

Alderman Richard Hallam Primary School

Address: Avebury Avenue, Leicester, Leicestershire, LE4 0FQ

Unique reference number (URN): 120107

Inspection report: 8 September 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.

Expected standard

Achievement

Expected standard 

Many pupils achieve well and are prepared appropriately for their next stage of education. Overall, pupils make notable progress from their starting points. At the end of key stage 2, pupils' outcomes in national tests vary. They are not consistently in line with national averages. However, disadvantaged pupils achieve well. Their achievement is consistently in line with national averages.

Pupils achieve well in the phonics screening check. This is reflective of the provision in school, where most pupils develop fluency and accuracy in early reading. Pupils have the skills they need to access the wider curriculum effectively.

In some subjects, pupils recall prior learning with accuracy and talk confidently about what they have learned. For example, pupils in Year 5 talk about their learning in history. Pupils in Year 6 talk about the techniques developed in art. However, in some subjects, pupils cannot recall their learning. They have gaps in their knowledge, which hinders their achievement.

Attendance and behaviour

Expected standard 

Most pupils attend school well. Pupils and their families understand the importance of regular attendance at school. Attendance is above national averages. Leaders keep detailed records and act quickly when any pupil's attendance dips. Effective processes are in place to secure good attendance. Staff call home on the first day of absence, have open and honest conversations about why pupils are not in school and plan support as appropriate. Some pupils are persistently absent from school. However, leaders work well with parents, carers and other agencies to support them. When this is the case, the positive impact is evident.

Leaders establish an orderly and supportive environment in which many pupils behave well. Leaders have high expectations of all pupils to 'Be your Best'. In many classes, routines are well established and behaviour is positive. In these classes, pupils know what staff expect of them. As a result, pupils are attentive and keen to learn. However, this is not consistently the case. Bullying and any form of discrimination are not tolerated. Incidents are rare and leaders deal with them quickly and fairly. Leaders ensure that 'The Calm Cabin' provides pupils with the time to regulate their emotions and have time away from the busy playground, when they need it.

Curriculum and teaching

Expected standard 

Leaders demonstrate a comprehensive understanding of the quality of the curriculum and teaching across the school. Leaders identified the need to support pupils to develop their communication skills. Their focus on developing vocabulary and providing increased opportunities to talk is evident across the school.

Leaders have reviewed and developed the curriculum. Learning is well sequenced and clearly indicates what pupils should learn. However, the curriculum, in some subjects, is not

implemented consistently well. Leaders identify where provision is not as effective and provide appropriate support.

Teachers have detailed subject knowledge. In some subjects, they make links with prior learning, which help pupils to embed their knowledge. This is particularly evident in mathematics and reading. In some subjects, teachers do not check what pupils already know. As a result, pupils do not learn as well. Teachers generally adapt learning opportunities well to meet the needs of pupils with special educational needs and/or disabilities, disadvantaged pupils and those who speak English as an additional language.

In reading and mathematics, teachers check what pupils have learned. They identify gaps in learning and address these quickly and effectively. There have been some improvements to the teaching of writing. However, misconceptions in letter formation and grammar are not always addressed.

Early years

Expected standard 

Children in early years benefit from a coherent and well-planned curriculum and a purposeful provision. Leaders ensure that established routines and high expectations result in children settling quickly into school life. Children behave very well.

Children learn in a friendly and inclusive environment. Staff build positive relationships with children and their parents and carers, which ensure that children feel secure and safe. Leaders and staff quickly and accurately identify children, who face barriers to their learning and wellbeing. Adults provide effective support for the children who need it.

Leaders ensure that the curriculum is well taught in the Nursery and Reception Years. Staff make changes to the provision to reflect the needs of children, for example, when developing the outdoor provision. Early reading, writing and number skills are prioritised. Children develop their reading and writing through well-sequenced phonics sessions and choose to practise these skills during play-based activities. Some staff engage in high-quality interactions with children. This helps the children to develop their communication skills.

Staff check learning carefully, so that they can support children to build knowledge and develop vocabulary. Children develop knowledge and skills across the 7 areas of learning. They make secure progress and are well prepared for Year 1.

Inclusion

Expected standard 

Leaders have high expectations of all pupils, including those with special educational needs and/or disabilities, pupils who are disadvantaged, those who speak English as an additional language and those who are known to social care. Leaders swiftly identify pupils' needs, providing effective support. Leaders work effectively with parents, carers and external agencies to ensure that suitable support is in place. Staff know pupils well and are highly knowledgeable about their changing needs.

