

Hallbrook Primary School

Inspection report

Unique Reference Number	120105
Local Authority	Leicestershire
Inspection number	339599
Inspection dates	6–7 October 2009
Reporting inspector	Paul Edwards

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

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	250
Appropriate authority	The governing body
Chair	Mrs M Cooper
Headteacher	Miss M Clarke
Date of previous school inspection	7 June 2007
School address	1 Hallbrook Road Broughton Astley Leicestershire
Telephone number	01455 285693
Fax number	01455 285732
Email address	office@hallbrook.leics.sch.uk

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 08456 404045, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the documentation in any way.

Royal Exchange Buildings
St Ann's Square
Manchester M2 7LA

T: 08456 404045

Textphone: 0161 618 8524

E: enquiries@ofsted.gov.uk

W: www.ofsted.gov.uk

© Crown copyright 2009

Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 12 lessons, and held meetings with governors, staff and pupils. They observed the school's work, and looked at documentation including the school improvement plan, governors' minutes, the tracking of pupils' progress, attendance data and individual education plans of pupils with special educational needs and/or disabilities. In addition to the 76 parental questionnaires, a sample of pupils completed a written questionnaire and a staff survey was also conducted.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- achievement of pupils with special educational needs and/or disabilities to determine if teaching is sufficiently focused and there is adequate support
- the progress made by girls in mathematics at Key Stage 2
- whether boys make sufficient progress at Key Stage 1, particularly in their writing
- the pupils' awareness of the different backgrounds of people in this country.

Information about the school

Hallbrook Primary School is similar in size to most primary schools. Almost all pupils are from White British backgrounds. The proportion of pupils with special educational needs and/or disabilities is average, as is the proportion with a statement of special educational needs. The percentage of pupils eligible for free school meals is well below average. The school has gained Investor in People status, is recognised as a Healthy School, has achieved Activemark and operates as a training school.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

2

The school's capacity for sustained improvement

2

Main findings

Hallbrook has improved well since the last inspection and now provides a good education for its pupils. Most importantly, the pupils' academic performance is on an upward trend and attainment is above average. The key features contributing to the school's improvement are the:

- good start children now make in the Reception class
- pupils' consistently good progress made in all year groups
- improvements made to teaching, ensuring the pupils' good achievements
- pupils' regular attendance and good behaviour
- the good range of interesting activities that contribute to the pupils' enjoyment of lessons
- pupils' good moral and social development
- effective support provided for pupils with special educational needs and/or disabilities
- introduction of initiatives that have improved the quality of boys' writing.

Most pupils are now making good progress in the core subjects of English, mathematics and science and the proportion attaining higher levels in national tests has increased significantly. Pupils are performing particularly well in science. Following the previous inspection, the school's leadership focused sharply on raising standards in writing, and the boys, particularly at Key Stage 1, are progressing much better. However, a small group of average attaining girls do not progress as well as they should in mathematics. These girls are almost always shy or reserved and the school's intervention strategies have not been successful in accelerating their progress sufficiently.

The senior leadership has been effective in raising the quality of teaching through its effective monitoring and support programme. The wealth of assessment data the school has accumulated is providing teachers with a clear picture of how well their pupils are progressing. Occasionally, they do not make the best use of this information to ensure work is pitched at the correct level, or to encourage pupils to progress even more quickly. Most of the teachers' marking is of high quality, reflecting the pupils' individual learning targets and identifying the next steps for learning.

The headteacher's evaluation of the school's work has been effective and has identified accurately what is going well. Where improvements have been needed, it has made good use of expertise within the school but has also sought, and made effective use of, the skills of external consultants. The leadership has made good use of its tracking data to highlight any underachievement and they use the school's resources effectively to address this. Governors support and challenge the school well. Although governors have strategies in place to ensure the school's role in community cohesion, they acknowledge

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

that they need to do more to make pupils aware of the differing cultural and social backgrounds of people in this country. The improvements made by the leadership over the past two years show the school is well placed to sustain and improve upon its work.

What does the school need to do to improve further?

