

Hallbrook Primary School

Address: Hallbrook Road, Hallbrook Primary School, Broughton Astley, Leicestershire, LE9 6WX

Unique reference number (URN): 143609

Inspection report: 24 February 2026

Exceptional	
Strong standard	
Expected standard	
Needs attention	
Urgent improvement	

Safeguarding standards met

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, pupils are made safer and feel safe.

How we evaluate safeguarding

When we inspect schools for safeguarding, they can have the following outcomes:

- **Met:** The school has an open and positive culture of safeguarding. All legal requirements are met.
- **Not met:** The school has not created an open and positive culture of safeguarding. Not all legal requirements are met.

Strong standard ●

Attendance and behaviour

Strong standard ●

Leaders place very high importance on attendance. Their work has a clear and positive impact. As a result, very few pupils are persistently absent. Leaders act quickly when a pattern begins to appear. They know pupils well and provide tailored support when needed. For example, some pupils access personalised pastoral support to help them achieve better attendance over time. When needed, leaders use additional funding, including pupil premium funding, to support disadvantaged pupils to attend regularly.

Behaviour is a real strength. Classrooms are calm, orderly and focused. Pupils consistently show positive attitudes to their learning. They follow routines, respond quickly to staff and move around the school sensibly. Playtimes are joyous. Pupils show courtesy and respect to each other and staff. Pupils say they feel safe. Older pupils speak proudly about how staff care for them. Leaders use a clear values-based approach stating, 'We do the right thing, not the easy thing.' Staff apply expectations consistently. This approach has reduced serious incidents. Bullying is rare because staff deal with concerns quickly and effectively. Leaders understand pupils' needs very well. They make helpful adjustments for pupils with complex needs so they can behave and learn successfully.

Personal development and wellbeing

Strong standard ●

Pupils grow personally and emotionally extremely well in this school. From the early years, children enjoy stories, role play and rich conversations. These activities help them understand their feelings, talk about their ideas and respect other people. Across the school, teachers choose books that open pupils' eyes to different cultures, beliefs and experiences beyond their local community.

Leaders have built a clear and thoughtful personal development programme. It follows the school's values and meets all statutory expectations, including for relationships education. Pupils learn about equality, respect, healthy relationships and how to manage their money. They know the difference between right and wrong and explain how they show tolerance and fairness in daily life. Pupils talk confidently about how to challenge discrimination and why it is important to stand up for others, including those with differences protected by law. Leaders also teach pupils how to stay safe online and offline, using lessons that match pupils' ages and needs.

Pupils enjoy many wider opportunities. Leaders check who takes part in clubs and enrichment to make sure disadvantaged pupils do not miss out. Parents and carers speak highly of the range of sporting and creative clubs on offer.

The school's pastoral support is a major strength. Pupils trust the pastoral team and say they feel safe and listened to. Staff use a restorative approach that helps pupils repair relationships and learn from mistakes. This approach has reduced discriminatory incidents and strengthened pupils' sense of belonging.

Lunchtimes strongly support pupils' wellbeing. Pupils enjoy a joyful play environment with music, games and calm spaces, such as 'the den', for pupils who need time to regulate or

prefer a quieter setting.

Pupils develop confidence, resilience and respect for others. The school prepares them extremely well for life in modern Britain.

Expected standard

Achievement

Expected standard 

Leaders understand the school's context well. They explain clearly how factors such as small cohort size mean the performance of one or 2 pupils can affect published outcomes considerably.

Pupils' achievement continues to improve across the school. Their work shows clear progress through the curriculum in many subjects. Pupils take pride in their work and how they present it. Older pupils edit their work carefully, while younger pupils build strong handwriting and spelling skills through focused support. Leaders continue to focus on making feedback more consistent to help pupils strengthen their writing further.

Reading remains a strength. Most Reception-age children are on track with phonics, while pupils in Year 1 typically achieve well in the phonics screening check. Pupils who need extra help with learning to read catch up quickly. In subjects like geography, science, history, and art and design, pupils recall key knowledge and apply skills successfully.

