

Inspection of Hallam Fields, Birstall

Long Meadow Way, Birstall, Leicester, Leicestershire LE4 3LL

Inspection dates: 21 and 22 May 2024

Overall effectiveness

Good

The quality of education

Good

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Early years provision

Good

Previous inspection grade

Requires improvement

The head of school of this school is Ifat Sultana. This school is part of Lionheart Educational Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer (CEO), Kathryn Kelly, and overseen by a board of trustees, chaired by Byron Stephen Chatburn. There is also an executive principal, Chelsea Williams, who is responsible for this school and two others.

What is it like to attend this school?

Hallam Fields is an inclusive and highly ambitious school. The school expects all pupils to achieve well. This expectation includes disadvantaged pupils. The curriculum is aspirational. As a result, pupils make good progress and the quality of education provided is good.

The school's '6Rs': reciprocity, respect, responsibility, resilience, resourcefulness and reflection, are lived out by pupils and staff. Pupils interact with each other and staff with high levels of respect and courtesy. Pupils are happy at this school. One pupil said: 'All the teachers are really nice at Hallam Fields. They always help us in our lessons and they teach us really well. Our school is just a really nice place to be.'

Pupils know and consistently follow the school's three 'golden rules': 'be ready, be respectful and be safe'. They listen intently in lessons and demonstrate positive attitudes towards their learning. Pupils ask and answer questions with enthusiasm. They enjoy working both independently and collaboratively. Pupils cooperate well and support as well as challenge each other.

The school's character development offer is exceptional. This work links to the school's '6Rs'. It explores the school's definition of character and is tailored to the school's unique vision and values.

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

Children get off to a good start in the Reception Year. The environment is well organised and resourced. Children have the opportunity to learn through play in all of the different areas of learning. Children enjoy completing 'rainbow challenges'. This supports them to develop their independence. Reading is promoted well in the early years environment. Children enjoy playing 'teacher'. In this role, they test each other on their knowledge of sounds. Relationships between staff and pupils are warm and nurturing.

The school has prioritised early reading. There is a strong reading culture. Pupils enjoy sharing book recommendations and can confidently talk about their favourite books. Staff are well trained to deliver the phonics programme. Pupils' reading books are carefully matched to the sounds they are learning. This supports pupils to develop their reading fluency. Outcomes for Year 1 phonics are strong. The reading curriculum that complements and follows on from phonics is well sequenced. Pupils are exposed to a wide range of high-quality texts and genres. Lessons focus on broadening pupils' understanding of vocabulary and developing their comprehension skills.

The mathematics curriculum is ambitious and well sequenced. Lesson plans identify key milestones for each area of mathematics. This helps teachers to know what pupils need to know and by when. Teachers promote the use of subject-specific vocabulary well. They expect pupils to explain their methods. As a result, pupils can talk about their mathematical thinking with confidence. Pupils enjoy mathematics. They say that the retrieval part of lessons helps them to know and remember more. Pupils' outcomes at the end of key stage 1 are strong.

The provision for pupils with special educational needs and/or disabilities (SEND) is a real strength. Wherever possible, through the use of a range of scaffolds, pupils with SEND access the same ambitious curriculum as their peers. The school works proactively and effectively with a range of external agencies to support pupils with the most complex SEND needs. The school works tirelessly to make sure they identify the needs of pupils with SEND and meet the expectations of their education, health and care plans. As a result, pupils with SEND achieve the best possible outcomes.

The school has made significant and effective changes to the wider curriculum to raise the level of expectation. The curriculum intent for all subjects is highly ambitious and plans ensure progression in knowledge and skills from the Reception Year through to Year 6. However, in some of the foundation subjects, pupils' recall of knowledge is not yet fully secure. As a result, there are some gaps in knowledge.

Pupils' behaviour is exceptional. Pupils behave consistently well and demonstrate positive attitudes and commitment to their education. Pupils actively support the well-being of others. The school provides highly effective pastoral support for the pupils in its care.

The school prepares pupils well for life in modern Britain. The diverse school community is celebrated. Pupils talk about their differences with maturity and respect. Pupils access a wide range of clubs. There is strong take-up by pupils of the opportunities provided by the school. Disadvantaged pupils, including pupils with SEND, consistently benefit from this excellent work. Pupils have the opportunity to take on various different leadership roles, for example being an eco-ambassador or curriculum ambassador. Pupils are extremely proud of these roles and the impact they have on the school and local community. The school's work to develop pupils' character is exemplary.

The school is very well led and managed. Leaders have made some bold decisions to improve the curriculum offer for pupils. Staff feel exceptionally well supported with regards to their workload and feel that their well-being is carefully considered. They value the multiple opportunities they have to work collaboratively with colleagues across the trust. Staff receive focused and highly effective professional development. Those with responsibility for governance know the school very well and offer leaders highly effective challenge and support.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Recent adaptations to the curriculum planning for foundation subjects are having a considerable impact. However, some of these changes are recent and gaps in pupils' knowledge are not consistently identified and closed. Leaders should ensure that gaps in knowledge are consistently identified and used to adapt future teaching so that the school's ambitious curriculum has the impact that leaders aspire to.

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	144749
Local authority	Leicestershire
Inspection number	10324195
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	205
Appropriate authority	Board of trustees
Chair of trust	Byron Stephen Chatburn
CEO of the trust	Kathryn Kelly
Headteacher	Ifat Sultana (head of school) Chelsea Williams (executive principal)
Website	www.hallamfields.org.uk
Dates of previous inspection	12 and 13 January 2022, under section 5 of the Education Act 2005

Information about this school

- The school is part of the Lionheart Educational Trust.
- The school does not currently use any form of alternative provision.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- Inspectors discussed any continued impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- The inspection team carried out deep dives in reading, mathematics, history and geography. For each deep dive, inspectors discussed the curriculum with

leaders, visited lessons, spoke with teachers and pupils and reviewed samples of pupils' work.

- The inspection team carried out a wider curriculum review into art and design, modern foreign languages and science. Inspectors reviewed samples of pupils' work and reviewed curriculum documentation.
- The lead inspector listened to some pupils read to a familiar adult.
- Inspectors met with leaders responsible for behaviour, personal development, the early years and the provision for pupils with SEND.
- To evaluate the effectiveness of safeguarding, inspectors: 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 reviewed a range of documents, including the school's self-evaluation and improvement plan. The lead inspector met with members of the local governing body and board of trustees.
- The lead inspector met with the deputy CEO of the trust.
- Inspectors considered the responses to Ofsted's online questionnaire, Ofsted Parent View, including any free-text comments, as well as the results of Ofsted's survey for school staff.

Inspection team

Luella Dhoore, lead inspector

Ofsted Inspector

Sylvie Newman

Ofsted Inspector

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