- Improve the attainment and progress of the small number of average attaining girls by:
 - ensuring intervention strategies specifically address their needs
 - improving their confidence through small group activities where they can contribute fully to discussions.
- Raise the quality of teaching further by:
 - ensuring teachers make the best use of assessment information to pitch work at the correct level for all groups and to allow those pupils who are able to move on to more challenging work do so sooner.
- Enhance the pupils' understanding of different cultures and backgrounds by:
 - improving the planning and the evaluation of its work to promote community cohesion.

Outcomes for individuals and groups of pupils**2**

The quality of learning in lessons is good. The overwhelming majority of pupils behave well and are thoughtful and responsible. They respond well to the teachers' good questioning and are keen to work. In a good Year 3/4 lesson, pupils' were keen to share their findings when investigating number squares.

Standards of work seen and the results in national tests have improved significantly over the last two years. This is the result of a rise in staff expectations, particularly of the more able pupils and effective intervention strategies to support those with special educational needs and/or disabilities. The school works hard and generally successfully to narrow the attainment gap between boys and girls. The small numbers of pupils from minority ethnic backgrounds attain in line with their classmates and achieve well.

Pupils get on well together and take their role as monitors seriously. Members of the school council talk proudly of how they look after the memorial garden and their involvement in costing and planning the play areas. Pupils' good information and communication technology skills which are above average and their secure literacy and numeracy skills prepare them well for the next stage of learning. In discussions, pupils are clear about how to stay safe and say that they feel secure in school. They understand the importance of a healthy lifestyle and participate regularly in sporting and other activities. They gain in confidence through taking part in school assemblies and drama and musical events.

These are the grades for pupils' outcomes

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account: Pupils' attainment ¹	2
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	2
Taking into account: Pupils' attendance ¹	2
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

Most teaching is good and staff are making increasingly effective use of assessment information to plan work for different ability groups although the staff recognise there is still a little way to go to enable all pupils to achieve their potential. Teachers' subject knowledge is good and, as a result, they are able to respond confidently to pupils' questions. Learning support assistants are well utilised and are particularly effective in supporting those pupils who find staying on task difficult. Teachers enjoy their work and their enthusiasm is infectious, so pupils too enjoy what they are doing. Occasionally, some literacy and numeracy sessions are too long but it is to the pupils' credit that they maintain generally positive attitudes to learning.

The curriculum is enhanced by a wide range of visits, including a residential journey, visitors and a good number of well attended musical and sporting clubs. The school has developed a good network, including other primary schools and the feeder secondary school, to supported gifted and talented pupils. The regular teaching of French to all Key Stage 2 pupils provides them with a European perspective. Although the curriculum is planned to enable pupils to learn about different religions and cultures, the pupils' retention of what they are taught is variable.

The school works hard to provide the pupils with good care, guidance and support. The most vulnerable pupils benefit greatly from the school's good links with external agencies. Pupils with particular difficulties have been helped to overcome their problems

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

and integrate successfully into the school. Parents and carers are fully involved in the planning process enabling them to play a full part in supporting their child. The special educational needs coordinator and senior staff provide a wide range of support to enable vulnerable pupils and their families to communicate with the school.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The headteacher, very well supported by senior staff and governors, has provided clear, decisive leadership. There has been a determined and effective effort to raise standards through improvements to teaching. Leaders monitor lessons systematically and teachers have a clear understanding of what is expected of them. The process has been managed firmly but sensitively so that morale is high and there is a determination amongst all staff for continued improvement.

Self-evaluation at all levels is precise and the school has an accurate picture of its effectiveness and where it needs to improve. The tracking of pupils' progress is rigorous and provides very useful information on how well different groups of pupils are doing. It is also used to identify factors that might impinge upon their academic performance, such as their emotional maturity. The headteacher and deputy headteacher complement and challenge each other well. Inclusion is good and ensures equality of opportunity for all pupils. The leadership does, however, recognise that, occasionally, some shy and reserved pupils, particularly the girls, do not do as well as other groups of learners.

