

Inspection of a good school: Hallam Primary School

Hallam Grange Crescent, Sheffield, South Yorkshire S10 4BD

Inspection dates:

18 and 19 October 2023

Outcome

There has been no change to this school's overall judgement of good as a result of this ungraded (section 8) inspection. However, the evidence gathered suggests that the inspection grade might be outstanding if a graded (section 5) inspection were carried out now. The school's next inspection will be a graded inspection.

The headteacher of this school is Jenna Ramsden. This school is part of Tapton School Academy Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, David Dennis, and overseen by a board of trustees, chaired by Sarah Draper.

What is it like to attend this school?

Pupils at Hallam Primary School 'aim high, dream big and achieve together'. Leaders have established the 'DREAMS' approach to help pupils to develop the skills of resilience and enquiry. This inspires pupils to be aspirational for their futures. Adults help pupils to make long-lasting memories through an exciting curriculum. Hallam Primary School is a very happy place to learn. Pupils flourish at this school.

Behaviour is exemplary. Adults apply their high expectations of behaviour and routines consistently. In early years, staff help children to understand what is expected of them. Children rise to these expectations. This sets the foundation for pupils' exceptional conduct throughout the school. Leaders have shaped a highly inclusive school culture. Pupils treat those around them with the utmost respect.

The school has established a curriculum that helps pupils to secure a deep knowledge of the subjects that they encounter. For example, pupils shared their impressive understanding of biomes in Brazil and Anglo-Saxon tribes. Learning is brought to life by visits and trips, as well as the many clubs on offer. Many pupils extend their learning by contributing as pupil leaders. These roles are a golden thread that inspires pupils to be role models for others. Pupils are very proud of their school.

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

The school has established a curriculum from early years to Year 6 that is very ambitious. Pupils receive expert tuition across a range of subjects. In Reception, children develop their scientific understanding by observing autumn leaves, pine cones and conkers. Children create exemplary drawings of these, using colour mixing to get the tone just right. In history, pupils develop a deep understanding of the past. Pupils know the important legacy of Florence Nightingale and her impact on healthcare. Pupils develop their knowledge by studying important historical periods. For example, pupils have a remarkable understanding of the Mayan civilisation, including trade, culture and why the civilisation ended.

Children in early years get off to a flying start with phonics. They use their secure knowledge of phonics to become confident readers. Staff are experts in teaching children to read. Children's books are closely matched to the sounds that they know. In early years, children encounter the 'fab 40' books that adults have chosen. Children revisit these texts often. They talk with enthusiasm about the stories and the characters. Throughout the school, leaders invest in a diverse range of literature. This inspires pupils to explore their curiosity and read widely. They do so with confidence and joy. If pupils struggle to read, they receive the precise support that they need to help them to catch up.

Pupils with special educational needs and/or disabilities (SEND) learn the same ambitious curriculum as their peers. If pupils have different starting points, the school makes sure that they learn a curriculum that is just right for them. Adults in the school's 'Diamonds' provision provide exceptional support for pupils with SEND. This is helping pupils to develop their language and communication skills. Leaders place no limits on what pupils can do and achieve. Pupils with SEND are flourishing.

Children in early years develop secure mathematical knowledge. Adults help children to use accurate mathematical language. Children confidently use sentence stems to talk about the heaviest and lightest objects. Adults help older pupils to build their mathematical knowledge step by step. For example, pupils review their knowledge of 2D shapes before learning about the interior angles of shapes. Staff use assessment to check what pupils know and can do. They make sure that pupils have many opportunities to revisit their learning. This is helping pupils to become fluent mathematicians.

Leaders' work to promote pupils' personal development is exceptional. Pupils talk with maturity about issues such as consent and staying safe online. Pupils encounter well-chosen stories that help them to appreciate the diverse world that they live in. They treat those around them with kindness and respect. Many pupils apply to be subject ambassadors. They take their status as role models very seriously. They understand that they are 'inspiring future learners'. Other pupils contribute as school councillors. Older school councillors mentor younger pupils to help to prepare them for their future leadership roles. Pupils know that their voices matter. One pupil summed this up by saying, 'The great thing about Hallam is there's lots of pupil voice. It's important for the teachers. We make decisions together.'

Those responsible for governance are extremely knowledgeable about the school. They check carefully that leaders are focused on the quality of education for all pupils. The trust and the school deliver highly effective support and professional development for staff at all levels. The workload and well-being of all staff are priorities. Staff are proud to work at this school.

Safeguarding

The arrangements for safeguarding are effective.

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 predecessor school, Hallam Primary School, to be good in September 2013.

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](#)' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	142311
Local authority	Sheffield
Inspection number	10290304
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	614
Appropriate authority	Board of trustees
Chair of trust	Sarah Draper
CEO of the trust	David Dennis
Headteacher	Jenna Ramsden
Website	www.hallamprimaryschool.co.uk
Date of previous inspection	9 May 2018, under section 8 of the Education Act 2005

Information about this school

- This is a larger-than-average primary school.
- The school runs a breakfast club and an after-school club for pupils.
- The school does not make use of alternative provision.

Information about this inspection

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- The inspectors met with senior leaders, subject leaders and teachers.
- The lead inspector held a meeting with governors, including the chair of the local governing board. The lead inspector held a separate meeting with the chair of the trust.

- The inspectors carried out deep dives in these subjects: reading, mathematics, history and physical education. 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. The lead inspector also listened to a sample of pupils read to a familiar adult.
- To evaluate the effectiveness of safeguarding, the lead inspector: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- Inspectors scrutinised a range of other documents, including records of pupils' behaviour and leaders' evaluation of the school.
- Inspectors spoke informally to pupils to gather their views on school life.
- To gather parents' views, inspectors took account of the views of parents from the Ofsted Parent View survey, Ofsted's online questionnaire, including free-text comments.
- To gather the views of staff, inspectors took account of the staff survey.

Inspection team

Jen Sloan, lead inspector

His Majesty's Inspector

Lindsay Lomas

Ofsted Inspector

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