Most staff are highly skilled in supporting pupils to learn in class alongside their peers. Teachers provide additional support to help pupils to catch up. Teachers receive effective

training, including to help them understand the impact of trauma on pupils. They ensure that learning is at an appropriate level. Leaders meticulously check that the support provided is helping pupils to progress well. Some pupils benefit from learning in 'The Woodlands', where they learn in a smaller, supportive setting.

Leaders promote an inclusive culture, where pupils feel valued and are able to take part in all aspects of school life. Leaders use additional funding, including the pupil premium, to ensure that pupils can access an array of enrichment activities, including residential trips. This enables all pupils to access rich experiences.

Leadership and governance

Expected standard 

Leaders know the school, the pupils and the community very well. They have clearly defined roles and responsibilities and work effectively together. Leaders carefully monitor the curriculum, the quality of teaching and pupils' outcomes. They use this information to identify plans for professional development and to establish where additional support is needed for staff. They accurately identify the priorities for improvement based on their evaluations. They take timely and well-managed actions to ensure progress. Leaders make decisions that are in pupils' best interests.

Those responsible for governance support and challenge school leaders. They are fully aware of the impact of the school's work, including the way that leaders meet the needs of pupils who are disadvantaged, those who speak English as an additional language and those with special educational needs and/or disabilities.

Leaders work with other schools across the local authority. They share examples of effective practice, for example, in securing positive attendance. The headteacher provides support for others when mentoring new headteachers.

Personal development and wellbeing

Expected standard 

Leaders ensure that the personal development programme reflects the school's diverse context. The curriculum is well sequenced and builds on learning from early years.

Pupils learn how to keep themselves safe in the community and when working online. They learn how to look after their mental health and know that they can 'chill', read or do some colouring if they are feeling anxious. They learn about different faiths and cultures and know that peers in their class have different beliefs, including religious beliefs. Pupils learn about different families and relationships. They understand the importance of consent. Pupils understand respect and show some understanding of the fundamental British values. They demonstrate some knowledge of the characteristics that are protected by law.

Leaders ensure that pastoral support is well matched to the needs of pupils and targeted at those who need additional help. This was evident with 'The Calm Cabin' at lunchtime and the bespoke pastoral programmes for individual pupils.

The school offers a broad range of extra-curricular activities. Pupils enjoy activities, such as cricket, trumpet, mindfulness and colouring clubs. Leaders provide opportunities to develop

pupils' talents and interests, including for pupils with special educational needs and/or disabilities through the introduction of a Boccia club.

Leaders ensure that pupils experience '60 by 6'. This means that pupils will experience 60 different memorable experiences by the time they leave school at the end of Year 6. The experiences include trips, residential activities and a ride on a roller coaster. Leaders ensure that pupils have the additional support needed so that they can participate in all planned activities. These experiences prepare pupils well for future life.

Pupils have a variety of leadership roles, for example, as a member of the school council, or as an 'eco-warrior' keeping the school tidy. These roles give pupils a sense of purpose and responsibility.

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

Pupils are valued, cared for and supported at Alderman Richard Hallam Primary School. They have a sense of belonging. They say that they are proud to be part of the school with comments, including, 'It is nice at this school, you feel part of something.' They enjoy being in school and understand why it is important to attend regularly. As a result, pupils attend very well.

Staff know pupils and their families well. They build warm, trusting relationships with pupils. As a result, pupils are confident that they can share any worries or concerns that they have with staff. Pupils report that incidents of bullying are rare. They know that staff will deal with any incidents if they do arise. This helps pupils to feel safe. Pupils behave well. They are friendly and polite.

Children get off to a positive start in early years. They settle quickly to become independent and curious learners. They play together cooperatively and learn new things happily.

Pupils enjoy their social times. Older pupils support younger pupils through their leadership roles. The wellbeing ambassadors say that they like to help the younger ones, when they are sad. Pupils enjoy enrichment activities, including clubs, trips and residential visits. They enjoy the arts, music and sports activities.

Pupils enjoy learning in a calm, inclusive and friendly environment. Many pupils work with focus and show a commitment to their learning. Most pupils listen well to the adults in school and to each other. Pupils talk enthusiastically about their learning in some subjects. However, this is not consistent across all subjects. Overall, pupils achieve well. Disadvantaged pupils, those who are known to social care and those with special educational needs and/or disabilities learn successfully alongside their peers.

