

Tribal Group  
1-4 Portland  
Square  
Bristol  
BS2 8RR  
T 0845 123 6001  
F 0845 123 6002

T 08456 40 40 40  
enquiries@ofsted.gov.uk  
[www.ofsted.gov.uk](http://www.ofsted.gov.uk)



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Miss M Clarke  
The Headteacher  
Hallbrook Primary School  
1 Hallbrook Road  
Broughton Astley  
Leicester  
Leicestershire  
LE9 6WX

Dear Miss Clarke

### Ofsted monitoring of Grade 3 schools

Thank you for the help which you and your staff gave when I inspected your school on 24 June 2008, for the time you gave to our telephone conversations, and for the information which you provided before and during my visit. I appreciated our discussions about the actions that have taken place in working towards meeting the key points raised in the last inspection. I also enjoyed meeting the staff, especially the recently formed middle management team and the four newly qualified teachers. Please pass my thanks on to them, your chair of governors for her time and to the pupils for their input during my visit.

This letter will be posted on the Ofsted website. Please inform the Regional Inspection Service Provider of any factual inaccuracies within 24 hours of the receipt of this letter.

As a result of the inspection on 7 and 8 June 2007, the school was asked to:

- improve teaching by challenging pupils more, especially the more able
- ensure governors and middle managers check the work of the school and its performance more rigorously, particularly with regard to pupils' progress, so as to be able to set more ambitious targets where necessary and ensure they are met
- improve provision, secure achievement and raise standards further in science
- make sure pupils understand how they can improve and achieve more.

Having considered all the evidence, I am of the opinion that at this time the school is making satisfactory progress overall in addressing the areas for improvement.

Results at the end of Key Stage 1 in 2008 show that the majority of pupils reached the levels expected for their age, with a number achieving at a higher level. Key Stage 2 pupils make satisfactory progress overall in English and mathematics. However, there is some legacy of underachievement in Key Stage 2 and progress overall in writing and science is slightly below that expected. There is a decline in

pupil progress in writing, mathematics and science in Year 3 and Year 4, although pupils continue to achieve well in reading. Working with the School Improvement Partner and a local authority numeracy consultant, the school has put positive strategies in place, such as focused group work, to tackle this problem, although this has yet to fully impact on raising standards overall.

A sound start has been made by the governors and middle managers to monitor the work of the school. Middle managers have made an encouraging start in observing lessons and providing teachers with critical feedback on how to improve. This is beginning to have a positive effect on the quality and consistency of teaching, with lessons being planned to meet the needs of different groups of pupils. A robust system to track pupils' progress and their achievements is now in place and is beginning to be used to identify strengths and weaknesses in teaching and learning. Middle managers are using tracking data and target setting to monitor effectively pupil progress in their areas of responsibility. As a result, older pupils are taught literacy and numeracy in groups, according to their capabilities, to provide challenge and avoid underachievement. Lesson planning is beginning to challenge the more able pupils and address their learning needs. This is starting to impact on standards across Key Stage 2. Governors are working with the school in monitoring pupil progress and are beginning to provide challenge in the setting and achieving of targets.

The school has clearly focused on raising standards in science. The new science coordinator has made a positive start in monitoring the quality of teaching and learning and the rate of pupil progress; this has enabled areas of weakness to be identified. As a result, ambitious targets along with appropriate remedial action including booster classes for older pupils have been put in place. School data shows that this is beginning to raise the attainment of pupils in science, especially in Key Stage 2.

Pupils receive satisfactory, and sometimes good, guidance to help them improve their work in English, mathematics and science. Pupils know their targets and older pupils are evaluating their progress through a 'traffic light' system. While work is marked regularly, the quality of teachers' marking is variable with inconsistent feedback for pupils on how to improve further. The school recognises this and senior staff and middle managers have begun to scrutinize pupils' work more carefully. They are providing feedback to staff on the use of marking to help pupils understand how they can improve. However, this has yet to be consistently implemented across the school.

I hope you found my visit helpful in promoting improvement in your school.

Yours sincerely

Jim Henry  
Additional Inspector