planned what pupils should know and remember. Teaching is not sequenced carefully enough. In some topics, such as Excel, there is too long between units of work so pupils do not remember what they have learned. Pupils say that learning is fun. They can recall what they have done, but sometimes they cannot recall the knowledge and content of a subject.

Subject leaders have not had enough opportunity to check how pupils are getting on in their subjects. They have not been given the training or autonomy to lead their subject areas well enough. The headteacher has recognised this and has begun to address it.

The teaching of phonics is well organised and systematic. Teachers know what sounds pupils should know for their age and regularly check to make sure that they know these. Pupils who begin to fall behind are identified quickly and given support to catch up. Phonics is taught energetically, and pupils are enthusiastic. However, teachers do not pronounce the sounds that letters make consistently. This results in children making unnecessary errors.

Pupils with special educational needs and/or disabilities (SEND) do well. They receive bespoke support which enables them to learn alongside their peers.

Many governors are new. They have been well supported by an academy trustee. However, there are still many aspects of their work that need to be strengthened. Governors need to check how effectively the pupil premium funding is being used. They need to hold leaders to account for the quality of the school's curriculum.

## **Safeguarding**

The arrangements for safeguarding are effective.

The checks that the school has to make on people who work with pupils are carried out as they should be. Staff understand the school's safeguarding procedures. Governors regularly check for themselves that these are being carried out correctly.

Pupils have a comprehensive understanding of different types of risk and how to stay safe. They were eager to tell the inspector about their visit to 'The Warning Zone' where

they learned how to keep safe online, from fire, on the road, and near water and railway lines. They also explained how a visiting lorry driver helped them to learn about drivers' blind spots.

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

### **(Information for the school and appropriate authority)**

- In some subjects, like mathematics and reading, leaders have made clear what pupils need to know and when. Teaching is carefully sequenced. However, this is not the case for all subjects. Leaders should strengthen the school's curriculum by setting out a clear sequence of what pupils should know and remember in all subjects.
- Not all subject leaders check how pupils are doing in their subject. Leaders should check for themselves how pupils are getting on in their subjects and make improvements when needed.
- The teaching of phonics is well organised. However, some adults do not pronounce the sounds that letters make correctly. Leaders should ensure that all staff are consistent in the way that they form the sounds that letters make.
- The headteacher has provided much needed stability and clarity of direction in a very short space of time. However, this appointment remains temporary. The trust should quickly secure permanency to the school's leadership structure.
- There has been a significant turnover in the membership of the governing body. The trust should ensure that governors are supported to carry out their duties effectively.

## **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 a section 8 inspection of a good school or non-exempt outstanding school. We do not give graded judgements on a section 8 inspection. However, if we find some evidence that the school could now be better than good or that standards may be declining, then the next inspection will be a section 5 inspection. Usually this is within one to two years of the date of the section 8 inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will convert the section 8 inspection to a section 5 inspection immediately.

This is the first section 8 inspection since we judged the predecessor school, Hallbrook Primary School, to be good in June 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 Ofsted Parent View information 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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

## **Further information**

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

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

## School details

<b>Unique reference number</b>	143609
<b>Local authority</b>	Leicestershire
<b>Inspection number</b>	10119926
<b>Type of school</b>	Primary
<b>School category</b>	Academy converter
<b>Age range of pupils</b>	4 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	215
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	Melvyn Booley
<b>Headteacher</b>	Tracy Withers
<b>Website</b>	<a href="http://www.hallbrook.leics.sch.uk">www.hallbrook.leics.sch.uk</a>
<b>Date of previous inspection</b>	Not previously inspected

## Information about this school

- The school is part of the Success Academy Trust. This is the school's first inspection since joining the trust in February 2017.
- The headteacher has been in post since September 2019.

## Information about this inspection

- I met with the headteacher and subject leaders. I met with a group of governors, including the chair of the governing body and a trust representative. I also met with the principal of the trust.
- Reading, mathematics and computing were considered in depth as part of this inspection. I visited lessons, looked at pupils' work and spoke with teachers. I spoke with pupils in lessons and met with groups of pupils. I listened to pupils read.
- I looked at attendance and behaviour information provided by the school. I also considered the 48 responses to Parent View, Ofsted's online survey, and considered the responses to the questionnaire for staff.

**Inspection team**

Vic Wilkinson, lead inspector

Ofsted Inspector

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