

# Halam CofE Primary School

The Turnpike, Halam, Newark, NG22 8AE

## Inspection dates

31 October–1 November 2012

|                                |                      |             |          |
|--------------------------------|----------------------|-------------|----------|
| <b>Overall effectiveness</b>   | Previous inspection: | Good        | 2        |
|                                | This inspection:     | <b>Good</b> | <b>2</b> |
| Achievement of pupils          |                      | Good        | 2        |
| Quality of teaching            |                      | Good        | 2        |
| Behaviour and safety of pupils |                      | Good        | 2        |
| Leadership and management      |                      | Good        | 2        |

## Summary of key findings for parents and pupils

### This is a good school.

- The standards pupils reach in English and mathematics are well above national levels by the end of Year 6.
- All pupils make good progress because of consistently good teaching.
- Disabled pupils and those who have special educational needs make good progress. This is because of the extra help they receive in lessons and before school at the 'Morning Club'.
- Parents and carers say that their children are happy and are well cared for.
- Pupils feel safe in school. Their behaviour around school is good. Almost all show positive attitudes to learning in lessons.
- The staff team work very closely together to improve the school under the skilful leadership of the headteacher.
- Teaching is improving. This is because the headteacher regularly checks the quality of teaching and learning in lessons and provides teachers with accurate feedback. Staff are keen to take part in training to help them to develop their skills and improve pupils' achievement.

### It is not yet an outstanding school because

- There is not enough outstanding teaching to make sure that all pupils make as much progress as possible.
- More-able pupils do not always make as much progress as they could in lessons because teachers do not always set them sufficiently demanding work.
- Marking does not always let pupils know clearly enough what they have done well and what they need to do to improve.
- The governing body is not fully aware of the opinions of parents and carers because their views are not sought systematically.
- A few parents and carers feel that they do not receive sufficient information about how some subjects are taught, or how well their children are doing.

## Information about this inspection

- The inspector observed eight lessons taught by four teachers.
- Meetings were held with senior leaders, staff and the Chair of the Governing Body. The inspector talked on the telephone with a representative of the local authority.
- The inspector talked with pupils, listened to them read and observed them at play.
- The school's safeguarding policies, improvement plans, governing body meeting notes and records of pupils' behaviour were reviewed. In addition, the inspector looked at the work pupils were doing in their books and at records of their progress.
- The inspector took account of the 14 responses to the online questionnaire (Parent View) and replies from 11 staff questionnaires. The views of parents and carers were sought at the start of the school day as they brought their children to school.

## Inspection team

Sarah Warboys, Lead inspector

Additional Inspector

## Full report

### Information about this school

- Halam Church of England Primary School is much smaller than the average primary school.
- There are four classes. Children in their Reception year are taught alongside Year 1. One class caters for pupils in Years 2 and 3. Two parallel classes are made up of pupils in Years 4, 5 and 6.
- A below-average proportion of the pupils are eligible for the pupil premium, which provides additional funding to the school. The funding is based on the number of pupils at the school in local authority care, from forces families and who are known to be eligible for free school meals.
- The proportion of disabled pupils and those who have special educational needs who are supported by school action is below average.
- The proportion of pupils supported by school action plus or with a statement of special educational needs is above average.
- The number of pupils joining and leaving the school at different times during the year is well above that normally found.
- The school meets the current government floor standards, which set the minimum expectations for pupils' attainment and progress.
- Breakfast and tea clubs, managed by the governing body, operate on the school site.
- The headteacher took up her post in January 2012.

### What does the school need to do to improve further?

- Increase the proportion of outstanding teaching, so that more pupils make rapid and sustained progress, by ensuring that teachers:
  - set more-able pupils sufficiently demanding work in all lessons
  - improve the marking of pupils' work, by providing clear and precise feedback about what pupils have done well and what they need to do next to improve.
- Strengthen the school's partnership with parents and carers by:
  - improving the governing body's understanding of parents' and carers' views by systematically seeking their opinions about the school and its work
  - increasing opportunities to share information with parents and carers about the way their children learn and their progress.

