

Inspection of a good school: Alderman Richard Hallam Primary School

Avebury Avenue, Leicester, Leicestershire LE4 0FQ

Inspection dates:

22 and 23 March 2022

Outcome

Alderman Richard Hallam Primary School continues to be a good school.

What is it like to attend this school?

There is a strong sense of community in this large school. Pupils are well cared for. Relationships between staff and pupils are built on mutual respect. Pupils say that they feel safe in school.

Pupils' behaviour is exemplary. They are highly engaged in their lessons. They are motivated to do their best because their teachers have high expectations of what they can achieve. Pupils are keen to share their ideas and opinions. They understand that everyone's ideas should be listened to. They say that bullying is rare. If it happens, they are confident that staff will help them to sort it out.

Pupils are encouraged to become responsible citizens. Pupils are nominated for the headteacher's Kedzior award when they have made a difference in their local area. For example, pupils take part in litter-picking or organising a collection for a food bank. Pupils are keen to receive rewards for working hard, behaving well or representing the school in a positive way.

Leaders have high hopes for pupils' future. Pupils attend an 'aspirations week', where they learn about a wide range of careers.

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

Leaders have identified the key knowledge that pupils need to know and understand in most subjects. Teachers know the curriculum well. They work together to design engaging lessons. They explain new ideas clearly and check that pupils have remembered what they have learned previously. Pupils are given time to practise new skills and build on their previous learning. For example, in computing, pupils in Year 2 use algorithms to program a 'robot'. By the time pupils reach Year 3, they have developed the computing knowledge and skills they need to produce a short digital animation.

In a small number of subjects, the important knowledge that pupils need to learn has not been identified. In these subjects, it is not clear how pupils will be helped to build on previous learning.

Some aspects of the early years curriculum identify what children will do, rather than what they will learn. Leaders have not identified all of the key knowledge that children in early years need to know.

Pupils learn to read fluently. This begins in Nursery Year, where children sing songs and join in with familiar rhymes and stories. Staff teach early reading well. Pupils use their knowledge of sounds to read and write words well. Pupils are given books that match the sounds that they have learned. Teachers quickly identify pupils who struggle to remember new sounds. These pupils receive extra help to make sure that they do not fall behind.

Story times are a special time of the day. Younger pupils enthusiastically join in with familiar stories as they enjoy their snack. Older pupils readily volunteer to read class texts aloud to their classmates. They are keen to show off their reading skills. They read accurately and with expression.

Leaders are ambitious that pupils with special educational needs and/or disabilities (SEND) will access the same curriculum as their peers. Leaders identify pupils with SEND quickly. Teachers use a range of strategies and resources to ensure that pupils receive the support they need to take part in lessons and achieve well.

Leaders give careful consideration to the characteristics they want pupils to develop. Pupils are taught about 'ingredients for success' so they can learn well. Teachers regularly remind pupils what this looks like in lessons. There is a wealth of opportunities for pupils' personal development. Pupils embrace the chances they are given to volunteer as class champions, reading buddies and school council members, or to apply for the role of anti-bullying ambassador. Leaders value pupils' well-being. Every effort is made to ensure that pupils are ready to learn. For example, during the morning register, pupils are invited to rank their mood from one to five. Pupils who give themselves a low score are invited to speak to a member of staff about how they are feeling.

Staff say that leaders are considerate of their workload and well-being. They say that they enjoy their job and are proud to work at the school. Governors are also proud of what the school has achieved. They are dedicated to improving the school. They support and challenge leaders appropriately.

Safeguarding

The arrangements for safeguarding are effective.

Leaders prioritise pupils' safety. All staff know how to keep pupils safe. They receive regular training, which is kept up to date. They pass on their concerns about pupils promptly and keep detailed records. Safeguarding leaders work closely together to check that concerns are followed up. They use their own expertise, and the support of external agencies, to support pupils and their families.

Leaders have designed a behaviour and safety curriculum. Pupils know how to keep themselves safe online. They are clear that they should tell a trusted adult if they are worried about something.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In a small number of subjects, leaders have not precisely identified the knowledge that pupils need to learn. In these subjects, it is not always clear how the curriculum is sequenced to support pupils to know more of the subject over time. Curriculum planning for all subjects should set out what needs to be taught and the knowledge that pupils need to know and remember from early years to Year 6.
- The early years curriculum does not consistently break down the knowledge that children need to learn. As a result, some lessons are driven by the activities that children will do rather than what they will learn. Leaders must ensure that key knowledge is clearly identified in all areas of the early years curriculum. This will ensure that children are well prepared as they move into Year 1.

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 or outstanding school, because it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on a section 8 inspection. However, if we find evidence that a school would now receive a higher or lower grade, 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 deem the section 8 inspection a section 5 inspection immediately.

This is the second section 8 inspection since we judged the school to be good in September 2012.

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.

If you are the school and 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

Unique reference number	120107
Local authority	Leicester
Inspection number	10212528
Type of school	Primary
School category	Community
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	878
Appropriate authority	The governing body
Chair of governing body	Veronica Bolsover
Headteacher	Ann-Marie Kedzior
Website	www.arhprimary.co.uk
Date of previous inspection	26 January 2017, under section 8 of the Education Act 2005

Information about this school

- The school runs a breakfast and after-school club that is managed by the governing body.
- The school does not make use of alternative education provision.

Information about this inspection

This was the first routine inspection the school had received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders, and have taken that into account in their evaluation of the school.

- Inspectors held discussions with the headteacher, deputy headteacher and other members of the school's leadership team. They also met with the special educational needs coordinator and early years leader. Inspectors met with six members of the governing body, including the chair of governors. An inspector spoke with a representative of the local authority.
- Inspectors carried out deep dives in early reading, mathematics, science, computing and geography. For each deep dive, inspectors met with subject leaders, looked at

curriculum plans, visited a sample of lessons, spoke with teachers about the lessons visited, spoke with pupils about their learning and looked at samples of pupils' work. The lead inspector observed pupils reading to a familiar adult. Inspectors also considered a number of further curriculum plans.

- Inspectors observed pupils' behaviour in classrooms, around the school and at playtime and lunchtime. They spoke with pupils about their views of the school and their learning, behaviour and safety.
- The arrangements for safeguarding were scrutinised. This included checking the single central record, training for staff and safeguarding records. The inspector also met with the designated safeguarding leads.
- The views of parents and carers, staff and pupils were gathered through Ofsted's online surveys and face-to-face discussions.

Inspection team

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