

Inspection of a good school: The Hall School

Glenfield Frith Drive, Glenfield, Leicester, Leicestershire LE3 8PQ

Inspection dates: 8 and 9 February 2023

Outcome

The Hall School continues to be a good school.

What is it like to attend this school?

The Hall School is an inclusive and happy school. Pupils are respectful and well mannered. Pupils hold doors open for each other and greet everyone with respect.

Leaders are ambitious for all pupils, including those with special educational needs and/or disabilities (SEND). Leaders have designed a curriculum which utilises the local area and engages pupils. The curriculum is enhanced through a wide range of trips, visits and experiences.

Pupils are proud of their local community. One pupil shared: 'Our school celebrates our differences; for Diwali, some of us are allowed to wear our traditional dress.'

Staff have consistently high expectations of pupils' behaviour. This starts in pre-school where clear routines prepare children well for the Reception Year. All pupils engage well in lessons and enjoy their learning. Pupils help each other if anyone is struggling. Older pupils enjoy helping children in the Reception Year at lunchtimes.

Pupils understand what bullying means, including cyber-bullying. They say that bullying is rare in school. Pupils know that when it does happen, adults make it stop.

Pupils feel safe at school. They know they have trusted adults with whom they can share any worries or concerns.

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

Leaders are aspirational for all pupils. Leaders have designed a curriculum that is ambitious and well sequenced. They have clearly identified the important knowledge that pupils should learn in all subjects.

Teachers plan lessons which focus on the important knowledge they want pupils to learn. Teachers ensure that all new learning builds on pupils' prior learning. Subject specialists teach some areas of the curriculum. Children from early years onwards learn a modern foreign language. Pupils are taught in smaller groups for English and mathematics. They benefit from the additional support they receive from these extra teachers.

Leaders have recently introduced 'checkpoints' at the end of each unit of work. Teachers ask carefully chosen questions that help pupils to make links with their prior learning. Teachers use these 'checkpoint' tasks to assess that pupils know and remember more.

Leaders have ensured that there is a sharp focus on early reading. Daily phonics sessions support pupils to gain the knowledge and skills they need to become confident and fluent readers. Pupils who need extra support to 'keep up' rather than 'catch up' receive the help they require.

Pupils take home a selection of books to read, including a library book. Class readers and library visits ensure that pupils read widely and often. Daily story time is a favourite part of the day. Pupils come to love reading.

Pre-school and Reception Year learning environments are well resourced and organised to encourage imaginative play. Photographs are used to stimulate imagination. For example, pre-school children refer to images of caves, mountains, airports and Glenfield Park as they build in the construction area. Staff's high expectations and clear routines mean that children are well prepared for the next stage in their education.

Pupils with SEND are well supported. Teachers use a range of strategies and resources to make sure that pupils can access learning with the support they need to succeed. Leaders engage with a range of external agencies to secure tailored support for these pupils.

Personal, social and health education lessons are taught weekly. Pupils are encouraged to develop a healthy relationship with their own bodies and to understand the benefits of exercise on both their physical and mental health. Pupils demonstrate an age-appropriate understanding of different types of relationships.

Pupils' understanding of the fundamental British values is not yet fully secure. Pupils talk about differences with respect. However, they do not always link these British values to their own lives.

Pupils have opportunities to take on extra responsibilities, for example as a history ambassador or a member of the e-safety committee. Pupils are proud of the responsibilities they are given and are passionate about them. Pupils have access to a wide range of clubs. They have opportunities to participate in a range of sports and learn to play musical instruments.

The school is led and managed well. Leaders have created a culture where they are accessible to every member of staff. Teachers say that leaders think carefully when they introduce new things. This means that staff do not feel overwhelmed with extra work. Governors are critical friends to senior leaders, offering them appropriate support and challenge.

Safeguarding

The arrangements for safeguarding are effective.

Leaders have created a culture of vigilance. Staff know that 'it can happen here'. All staff receive regular safeguarding training and updates. Staff know how to report safeguarding concerns. Leaders carry out regular safeguarding 'check-ins' with each class teacher. Safeguarding records are robust. Leaders tenaciously ensure that pupils get the help they need. Leaders escalate safeguarding concerns with external agencies where necessary. Governors understand and fulfil their safeguarding responsibilities.

Pupils learn about how to keep themselves safe across the curriculum. Pupils know not to share their personal information online.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Pupils learn about fundamental British values across the curriculum. Some pupils cannot relate their understanding of these values to their own lives and community. This means they are as well prepared for life in modern Britain as they could be. Leaders should ensure that teachers support pupils to make connections between their learning about fundamental British values in school and their own lives.

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 an ungraded inspection and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the second ungraded inspection since we judged the school to be good in February 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 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	120070
Local authority	Leicestershire
Inspection number	10268859
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	420
Appropriate authority	The governing body
Chair of governing body	Fiona Moss
Headteachers	Rosemary Handford and Samuel Walker
Website	www.thehallprimary.com
Date of previous inspection	25 January 2018, under section 8 of the Education Act 2005

Information about this school

- Two new co-headteachers took up their substantive roles in September 2021.
- The school does not make use of any 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 and has taken that into account in her evaluation of the school.
- The inspector carried out deep dives in reading, mathematics and history. For each deep dive, the inspector discussed the curriculum with leaders, visited lessons, spoke with teachers and pupils, and looked at samples of pupils' work.
- The inspector listened to a sample of pupils reading to a familiar adult.
- The inspector looked at curriculum plans and spoke with pupils and subject leaders for several other subjects.

- The inspector met with leaders responsible for behaviour and attendance, personal development, and the provision for pupils with SEND.
- The inspector met with the designated safeguarding leaders to discuss the actions taken to keep pupils safe. She reviewed a range of documents, including the school's single central record.
- The inspector spoke with parents at the start of the school day.
- The inspector reviewed a range of documents, including the school's self-evaluation and improvement plan.
- The inspector met with members of the governing board. This included the chair of the governing body.
- The inspector spoke to a representative from the local authority.
- The inspector considered the responses to Ofsted's online questionnaire, Parent View, and considered the results of the Ofsted staff questionnaires.

Inspection team

Luella Manssen, lead inspector Ofsted Inspector

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