Curriculum and teaching

Expected standard 

Leaders have developed an ambitious curriculum that supports pupils to learn important knowledge in a sensible order. Leaders check the quality of teaching often and make changes when they need to.

Reading is a strong focus in the school. Teachers use the same clear approach to phonics, and children read books that match the sounds they have learned. Staff give extra support to pupils who need help to catch up with the phonics programme. In early years, children build their language skills well through purposeful activities. Handwriting is improving because teachers provide pupils with opportunities to practise it regularly.

Across the school, teachers explain ideas clearly. They know pupils' needs well and make helpful adaptations to their teaching when needed. For example, in mathematics, teachers use models and simple scaffolds so that pupils can take part in learning activities with growing independence.

Leaders make sure that staff know the curriculum well and receive training to build strong subject knowledge. At times, there is variation in how well teachers use feedback to help pupils embed essential knowledge. There is also some inconsistency in how well teachers choose activities to support pupils' learning. Leaders continue to refine these aspects to make sure the curriculum is taught consistently well.

Early years

Expected standard 

Children in the early years receive a positive and purposeful start. Nursery and Reception classrooms are well resourced and calm. Adults use every opportunity to build children's language. They model new words, join in play and support children to communicate clearly. Children grow in confidence and show increasing independence as they take part in both adult-led sessions and when they explore the environment through their own play.

Leaders focus strongly on early reading. Reception-age children begin phonics straight away, while children in the Nursery build early listening and sound-discrimination skills. Staff use pure sounds correctly and help children apply them in their reading and writing. Books match the sounds children have learned, and staff give extra support during free-flow sessions to help children who need more practice.

The curriculum builds steadily from the Nursery Year into Reception. Daily motor-skills sessions and fine motor activities help children develop early writing strength. Staff have clear expectations for pencil grip and handwriting routines. Independence is encouraged through simple tasks, such as peeling fruit with adult guidance.

Leaders in early years work closely with curriculum leaders to make sure that early learning prepares children well for Year 1. Staff know children and families well. Parents and carers value the regular updates they receive.

Inclusion

Expected standard 

Leaders make inclusion a priority. They get to know pupils well, including those with special educational needs and/or disabilities (SEND), disadvantaged pupils and pupils who have experience of social care. Staff spot pupils' needs early and put the right support in place quickly.

Teachers use a clear step-by-step approach to understand what each pupil needs. In subjects such as English and mathematics, teachers adapt lessons so pupils can join in and succeed. For example, teachers use helpful tools such as simplified texts, visual prompts and sentence starters to support pupils with SEND to learn successfully alongside their classmates. Leaders continue to refine the use of adaptations in some other subjects to ensure that they have the same positive impact on pupils' achievement.

Leaders check regularly how well pupils are progressing through the curriculum. They look closely at whether extra support is working. Leaders use additional funding, including pupil premium funding, to reduce barriers to learning. This has been particularly effective in improving attendance for disadvantaged pupils. Leaders also work closely with families, external professionals and the local authority to make sure that pupils receive the right help.

Pupils with SEND talk confidently about what they can do. Staff follow pupils' support plans well, and leaders continue to strengthen this work.

Leaders understand the school well. They know what works and what they need to improve next. They make decisions that benefit all pupils. Since the arrival of new senior leaders, many new systems and processes have been introduced. Staff surveys show that the team feels positive, supported and has absolute confidence in leaders. Parents and carers also speak positively about the school. They say their children feel happy, safe and well cared for. Many families have noticed improvements in special educational needs and/or disabilities (SEND) support, the school culture and wider opportunities available to their children.

Leaders have chosen the right priorities. Staff receive training that links directly to these goals. Leaders work closely with outside agencies to secure help for children with the most complex needs. They show clear commitment to supporting disadvantaged pupils, pupils with SEND and those known to social care.

Governors and trustees check the school's work closely. They ask challenging questions and understand the school's strengths and next steps. They make sure that leaders use resources wisely and keep pupils safe. Governors also take staff wellbeing seriously and promote approaches to reduce unnecessary workload. The trust supports the school well through coaching and training. As a result, leaders at all levels continue to grow in confidence. Teachers at the early stages of their teaching careers receive effective mentoring and sufficient time to hone their practice.