Next steps

- Leaders should continue to support teachers to know how best to teach the curriculum and, in the early years, how to engage children in high-quality interactions, so that all

- pupils and children achieve as highly as they can.
 - Leaders should further improve the implementation of the handwriting curriculum to ensure that all pupils write fluently and accurately. They should ensure that any inaccurate letter formation is addressed swiftly and consistently.
 - Leaders should make sure that teachers use assessment information effectively to identify what pupils already know, so that subsequent work enables pupils to deepen their understanding further.
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About this inspection

The chair of the board of governors in this school is Veronica Bolsover.

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.

Inspectors spoke with the headteacher, the deputy headteacher, the special educational needs coordinator, the early years leader, the chair of governors and a range of teaching and non-teaching staff. They also spoke to a wide range of pupils from across the school during the inspection.

The inspectors confirmed the following information about the school:

The school provides a breakfast club and an after-school club.

The school does not use alternative provision.

There have been no significant changes since the school's last inspection which took place in March 2022.

Headteacher: Ann-Marie Kedzior

Lead inspector:

Donna Chambers, His Majesty's Inspector

Team inspectors:

Christine Watkins, His Majesty's Inspector

CT Atwal, Ofsted Inspector

Sarah Sadler, Ofsted Inspector

Mark Anderson, Ofsted Inspector

Martin Fitzwilliam, Ofsted Inspector

Facts and figures used on inspection

This was the data available at the time of the full inspection, taken from [different sources](#). More recent data may have been published since the full inspection took place.

 The inspector(s) used this data during the full inspection on 8 September 2026

School and pupil context

Total pupils

881

Well above 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: 268

School capacity

918

Well above 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)

16.62%

Below average

What does this mean?

The proportion of pupils eligible for free school meals at any point in the last 6 years.

National average: 26.5%

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

1.93%

Below 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: 4.1%

Pupils with special educational needs (SEN) support

11.69%

Below average

What does this mean?

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

National average: 15%

Location deprivation

Close to 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	59%	61%	Close to average
2024/25 (final)	55%	62%	Close to average
2023/24 (final)	61%	61%	Close to average
2022/23 (final)	62%	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	72%	74%	Close to average
2024/25 (final)	67%	75%	Below
2023/24 (final)	77%	74%	Close to average
2022/23 (final)	71%	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	71%	72%	Close to average
2024/25 (final)	70%	72%	Close to average
2023/24 (final)	71%	72%	Close to average
2022/23 (final)	73%	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	79%	73%	Close to average
2024/25 (final)	74%	74%	Close to average
2023/24 (final)	82%	73%	Above
2022/23 (final)	80%	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	49%	46%	Close to average
2024/25 (final)	50%	47%	Close to average
2023/24 (final)	43%	46%	Close to average
2022/23 (final)	54%	44%	Close to average

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	64%	62%	Close to average

Year	This school	National average	Compared with national average
2024/25 (final)	61%	63%	Close to average
2023/24 (final)	67%	62%	Close to average
2022/23 (final)	64%	60%	Close to average

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	63%	59%	Close to average
2024/25 (final)	61%	59%	Close to average
2023/24 (final)	62%	58%	Close to average
2022/23 (final)	64%	58%	Close to average

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	70%	60%	Above
2024/25 (final)	78%	61%	Above
2023/24 (final)	62%	59%	Close to average
2022/23 (final)	71%	59%	Close to average

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	49%	68%	-18 pp
2024/25 (final)	50%	69%	-19 pp
2023/24 (final)	43%	67%	-25 pp
2022/23 (final)	54%	66%	-13 pp

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	64%	80%	-15 pp
2024/25 (final)	61%	81%	-20 pp
2023/24 (final)	67%	80%	-13 pp
2022/23 (final)	64%	78%	-14 pp

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	63%	78%	-15 pp
2024/25 (final)	61%	78%	-17 pp
2023/24 (final)	62%	78%	-16 pp
2022/23 (final)	64%	77%	-13 pp

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	70%	80%	-10 pp
2024/25 (final)	78%	81%	-3 pp
2023/24 (final)	62%	79%	-18 pp
2022/23 (final)	71%	79%	-8 pp

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 (3 term)	4.7%	5.2%	Close to average
2023/24 (3 term)	4.7%	5.5%	Below
2022/23 (3 term)	5.1%	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 (3 term)	11.1%	13.0%	Close to average
2023/24 (3 term)	12.4%	14.6%	Close to average
2022/23 (3 term)	12.3%	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.

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