



Hallam Fields Junior School

Inspection Report

Unique Reference Number 112572
LEA DERBYSHIRE LEA
Inspection number 278964
Inspection dates 15 May 2006 to 16 May 2006
Reporting inspector Mr. David Speakman LI

This inspection was carried out under section 5 of the Education Act 2005.

Type of school	Primary	School address	Longfield Lane
School category	Community		DE7 4DB
Age range of pupils	7 to 11		
Gender of pupils	Mixed	Telephone number	0115 9322568
Number on roll	236	Fax number	0115 9443677
Appropriate authority	The governing body	Chair of governors	Mr. Michael Jones
Date of previous inspection	22 November 1999	Headteacher	Mr. Andrew Waldron

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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

This is an average sized junior school. Almost all pupils are of a White British background and the majority of them have English as their first language. The percentage of pupils entitled to claim free school meals is below average. The proportion of pupils with learning difficulties and disabilities is in line with that found in other schools nationally, but the proportion of pupils with a statement is below. When children enter the school their attainment is average. At the time of the inspection there was an acting headteacher.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 2

The inspection team agrees with the school that its effectiveness is good. It gives very good value for money. Pupils at all levels achieve well and starting from an average level of attainment on entry into Year 3, they achieve above average standards by the end of Year 6. Pupils have positive attitudes towards school and behave very well which helps them make good progress in both their academic and personal development. Their knowledge and understanding of life in other cultures is not developed well enough. The quality of teaching and learning is at least good in all classes and is occasionally outstanding. However, some tasks are too directed by the teacher and limit the pupils' capacity to organise and manage their own learning. Assessment information is used very well to set challenging targets and guide teachers' planning. The curriculum is good. It is well structured to ensure that all pupils in the same year receive similar learning experiences, and skills, knowledge and understanding are progressively developed. The school has recognised that curriculum enrichment, including creativity in the curriculum, is satisfactory but could be improved and has started to do this. There are good links between information and communication technology (ICT) and other subjects. Apart from this, however, links between subjects are not well enough developed. The school is led well and managed effectively by the headteacher, the senior management team and the governors who work well together. The school's self-evaluation is very good and outcomes are used very well to set demanding targets for improvement. Improvement has been good since the previous inspection and all key issues have been fully addressed. With the current level of commitment of the staff and governors and the very effective school self-evaluation, the school has a good capacity to improve further.

What the school should do to improve further

- Provide more opportunities in lessons for pupils to work independently and to take more control of their own learning through planning open ended tasks where pupils are able to challenge themselves. - Continue with the work already started to develop creativity in the curriculum, including establishing meaningful cross curricular links between subjects and raising pupils' multicultural awareness.

Achievement and standards

Grade: 2

Pupils at all levels of ability achieve well and, starting from an average attainment on entry, reach standards that are above average by the end of Year 6. In the 2005 National Curriculum tests, results in English and science were above average. They were closer to the national average in mathematics. This was because the proportion of pupils gaining the higher level 5 was similar to the national average, whereas in English and science it was above. They achieved well to reach above average standards overall by Year 6. Current standards in English, mathematics and science are above average and pupils are set to meet the challenging targets set for them. Pupils with learning

difficulties and disabilities achieve well against the targets in their individual education plans and against National Curriculum targets. There has been a significant improvement in standards in ICT since the previous inspection. They are now in line with those expected nationally for pupils of this age.

Personal development and well-being

Grade: 2

Pupils are prepared effectively academically and personally to achieve well in the next stage of their education and later life. They relate well to each other and to adults and their enjoyment of school is reflected in good attendance and positive attitudes to learning. They behave very well in lessons, as they move around the school and at playtime. Pupils' spiritual, moral, social and cultural development is good overall. They are quick to applaud the achievements of others and through their contribution to improving the school grounds are developing an appreciation of the natural environment. Pupils are keen to take on a wide range of responsibilities and do this well. They enjoy each others' company and work and play together harmoniously. Although pupils have a good understanding of their own culture their knowledge and understanding of other cultures is limited. Through the work of the school council pupils make a good contribution to the school community and links with other schools are good. However, the school recognises a need to provide pupils with more opportunities to learn from and contribute to the wider community. Pupils have a good awareness of how to keep safe and adopt a healthy lifestyle. They are enthusiastic about taking part in sports activities and understand that they should eat a balanced diet.