What it's like to be a pupil at this school

Pupils are safe, happy and well cared for in this school. They live out the school's values. Pupils know that adults respond quickly and follow up on any concerns that they may have. Pupils learn how to keep themselves safe, including when online. They understand how to build positive and respectful relationships.

Pupils enjoy their learning and stay focused in lessons. They take pride in their work and talk confidently about what they know. Younger pupils show secure knowledge because the curriculum is now better sequenced than previously. Leaders continue to improve teaching in some subjects in the wider curriculum to ensure that pupils learn what they need to know consistently well.

Pupils with special educational needs and/or disabilities (SEND) and those who face barriers to their learning feel that they belong. Staff understand these pupils' needs well. Staff typically put the right support in place early. For example, in subjects such as English and mathematics, staff provide pupils with adapted texts and resources to help them take part in lessons successfully. Pupils with SEND can explain what helps them to learn best.

Behaviour across the school is calm and positive. Pupils follow routines, move sensibly around school and get on well with each other. They say that bullying is rare and that staff deal with any issues quickly. Pupils attend well because the school works closely with

families and puts appropriate support in place to help any pupil who finds coming to school hard.

Pupils enjoy a rich range of wider opportunities. They take on roles such as sports leaders and house captains with enthusiasm. This develops pupils' confidence and sense of responsibility. Pupils understand what it means to live in modern Britain. They learn about relationships and the wider world. Pupils speak proudly about their school and say it is a happy place to learn and grow.

Next steps

- Leaders should ensure that teachers' feedback to pupils and the learning activities they choose consistently support pupils to know and remember more and achieve well across the curriculum.
-

About this inspection

This school is part of Success 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 (CEO), Mandi Collins, and overseen by a board of trustees, chaired by Melvyn Booley.

Inspectors carried out this full inspection under section 5 of the Education Act 2005.

Following our renewed inspection framework, all inspections are now led by His Majesty's Inspectors (HMIs) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

Inspection activities:

Inspectors held meetings with the headteacher, senior leaders, members of the local governing committee and trust board, including the chair of the board and the CEO.

The inspectors confirmed the following information about the school:

The school does not currently use any form of alternative provision.

The school provides nursery provision for 3-year-olds.

There has been a change of leadership since the last inspection. The headteacher started their role in September 2024.

Headteacher : Tim Barrow

Lead inspector:

Luella Dhoore, His Majesty's Inspector

Team inspectors:

Michelle Thompson, Ofsted Inspector

Lisa Turner-Rowe, Ofsted Inspector

Facts and figures used on inspection

The data was used by the inspector(s) during the inspection. More recent data may have been published since the inspection took place.

 This data is from 24 February 2026

School and pupil context

Total pupils

169

Below average

What does this mean?

The total number of pupils currently at this school and how this compares to other schools of this phase in England.

National average: 272

School capacity

210

Below average

What does this mean?

The total number of pupils who can attend the school and how this compares to other schools of this phase in England.

National average: 300

Pupils eligible for free school meals (FSM)

15.38%

Below average

What does this mean?

The proportion of pupils eligible for free school meals at any point in the last six years.

National average: 26.3%

Pupils with an education, health and care (EHC) plan

2.96%

Close to average

What does this mean?

The proportion of pupils with an education, health and care plan. This covers pupils with more support than is available through special educational needs support.

National average: 3.5%

Pupils with special educational needs (SEN) support

22.49%

Well above average

What does this mean?

The proportion of pupils with reported special educational support needs at the school.

National average: 15%

Location deprivation

Below average

What does this mean?

Based on the English Indices of Deprivation (2019) and the school's location, we have calculated whether the school is located in a more or less deprived area.

Resourced Provision or SEND Unit (if applicable)

No resourced provision

What does this mean?

Whether school has Resourced Provision or SEND unit (if applicable).

All pupils' performance

Pupils reaching the expected standard in reading, writing and mathematics

The percentage of pupils meeting the expected standards in a combined reading, writing and mathematics measure.