Partnerships with parents and with the local community are cohesive and have improved since the last inspection. Parents are kept well informed about all aspects of school life, what their children are studying and the progress they are making. The governing body is well informed, enthusiastic and fully involved in all aspects of school life. There is a good range of expertise, enabling them to effectively challenge the school's performance. Good systems are in place and ensure that all safeguarding requirements are fully met.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate Please turn to the glossary for a description of the grades and inspection terms	
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

Children enter the Reception class with skills and abilities that are a little below those expected for their age, particularly in their social and emotional development. They get off to a good start, settle quickly and are keen to learn. Children play together well and are well behaved. They enjoy learning in, and take full advantage of, the spacious environment. Children make good progress so that on entry to Year 1, standards are above average.

Children enjoy a wide range of stimulating activities, indoors and out, which are carefully chosen to meet their needs and interests. There is a good balance between teacher directed and child chosen activities. For example, groups of children enjoyed painting activities and making cakes, while others were using the shop and doctor's surgery for role play. Teaching is consistently good. There is a good focus on speaking and listening skills and a suitable emphasis on teaching phonics. Time is used well with lessons moving at a good pace and in a friendly, safe atmosphere. Well planned activities provide opportunities for children to develop their social skills and their independence and most are happy, content and very confident. Occasionally opportunities are missed in the outdoor learning environment to extend learning further. Staff record and assess children's progress well. The Early Years Foundation Stage is well led and effectively managed.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Views of parents and carers

Parents' views of the school are mainly positive. A small number expressed concerns regarding pupils' behaviour and indicated they would like more information about the progress their children were making. Others felt they would like better information or were unhappy with the way the school dealt with their suggestions or concerns. Most pupils behave well, parents are provided with a good range of information about their children's progress and there was no evidence to indicate parental concerns and suggestions are not dealt with appropriately.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Hallbrook Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school. The inspection team received 76 completed questionnaires by the end of the on-site inspection. In total, there are 250 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	41	54	32	42	3	4	0	0
The school keeps my child safe	36	47	38	50	1	1	0	0
The school informs me about my child's progress	23	30	44	58	5	7	2	3
My child is making enough progress at this school	29	38	38	50	4	5	3	4
The teaching is good at this school	32	42	37	49	4	5	1	1
The school helps me to support my child's learning	38	50	33	43	5	7	0	0
The school helps my child to have a healthy lifestyle	33	43	42	55	0	0	1	1
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	28	37	37	49	4	5	0	0
The school meets my child's particular needs	32	42	36	47	2	3	3	4
The school deals effectively with unacceptable behaviour	28	37	36	47	4	5	4	5
The school takes account of my suggestions and concerns	27	36	36	47	5	7	2	3
The school is led and managed effectively	31	41	38	50	1	1	4	5
Overall, I am happy with my child's experience at this school	37	49	34	45	3	4	2	3

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



7 October 2009

Dear Pupils

Inspection of Hallbrook Primary School, Broughton Astley, LE9 6WX

Thank you very much for the warm welcome you gave us when we visited your school recently. We really enjoyed meeting you and seeing you work and play. We learned a great deal about your school and this letter is to tell you what we found.

You go to a good school. You clearly enjoy it and do well in your lessons. Staff teach you well and provide you with good opportunities to learn. There are many interesting visits and visitors and you enjoy taking part in the wide variety of clubs.

You really behave well and look after one another. The school also looks after you well and gives you good guidance on how to improve your work and do your best. The headteacher and her staff are determined to make the school even better and we have asked them to do the following to help it improve;

- support those girls who are not sure about their work in mathematics to do a little better
- make sure the teachers use the information about how well you are doing to help you improve even quicker
- help you to learn more about the different backgrounds of people living in this country.

You told us that you feel safe in school and that there is always someone you can talk to when you need help. You also try to keep healthy. You can help the school by working hard and always trying to do your best.

Once again, it was very good to meet you all. We wish you and the school all the best for the future.

Yours faithfully

Paul Edwards

Lead inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 08456 404045, or email enquiries@ofsted.gov.uk.