

Inspection of a good school: Hallam Fields Junior School

Longfield Lane, Ilkeston, Derbyshire DE7 4DB

Inspection dates:

8 and 9 June 2022

Outcome

Hallam Fields Junior School continues to be a good school.

What is it like to attend this school?

This school is a happy place where pupils thrive. Pupils feel safe and well cared for. The adults know them well and look after them well. Pupils look after each other too. They know the power of patience and a smile 'when someone is sad or mad'. They learn to be kind and respectful, and they are.

The school has high expectations. Pupils and parents know this, and everyone works together. Pupils enjoy learning. They learn to be independent and to keep trying even when things are hard. They develop confidence and belief in what they can achieve.

Books and reading are celebrated in every corner of this school. Pupils said they love reading. They said they get better at reading and then they enjoy it more. Reading ambassadors share their passion. They leave books with notes in school and in the community for others to discover.

Pupils benefit from a wide range of experiences. Authors and artists visit the school. Pupils work on projects for the good of the community. Pupils are sports leaders, eco councillors and school councillors. They are mathematics, reading and mental health ambassadors.

Pupils and parents value the positive, welcoming and supportive nature of the school and its staff.

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

Leaders have set a clear and ambitious vision for all pupils at this school. They prioritise reading and well-being. They make sure that staff make the most of every minute for pupils' academic and personal development. For example, in mathematics, leaders have planned a curriculum that gives pupils a can-do attitude. In art, leaders aim to teach pupils resilience.

Leaders have thought carefully about the curriculum so that it meets the needs of their pupils and the community. They have thought about what should be taught and when. They have made sure that pupils revisit important concepts so that learning is secure and builds steadily. In most subjects, leaders have identified the precise knowledge that pupils should learn at each stage. In subjects where this is not fully the case, leaders have clear plans to complete this work.

Staff know the pupils very well. Teachers have strong subject knowledge. They present information clearly using ambitious vocabulary. They teach pupils how to discuss and write about what they have learned. They ask the right questions to check understanding and challenge pupils. In most subjects, teachers use assessment well to plan the next steps in learning. This is not equally effective in all subjects.

The provision for pupils with special educational needs and/or disabilities (SEND) is a strength in this school. Parents appreciate this. Leaders make sure that teachers have the right information and advice about pupils with SEND. Pupils achieve well and learn to be more independent.

Leaders have put together a highly effective programme to make sure that all pupils become better readers. Pupils who need help to keep up get it, and they become more confident readers. Leaders make sure that pupils read all sorts of books and texts because they want pupils to find books that they love. Leaders plan lots of opportunities for pupils to read. For example, every day starts with pupils reading and discussing a text with their teacher. During breaktime and lunchtime, they can read in the 'book shed' on the playground.

Pupils work hard and they enjoy their lessons. They behave well. They know that teachers will deal with any disruptions calmly and consistently. Well-trained staff work with pupils who need a little more support. Pupils are kind and respectful to each other at breaktimes and lunchtimes. This is a school where everyone can be themselves.

The school has a strong programme for pupils' personal development. Pupils have access to a wide range of activities. They learn about British values and they celebrate diversity. They enjoy contributing to their community. They are proud of their school and what they achieve together.

Leaders manage staff's workload well. They provide the training that staff need to support their pupils well. Like pupils and parents, staff are proud of their school.

Safeguarding

The arrangements for safeguarding are effective.

There is a strong culture of safeguarding. Staff know pupils and families well. They provide them with high-quality support. Records clearly show what actions have been taken. Leaders are tenacious in securing the right support for pupils from external agencies.

Pupils say that they feel safe and can be themselves. They are confident in sharing any worries they may have with staff. They know that they will be looked after. Pupils learn to keep themselves and others safe in lessons and assemblies.

Leaders are alert to the safeguarding challenges in the local area. Staff know their responsibilities well.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some foundation subjects, leaders have not clearly defined the precise knowledge they want pupils to learn. As a result, leaders cannot be sure that pupils learn all that they should in these subjects. Leaders should continue to improve the planning in these subjects and specify the knowledge that is important for pupils to learn.
- In some foundation subjects, assessment does not identify gaps in pupils' knowledge. This means that teachers do not have the precise information they need to plan. Pupils do not make as much progress as they could. Leaders must ensure that assessments allow teachers to check pupils' knowledge, identify gaps and adjust curriculum plans accordingly.

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 as a section 5 inspection immediately.

This is the first section 8 inspection since we judged the school to be good in March 2017.

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	112572
Local authority	Derbyshire
Inspection number	10227775
Type of school	Junior
School category	Community
Age range of pupils	7 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	226
Appropriate authority	The governing body
Chair of governing body	Antony Smith
Headteacher	David Brown
Website	www.hallamfields.derbyshire.sch.uk
Date of previous inspection	1 and 2 March 2017, under section 8 of the Education Act 2005

Information about this school

- The school uses one unregistered alternative provision.

Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with leaders and has taken that into account in her evaluation of the school.
- The inspector held meetings with the headteacher, the assistant headteachers and governors. The inspector also held telephone conversations with representatives of the local authority and the alternative provision.
- The inspector scrutinised a range of documents, including those relating to safeguarding and SEND.
- The inspector carried out deep dives in reading, art and mathematics. As part of the deep dives, the inspector visited lessons, listened to pupils read, reviewed curriculum plans and spoke with curriculum leaders, pupils and teachers.
- The inspector visited lessons and observed pupils at various times of the school day.

- The inspector considered the views of pupils, parents and staff through discussions during the inspection and the Ofsted surveys.

Inspection team

Aoife Galletly, lead inspector

Her Majesty's Inspector

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