

Inspection of Hall Meadow Primary School

Packer Road, Lake Avenue, Kettering, Northamptonshire NN15 7RP

Inspection dates: 6 and 7 December 2022

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Not previously inspected under section 5 of the Education Act 2005

What is it like to attend this school?

Pupils learn to do what is right, what is kind and what is safe at this inclusive, happy school. It is a place where pupils enjoy warm relationships with the adults and each other. Pupils said that they feel welcome and safe. They said that bullying does not really happen and adults help them to make friends again if they fall out.

Leaders are highly ambitious that all pupils will achieve well. This includes pupils with special educational needs and/or disabilities (SEND). Pupils enjoy their lessons. They are eager to learn. They like reading and discussing their learning. They love visitors coming to talk to them about their work or culture.

Pupils understand the school's expectations and values. They follow the clear routines. They behave well and work hard. Pupils like the rewards they earn for doing the right thing. At playtime and lunchtime, pupils have lots of fun together. Older pupils take good care of younger pupils. They run book clubs and times-tables clubs that are popular with younger pupils.

Pupils receive caring support for their emotional and social development. Staff know pupils well. They step in quickly if pupils need extra help to maintain their well-being.

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

Leaders and staff share the same high ambition for all pupils to achieve well at each stage of their education. Together with leaders from the trust, they have worked with determination to renew the curriculum. The curriculum is ambitious and well planned in most subjects. Leaders have thought carefully about the knowledge and skills they want pupils to learn in each year, from Reception to Year 6. As a result, teachers prepare pupils well for their next stage in learning.

Teachers present information well and give clear explanations in most cases. They provide opportunities for pupils to practise what they have learned before. They ensure that pupils have the vocabulary they need to describe and discuss their learning. Pupils make good progress. Most teachers make regular checks to ensure that pupils know and understand the important knowledge and concepts. Most check that pupils apply their learning accurately. In some of the foundation subjects, leaders have not fully developed assessment practices. However, they have clear plans to complete this work.

Staff make sure that all pupils can access the curriculum and make progress, including those with SEND. Leaders think carefully about the resources and help pupils need to thrive and ensure that these are in place. This includes expert support for pupils' social and emotional needs. Leaders work effectively to teach pupils to manage their feelings, so that they can focus on learning.

Children in Reception learn phonics from the start. Leaders have ensured that staff receive effective training to deliver the school's phonics programme consistently well. Pupils practise reading from books that match the sounds they know. Leaders

make skilled use of assessment to make sure that teaching matches pupils' needs. Pupils get the right help to catch up if they need it. Pupils develop confidence and fluency in their reading. Parents noted how much the school has improved the support for pupils to read well. Pupils enjoy reading the wide variety of stories, books and texts that staff provide.

Children in Reception get off to a good start. Children learn in a happy, secure environment, where they have warm relationships with staff. Leaders ensure that there is high-quality provision for children's academic and personal development. Staff prioritise children's communication and language learning.

Staff have high expectations of pupils' conduct. Pupils behave well at this school. They have positive attitudes to learning. They try hard and help each other out. Staff work effectively to prevent any negative behaviour. They support pupils, as individuals, to understand their behaviour and adjust it when necessary.

The personal, social and health education curriculum is well planned. Pupils learn how to stay healthy and keep safe, including when online. They learn the words they need to manage relationships respectfully. They enjoy learning about those who are different to themselves. They know that it is important to show respect. Leaders enrich the curriculum with varied experiences, like visiting the seaside and museums.

Staff are proud and happy to work here. They feel well supported by leaders. They, in turn, support leaders' ambition for the school. They value the training they receive and see the impact it has on improving the school further.

Safeguarding

The arrangements for safeguarding are effective.

There is a well-established culture of care and vigilance in this school. Leaders are knowledgeable and skilled. They ensure that staff are well trained to carry out their safeguarding duties. Staff know what to look out for and how to pass on any concerns they have. Leaders have effective partnerships with local agencies. They make sure that pupils get the help they need. They provide high-quality support for pupils' mental health.

Pupils know they can talk to adults about any worries they have. They trust them to look after them. Pupils learn how to keep themselves and others safe.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Sometimes, teachers do not check that pupils have learned the core knowledge or vocabulary in the curriculum. When this is the case, gaps or misconceptions in pupils' learning are not addressed. Leaders must ensure that teachers consistently

check pupils' understanding and provide feedback that helps pupils to develop their learning.

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.

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	144318
Local authority	North Northamptonshire
Inspection number	10228945
Type of school	Primary
School category	Academy converter
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	207
Appropriate authority	Board of trustees
Chair of trust	Linda Brooks
Headteacher	Cassandra Bodman-Knight
Website	www.hallmeadow.org
Date of previous inspection	Not previously inspected

Information about this school

- Hall Meadow Primary converted to become an academy school in April 2017. When its predecessor school, Hall Meadow Primary School, was last inspected by Ofsted in 2008, it was judged to be outstanding overall.
- The headteacher took up the role in September 2020.
- The school does not use the services of any alternative provisions.

Information about this inspection

- This was the first routine inspection the school 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 meetings the headteacher and other staff. The lead inspector met with leaders from the multi-academy trust, trustees and members of the local academy committee.
- Inspectors carried out deep dives in these subjects: early reading, mathematics, English, physical education and science. For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to

teachers, spoke to some pupils about their learning and looked at samples of pupils' work.

- Inspectors visited lessons and looked at curriculum documents. The lead inspector listened to pupils read. Inspectors observed pupils around the school, including at assembly, playtime and lunchtime.
- To inspect safeguarding, the lead inspector checked the single central record and scrutinised safeguarding records. Inspectors spoke to staff about the school's safeguarding procedures.
- Inspectors considered the responses to Ofsted's parent, pupil and staff questionnaires.

Inspection team

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