

# Inspection of Halstow Primary School

Halstow Road, Greenwich, London SE10 0LD

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Inspection dates: 21 and 22 September 2021

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Outstanding</b>
Personal development	<b>Outstanding</b>
Leadership and management	<b>Good</b>
Early years provision	<b>Good</b>
Previous inspection grade	Not previously inspected under section 5 of the Education Act 2005

Ofsted has not previously inspected Halstow Primary School under section 5 of the Education Act 2005. However, Ofsted previously judged Halstow Primary School to be outstanding, before it opened as an academy. From then until November 2020, the school was exempted by law from routine inspection, so there has been a longer gap than usual between inspections.

Judgements in this report are based on the current inspection framework and also reflect changes that may have happened in Halstow Primary School's effectiveness before and after it converted to academy status.

## **What is it like to attend this school?**

Halstow Primary School is a warm and welcoming place. A strong sense of community means that everyone is included and is expected to achieve. Pupils are safe, happy and enjoy learning. They demonstrate resilience, determination, and confidence. These values underpin the curriculum and every aspect of school life.

Behaviour is excellent. Pupils show respect for and look after one another. This is because leaders model the importance of good relationships. Pupils said bullying is rare. If it does happen, adults deal with it quickly, and support both victim and perpetrator.

Leaders and staff go above and beyond to provide pupils with exciting experiences. For example, pupils have tuned in to the live birth of a lamb and many are participating in the 'Young Voices' concert. Everyone is looking forward to the full return of clubs following the COVID-19 (coronavirus) pandemic.

Parents and carers are overwhelmingly positive about the school. They are particularly grateful for the support provided by leaders during the national lockdowns. As one parent put it, 'This is a school where children come first, and their mental and physical well-being is prioritised.' Pupils demonstrate a strength of character that is quite extraordinary.

## **What does the school do well and what does it need to do better?**

Leaders have carefully designed the curriculum. Plans are ambitious and cover a broad range of subjects. The curriculum develops key concepts over time. For example, in history, pupils learn about 'civilisation' across a number of year groups.

A love of reading is promoted throughout the school. This is evident in the well-resourced book corners and engaging displays in classrooms. Pupils in Reception Year benefit from a strong start to reading. They learn phonics straight away. Pupils with special educational needs and/or disabilities (SEND) are supported to access the same learning as their peers. Staff have received training to deliver the new phonics programme. However, in Year 3 and upwards, pupils who need to catch up on reading are not receiving sharply focused support to build up their reading fluency.

In mathematics, pupils draw on methods used in previous lessons to secure new knowledge. For example, pupils learn to order positive numbers before ordering negative ones. Teachers have strong subject knowledge and high expectations of pupils. In the Reception Year, where pupils only started school recently, most were using numbers up to five confidently.

The history curriculum is well established. It is sequenced effectively and focuses on a rich knowledge base. Pupils are continuing to develop their understanding of historical enquiry. The science curriculum is also well sequenced. Key scientific

knowledge and vocabulary is taught explicitly. Nonetheless, some teaching does not give emphasis to checking pupils' previous knowledge, and how this will support pupils' learning in subsequent lessons.

Pupils, including those with SEND, have access to a wide range of rich activities beyond the curriculum. Activities are coherently planned to underpin the main school curriculum and widen pupils' experiences. For example, pupils have worked with an archaeologist to support their understanding of Roman Britain.

Working relationships between staff and pupils are strong. The main curriculum is adapted successfully so that all pupils can access it and learn well. For example, in phonics, adaptations are made by adding actions to the sounds. Support for all pupils, including those with SEND, is effective.

Pupils are highly motivated and have positive attitudes. They show respect for each other, listening to differing opinions without shouting out or getting annoyed. Learning is rarely disrupted. Pupils are mature in their approach to working with peers.

British values are promoted well through the curriculum, assemblies, and discussions. Pupils know about Britain's parliamentary system and legal ages for voting. They can also express how democracy was in action across the school, even for the youngest year groups.

Pupils have an excellent understanding about difference. They can explain accurately how diversity, equality and equity are promoted. Whole-school events, such as 'show racism the red card' day, are used well to promote inclusivity and zero tolerance towards abuse.

The trustee board and local governing body provide good support and challenge to school leaders. At trust level, the educational expertise is there to hold leaders to account about the quality of education. Minutes from local governing body meetings show how governors question leaders. Staff workload and well-being is often asked about to check that it remains high priority.

## **Safeguarding**

The arrangements for safeguarding are effective.

The school has robust systems in place to monitor concerns. These systems also ensure that recruitment is managed safely.

All staff are trained to identify pupils who may be at risk from harm. They know who to speak to and how to get help. They also know what to do if they are concerned about the behaviour of other adults.

Pupils are very aware of the dangers they might face. For example, older pupils understand what 'grooming' is and the signs to look out for.

When needed, leaders secure support from a range of external agencies, including early help.

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

### **(Information for the school and appropriate authority)**

- Subjects are planned and taught around a rich knowledge base. However, in a few instances, subjects such as science do not allow sufficient time for pupils to deepen their understanding through the practise of key concepts. This means that pupils find it harder to remember key information over time. Leaders need to ensure that sufficient opportunities are provided for pupils to recall and rehearse the important knowledge set out in curriculum plans.
- Some pupils in Year 3 do not read regularly enough using books matching the sounds and vocabulary they know. This means they are not catching up as quickly as they could. Leaders should ensure that these pupils receive the support and practice they need to develop their reading fluency.

## **How can I feed back my views?**

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

## **Further information**

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

## School details

<b>Unique reference number</b>	143597
<b>Local authority</b>	Greenwich
<b>Inspection number</b>	10199408
<b>Type of school</b>	Primary
<b>School category</b>	Academy converter
<b>Age range of pupils</b>	5 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	409
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	Mary Whitehead
<b>Headteacher</b>	Tom Gray
<b>Website</b>	<a href="http://www.halstow.greenwich.sch.uk/">www.halstow.greenwich.sch.uk/</a>
<b>Date of previous inspection</b>	Not previously inspected

## Information about this school

- The school is part of the Compass Partnership, a multi-academy trust of six primary schools and one specialist provision in Greenwich.

## Information about this inspection

The inspectors carried out this inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19 (coronavirus) pandemic began. Inspectors discussed the impact of the pandemic with school leaders and have taken that into account in their evaluation.
- During the inspection, inspectors held meetings with the co-headteachers, two executive headteachers, the deputy headteacher, the special educational needs coordinator, class teachers and teaching assistants. An inspector met with two early career teachers.
- The lead inspector held meetings with the chair of trustees, a trustee, the chair of governors and the chief executive officer of the Compass Partnership. She also met with an external school improvement partner from the local authority.

- Inspectors carried out deep dives in these subjects: reading, mathematics, history, science, and art and design. For each deep dive, inspectors met with subject leaders, looked at curriculum plans, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- Inspectors also looked at curriculum plans and spoke to leaders about some other subjects.
- Inspectors reviewed the school's safeguarding policies and practices, including safeguarding checks on staff. Inspectors talked with staff and pupils about the school's safeguarding culture. An inspector reviewed accident logs and records of pupils' behaviour.
- The inspection team considered the responses to Ofsted's online surveys for staff and parents, including 50 free-text responses.

### **Inspection team**

Alison Colenso, lead inspector

Her Majesty's Inspector

Robin Boshier

Ofsted Inspector

Ann Pratt

Ofsted Inspector

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