## Inspection judgements

### The achievement of pupils

**is good**

- Children join the Early Years Foundation Stage with skills that are typical for their age. They get off to a sound start. By the time they enter Year 1, their skills are generally at the level they should be in all areas of learning. Current information shows that children's skills are on track to be above expectations for their age in communication, language and literacy and personal, social and emotional development by the end of their Reception year. Children enjoy choosing from a range of activities and practising their developing skills. For example, they learn to write their names, record their scores and to throw accurately into a basketball hoop.
- Pupils make good progress throughout the school. Standards in reading, writing and mathematics at the end of Year 2 are above average and have been for several years. By the end of Year 6, their attainment in English and mathematics is usually, on average, about two terms ahead for their age. The majority of pupils in Year 6 achieve above average levels in English and nearly half gain above average levels in mathematics. Consequently, pupils are well prepared for their move to secondary school.
- Most pupils make good progress in reading, writing and mathematics each year. However, there is not enough outstanding teaching across the school to ensure that all pupils, especially the more-able, make as much progress as they could in all lessons. Disabled pupils and those who have special educational needs make good progress from their starting points. This is because of the support they receive in lessons and the extra help they are given in the 'Morning Club' to tackle specific gaps in their skills and knowledge.
- The additional funding received by the school to support pupils eligible for the pupil premium has been used successfully to provide them with extra help. For example, one-to-one tuition, increased support at the 'Morning Club' and access to extra curricular activities, such as the 'Able writers group' across a local group of schools, have enabled these pupils to achieve well. They reach at least similar standards to other pupils.
- Those pupils who join part way through their primary education are welcomed and make good progress. This is because teachers quickly find out the levels of their skills and needs and provide them with extra help if necessary.

### The quality of teaching

**is good**

- Teaching is consistently good and ensures that all pupils, including disabled pupils and those who have special educational needs, achieve well. Adults interact well with children's play in the Early Years Foundation Stage. They celebrate their achievements and suggest what they might like to try next to help them achieve more. Some teaching is outstanding in Years 4, 5 and 6.
- In all lessons, good relationships between staff and pupils support learning. Teachers regularly praise pupils for their contributions to class discussions. Teachers ask pupils searching questions that allow pupils to think for themselves. They regularly encourage pupils to share their ideas with a 'talk partner'. This paired working enables pupils to clarify and deepen their thinking.
- In the best lessons, teachers have high expectations of fast learning and excellent behaviour and, as a result, pupils make rapid, sustained progress. They use clear explanations and demonstrate activities well so that pupils fully understand what they are learning. Teachers use computer technology effectively to provide additional, stimulating activities that interest pupils.

For example, in Years 4, 5 and 6, pupils worked alone to researched facts about tigers, and used this information well to write imaginatively.

- The teaching of reading is consistently strong. Children in the Early Years Foundation Stage are taught successfully to read using phonics, the system which links letters with the sounds they make. The systematic teaching of reading continues throughout the school. It is supported well by parents and carers through homework. Consequently, standards in reading in both key stages are significantly above average.
- In the main, teachers use their knowledge about pupils' skills to set tasks that closely match their needs and abilities. In some lessons, though, the work set does not always match pupils' abilities closely enough. More-able pupils, in particular, are not always given hard enough work. On these occasions, they do not make the progress of which they are capable.
- Teachers are skilled at picking up pupils' errors and misunderstandings in lessons. They adapt their explanations to make sure that pupils understand fully. Disabled pupils and those who have special educational needs make good progress in lessons. This is because teachers use a variety of resources to interest them and help them to understand and learn. The marking of pupils' work regularly praises and encourages their efforts. However, it is not always precise enough in letting pupils know what they have done well and what they need to do to improve.
- Teachers provide good opportunities for pupils to use their reading, writing, communication and mathematics skills in other subjects. Good planning draws subjects together into interesting topics that pupils enjoy. This supports their spiritual, moral, social and cultural development effectively.

### **The behaviour and safety of pupils** are good

- Typically, pupils' behaviour around the school is good. They are polite and helpful to adults and to each other. Staff consistently apply the behaviour management system, and pupils are very clear about its sanctions and rewards. School records show that incidents of poor behaviour have been reduced considerably so that they are extremely rare.
- Most pupils concentrate well on their work and show positive attitudes to learning. They work well together in pairs and regularly share their ideas. At break times, older pupils look after the younger ones and teach them how to play games with the equipment available. They say that this helps the younger children to settle into school and helps them to take responsibility, learning important skills for future life. Newly-arrived pupils are paired up with more established pupils through a 'buddy' system. As a result, they settle in quickly.
- The breakfast and tea clubs provide good opportunities for pupils to play together and to enjoy each other's company. Mealtimes are social occasions at which, pupils say, they are taught good manners. Pupils enjoy coming to school and parents and carers agree. This is reflected in above-average attendance.
- Pupils say that they feel safe in school and know how to ask for help. They have a good understanding of what is meant by bullying of all kinds. Pupils are adamant that there is no bullying in school, but that on rare occasions, there are incidents of name-calling which are dealt with effectively by staff. All parents and carers who completed the online questionnaire agree that their children feel safe and are well cared for at the school.