Quality of provision

Teaching and learning

Grade: 2

Teaching is consistently good and occasionally outstanding. Teachers' good subject knowledge and enthusiasm motivates pupils to work hard and contributes to their good progress. Lessons are very well planned and teachers have high expectations of what pupils can achieve. Activities are matched well to pupils' abilities and lessons move at a good pace. However, at times activities are over structured and opportunities for pupils to work together and to develop their independent learning skills are not pursued. Teachers make good use of ICT to add interest to lessons and pupils enjoy using computers to learn. Teaching assistants work very effectively with teachers to provide just the right level of support for pupils to enable them all to achieve well. Pupils contribute confidently to discussions and are secure in the knowledge that their responses are valued. As a result pupils' personal development is supported well. Assessment is very good. Teachers make effective use of data to set challenging targets for pupils and to guide their own planning. Pupils understand the targets they have been set and work hard to achieve them. In lessons teachers make good use of questioning to check pupils' learning and to challenge them to use what they already

know. Marking shows pupils clearly what they have achieved in relation to the purpose of the lesson, but does not always make a clear connection to their individual targets.

Curriculum and other activities

Grade: 2

The curriculum is good. It is organised well, and thoughtful whole-school curriculum planning ensures that skills, knowledge and understanding are developed progressively as pupils move through the school. Curriculum planning ensures that pupils in different classes in the same year receive equivalent learning opportunities well matched to their needs. There is good provision for pupils' personal, social, health education and citizenship. Sex and relationships education and raising pupils' awareness of harmful substances are fully covered. Good links have been developed well between ICT and other subjects, but the development of other cross-curricular links is identified by the school as an area for further improvement and inspectors agree. Curriculum enrichment is satisfactory. The school has identified this as a focus for improvement and has designated a member of the senior management team to lead this development. Extra-curricular activities focus mainly on sport.

Care, guidance and support

Grade: 1

Pupils feel very safe and supported in all that they do because the school takes exceptionally good care of them. Child protection arrangements are rigorous and consistently applied and procedures to ensure pupils' health and safety are very good. Pupils' self-esteem and confidence develop very well as all staff value and celebrate pupils' successes. Pupils achieve the challenging targets set for them because teachers and teaching assistants provide them with very good quality support and guidance based on accurate assessment information. The school works extremely closely with outside agencies and parents to provide pupils who have learning difficulties and disabilities with the support they need to achieve well. Effective links with other schools ensure that pupils are confident about starting at the school and moving on to the next stage of their education.

Leadership and management

Grade: 2

Leadership and management are good. The leadership of the acting headteacher is good. He was very well placed to take over the leadership of the school, as he knew it very well and had well established professional relationships with other staff, in particular the senior management team, and the governors. School self-evaluation is very good. Subject leaders and the senior management team monitor the quality of provision and standards well and the information gained is used analytically to give them a very clear view of the school's strengths and weaknesses. Views of parents and pupils are sought appropriately. Outcomes of self-evaluation are used effectively in preparing the well-written school improvement plan which has clear targets and

well-specified actions to achieve them. Progress towards achieving the targets is closely monitored by the headteacher, responsible staff and the governors. The school's business manager is very effective which enables the headteacher to focus on teaching and learning, raising standards and other educational issues. Governance is good and governors show strong commitment to the school. They keep themselves fully informed so they can be both supportive and challenging. Governors fully share staff aspirations for the school and work closely with staff. There has been good improvement since the previous inspection, and all the issues raised have been met fully. The high level of commitment of the staff and the governors and the clear identification of priorities for improvement mean the school has a good capacity to improve further.

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Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall	16-19
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	NA	NA
The effectiveness of the school's self-evaluation	2	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

Achievement and standards

How well do learners achieve?	2	NA
The standards ¹ reached by learners	2	NA
How well learners make progress, taking account of any significant variations between groups of learners	2	NA
How well learners with learning difficulties and disabilities make progress	2	NA

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	2	NA
The attendance of learners	2	NA
How well learners enjoy their education	2	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	2	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	2	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	2	NA
How well are learners cared for, guided and supported?	1	NA

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	2	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2	NA
How effectively and efficiently resources are deployed to achieve value for money	2	NA
The extent to which governors and other supervisory boards discharge their responsibilities	2	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

The extent to which schools enable learners to be healthy	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
The extent to which providers ensure that learners stay safe	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
The extent to which learners make a positive contribution	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
The extent to which schools enable learners to achieve economic well-being	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

Text from letter to pupils explaining the findings of the inspection

We really enjoyed meeting and talking to you when we visited your school. Thank you very much for giving us your time, making us feel so welcome and helping us find out about you and how good your school is. We are very pleased to be able to tell you that you have a good school. The head teacher, teachers and all other adults working in your school look after you extremely well and help you feel safe and secure. We think that your behaviour is very good and this helps you to enjoy school, to learn effectively and to achieve well. The teaching in your school is good overall and sometimes outstanding. Teachers plan interesting lessons for you. There are good opportunities for you to mature into sensible and confident young people, and also to help you to grow up fit and healthy. You had really good things to say about your school, your teachers and friends. We are asking your head teacher, staff and governors to give you more opportunities in lessons to work independently and to take more responsibility for your own learning. We are also asking them to make learning even more interesting by linking different subjects and by helping you to understand about the lives of people from backgrounds other than your own. We wish you well in the future.