Year	This school	National average	Compared with national average
Latest 3 year average	50%	61%	Below
2024/25 (revised)	67%	62%	Close to average
2023/24 (final)	33%	61%	Below
2022/23 (final)	58%	60%	Close to average

Pupils reaching the expected standard in reading

The percentage of pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	68%	74%	Below
2024/25 (revised)	89%	75%	Above
2023/24 (final)	52%	74%	Below
2022/23 (final)	74%	73%	Close to average

Pupils reaching the expected standard in teacher-assessed writing

The percentage of pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	65%	72%	Below
2024/25 (revised)	67%	72%	Close to average
2023/24 (final)	58%	72%	Below
2022/23 (final)	71%	71%	Close to average

Pupils reaching the expected standard in mathematics

The percentage of pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	67%	73%	Below
2024/25 (revised)	78%	74%	Close to average
2023/24 (final)	55%	73%	Below
2022/23 (final)	74%	73%	Close to average

Disadvantaged pupils' performance

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	25%	46%	Below
2024/25 (revised)	S	47%	S

Year	This school	National average	Compared with national average
2023/24 (final)	S	46%	S
2022/23 (final)	S	44%	S

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	58%	62%	Close to average
2024/25 (revised)	S	63%	S
2023/24 (final)	S	62%	S
2022/23 (final)	S	60%	S

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	33%	59%	Below
2024/25 (revised)	S	59%	S
2023/24 (final)	S	58%	S
2022/23 (final)	S	58%	S

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	42%	60%	Below
2024/25 (revised)	S	61%	S
2023/24 (final)	S	59%	S
2022/23 (final)	S	59%	S

‘S’ in the table above indicates the data has been suppressed, which is usually due to small cohorts. The suppression rules applied by the DfE when publishing the data have been mirrored and applied in the report card.

Disadvantaged pupils' performance gap

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after. The school disadvantage gap is the difference between the performance of the school's disadvantaged pupils compared to the performance of all non-disadvantaged pupils nationally.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics, including the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	25%	68%	-43 pp
2024/25 (revised)	S	69%	S
2023/24 (final)	S	67%	S
2022/23 (final)	S	66%	S

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	58%	80%	-21 pp
2024/25 (revised)	S	81%	S
2023/24 (final)	S	80%	S
2022/23 (final)	S	78%	S

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	33%	78%	-44 pp
2024/25 (revised)	S	78%	S
2023/24 (final)	S	78%	S
2022/23 (final)	S	77%	S

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	42%	80%	-38 pp
2024/25 (revised)	S	81%	S
2023/24 (final)	S	79%	S

Year	This school	National non-disadvantaged score	School disadvantage gap
2022/23 (final)	S	79%	S

‘S’ in the table above indicates the data has been suppressed, which is usually due to small cohorts. The suppression rules applied by the DfE when publishing the data have been mirrored and applied in the report card.

Absence

Overall absence

The percentage of all possible mornings and afternoons missed due to absence from school (for whatever reason, whether authorised or unauthorised) across all pupils.

Year	This school	National average	Compared with national average
2024/25 (2 term)	4.7%	5.2%	Close to average
2023/24 (3 term)	5.1%	5.5%	Close to average
2022/23 (3 term)	4.8%	5.9%	Below

Persistent absence

The percentage of pupils missing 10% or more of their possible mornings and afternoons.

Year	This school	National average	Compared with national average
2024/25 (2 term)	8.6%	13.3%	Below
2023/24 (3 term)	12.7%	14.6%	Close to average
2022/23 (3 term)	12.5%	16.2%	Close to average

Our grades explained

Exceptional 

Practice is exceptional: of the highest standard nationally. Other schools can learn from it.

Strong standard ●

The school reaches a strong standard. Leaders are working above the standard expected of them.

Expected standard ●

The school is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention ●

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement ●

The school needs to make urgent improvements to provide the expected standard of education and/or care.

The Office for Standards in Education, Children's Services and Skills (Ofsted) inspects services providing education and skills for children and learners of all ages, and inspects and regulates services that care for children and young people.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at <https://reports.ofsted.gov.uk>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk



© Crown copyright