**The leadership and management are good**

- The new headteacher has successfully set about renewing key aspects of the school's work. The whole school community shares her vision and ambition. Staff morale is high and members work together closely to improve the school and pupils' achievement. Leaders have a good understanding of the school's strengths and areas for development. The school's capacity to make further improvements is good.
  - The school's work with parents and carers is improving. Close working with families and a more rigorous approach to implementing policies and procedures have ensured that attendance has improved to be above average. On the whole, parents and carers are positive about the school. However, they say that they do not receive enough information about their children's progress or about the way they learn, for example, to read and write.
  - The consistently good quality of teaching has been maintained since the previous inspection. The headteacher, in full consultation with all staff, has very recently sharpened up the system to support and improve teaching. This aims to result in a greater proportion of teaching that is outstanding, leading to outstanding achievement. It is too soon to judge the impact of this development on the further improvement of standards. The system to improve staff performance informs a training programme that is well matched to individual staff members' needs, and to the needs of the school as a whole.
  - The school is committed to equality of opportunity for all its pupils. Their progress is rigorously checked. Extra support and guidance are given to any who need it or for those who are in danger of falling behind. The school works well with outside agencies in providing good care and support for pupils who need extra help.
  - Interesting connections are made between different subjects in topic work which encourage pupils' curiosity and interest. At the time of the inspection, the whole school was focusing most of its work for the week on one piece of artwork, 'Tiger in a Tropical Storm', by Henri Rousseau. Reception children and Year 1 pupils estimated and counted jungle animals. Pupils in Years 2 and 3 were inspired to write descriptive poems. Pupils in Years 4, 5 and 6 enthusiastically experimented in putting sound effects into their writing to increase its dramatic effect. Such activities support pupils' spiritual, moral, social and cultural development well. Partnerships with other schools enable pupils to meet pupils from different backgrounds, for example, in joint residential trips and in the 'Able writers group'.
  - The local authority's support in developing the leadership skills of the new headteacher has been effective. It now provides light touch support for this good school.
  - **The governance of the school:**
    - The governing body fully understands the school's strengths and areas for development. Members challenge the school's leaders regarding pupils' achievement and are fully involved in planning for school improvement. They plan ahead to ensure that the school's finances, including the pupil premium, are spent wisely and in the best interests of pupils' welfare and achievement. While the governing body takes account of parents' and carers' opinions when given, their views are not sought systematically. This prevents the governing body from getting the full range of parents' and carers' views. Governors are frequent visitors to school and are fully committed to undertaking training that will make them better at carrying out their roles and responsibilities. The governing body ensures that safeguarding requirements are met.
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## What inspection judgements mean

| School  |                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|---------|----------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Grade   | Judgement            | Description                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| Grade 1 | Outstanding          | An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.                                                                                                                                                                                                                                                                                                                                                                 |
| Grade 2 | Good                 | A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.                                                                                                                                                                                                                                                                                                                                                                                                                     |
| Grade 3 | Requires improvement | A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.                                                                                                                                                                                                                                                                                                                                                                                                                       |
| Grade 4 | Inadequate           | <p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p> |

## School details

|                                |                 |
|--------------------------------|-----------------|
| <b>Unique reference number</b> | 122761          |
| <b>Local authority</b>         | Nottinghamshire |
| <b>Inspection number</b>       | 403496          |

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

|                                            |                           |
|--------------------------------------------|---------------------------|
| <b>Type of school</b>                      | Primary                   |
| <b>School category</b>                     | Voluntary Controlled      |
| <b>Age range of pupils</b>                 | 4–11                      |
| <b>Gender of pupils</b>                    | Mixed                     |
| <b>Number of pupils on the school roll</b> | 96                        |
| <b>Appropriate authority</b>               | The governing body        |
| <b>Chair</b>                               | Diana Poole               |
| <b>Headteacher</b>                         | Samantha Bradbury         |
| <b>Date of previous school inspection</b>  | 9 June 2008               |
| <b>Telephone number</b>                    | 01636 813062              |
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