



QUALITY ASSURANCE REVIEW

REVIEW REPORT FOR HALSTOW PRIMARY SCHOOL

Name of School:	Halstow Primary School
Headteacher/Principal:	Tom Gray
Hub:	The Compass Partnership of Schools
School type:	Primary
MAT (if applicable):	The Compass Multi-Academy Trust

Overall Peer Evaluation Estimate at this QA Review:	Leading
Date of this Review:	06/11/19
Overall Estimate at last QA Review (if applicable)	Outstanding
Date of last QA Review (if applicable)	08/05/2019
Grade at last Ofsted inspection:	Outstanding
Date of last Ofsted inspection:	27/04/2007



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Quality Assurance Review

The review team, comprising host school leaders and visiting reviewers agree that evidence indicates these areas are evaluated as follows:

Leadership at all levels Leading

Quality of provision and outcomes Leading

AND

**Quality of provision and
outcomes for disadvantaged
pupils and pupils with additional
needs**

Area of Excellence (if applicable) N/A

**Previously accredited valid Areas
of Excellence (if applicable)** N/A

Overall Peer Evaluation Estimate Leading

Please note that a Challenge Partners Quality Assurance Review is not equivalent to an Ofsted inspection, and agreed peer evaluation estimates from the review are not equivalent to Ofsted judgements.

1. Context and character of the school

Halstow is an over-subscribed primary school in Greenwich with 418 children on roll. It continues to among the top 10% of primary schools in the borough and the top 20% in England for progress by the end of key stage 2.

The proportion of disadvantaged pupils is below the national average. Although White British is the predominant ethnic group, many other ethnicities are represented. The proportion of pupils for whom English is an additional language (EAL) is below the national average. The proportion of pupils who receive support for special educational needs and/or disabilities (SEND) is below average, as is the proportion who have an education, health and care plan (EHCP).

The school was awarded Teaching School status in 2013. It co-leads the Royal Greenwich Teaching School Alliance with Heronsgate Primary School. In 2014, Halstow joined The Compass Partnership of Schools and became an academy as a member of the Compass Multi-Academy Trust in July 2017.

2.1 Leadership at all levels - What went well

- Driven by the infectious passion of the headteacher and supported by the trust, leaders at all levels share a clear vision to continue to raise standards in order for all pupils to achieve well as confident, resilient learners.
- Leaders have fully addressed the even better ifs identified during the previous review. Leadership responsibilities are now distributed more widely and the inter-dependent accountabilities of senior and middle leaders have been sharpened. High levels of literacy and presentation are now evident in foundation subject books, as well as in English and mathematics in all year groups.
- Clear policies underpin aspirations to develop all pupils and adults in this learning community, but there is no room for complacency at Halstow. Leaders at all levels continuously seek to review and refine practice for the benefit of all pupils, such as in the introduction of whole-class reading in recent months.
- Leaders assure themselves that there is progression and continuity of learning through regular observations, focused moderation of assessment days and external moderation by the trust and the borough.
- Senior, phase and subject leaders not only participate in but take opportunities to lead continuing professional development programmes. Inexperienced teachers are mentored and supported well. Consequently, teachers' strong subject and pedagogical skills, combined with their deep knowledge of pupils' needs, enable staff to bring the planned curriculum to life with vibrancy and excitement.

- Pupils enjoy a broad, balanced and rich set of learning experiences. Subject and cross-curricular themes are planned coherently to build on pupils' knowledge, skills and understanding sequentially. There is a close focus on making links between curriculum areas. This makes learning relevant for pupils' life experiences and for developing associated communication, metacognition, debating and problem-solving skills.
- A large proportion of pupils participate enthusiastically in the school's extensive extra-curricular programme that enhances their skills, levels of confidence, roles and responsibilities as citizens and prepares them well for moving to secondary school.
- The combination of the school's curriculum and enrichment programme enhances pupils' personal development. It enables pupils to appreciate and celebrate difference and have their own 'voice' as members of the school council or in undertaking various roles of responsibility as they progress through the school. For example, school council members were proud to tell the review team why it is important that they help groups of people locally and in other countries.
- The school fosters strong relationships with parents and the local community. This was evident in the number of parents and a group of returning students from local secondary schools who attended an early years foundation stage (EYFS) reading workshop during the review.

2.2 Leadership at all levels - Even better if...

...leaders were to identify one aspect of the school's work as an Area of Excellence for the school's next Quality Assurance Review visit.

3.1 Quality of provision and outcomes - What went well

- The curriculum is flexibly developed to ensure all pupils have access to the same range of provision, while meeting their individual needs. Provision is adapted successfully to enable pupils with additional needs to succeed at working in smaller groups or with one-to-one support as appropriate. Outcomes are celebrated in outstanding displays of pupils' work throughout the school. These reinforce high expectations, often creating an atmosphere of magic and wonder for learning.
- Teachers have a clear understanding of the rationale underpinning the securely embedded and consistently implemented curriculum. Work given fully matches plans to meet the needs of all pupils who are organised in parallel mixed-aged groups from Years 1 and 2. It is carefully sequenced to reinforce and build on previous skills, knowledge and understanding and prepare pupils well for starting secondary phase.
- The school gives a high priority to developing a love of reading. Pupils become

progressively more independent in applying reading-related skills across the curriculum. They learn to use dictionaries in Years 1 and 2, solve 'dilemmas' using dictionaries in Years 3 and 4 and incorporate unusual words in writing tasks in Years 5 and 6.

- Teachers continuously encourage pupils to focus on language and its impact. Pupils in Years 1 and 2 could spot 'bossy' (imperative) verbs as they wrote persuasive sentences. Appreciating shades of meaning, pupils in Years 3 and 4 created a 'word line' of increasingly powerful words from 'good' to 'phenomenal', noting synergies where possible.
- When teachers read, write or speak they strongly reinforce pupils' use of language and vocabulary. For example, pupils in Years 3 and 4 applied previously learned concentration techniques when listening to their teacher read extracts from 'Varjak's Paw'.
- Work across the curriculum is consistently of an exceptional standard. The vast majority of pupils progress at a strong rate from their starting points, including those who are disadvantaged or who have SEND.
- Teachers use assessment well to identify when pupils understand and are ready for additional challenge or need additional support to succeed. Carefully targeted questioning, especially by more experienced teachers, gives pupils the opportunity to reinforce previous learning, embed knowledge or deepen their understanding.
- Pupils' attitudes and behaviour are exceptionally positive. They are mutually respectful, mirroring the excellent relationships modelled by all adults at Halstow. Pupils are proud of their school and attend regularly. They show a thirst for learning, stimulated by teachers' creative planning. Pupils collaborate readily in lessons and willingly share their views in the secure learning environments which teachers encourage. A large majority of pupils engage in the school's wide range of extra-curricular clubs, including teams as well as musical and cultural activities.
- Routines for learning are well established from the outset and built on as pupils progress through the school. They become increasingly independent in their learning and confident in justifying their opinions. In Reception, for example, children quickly settled to practise letter writing as the register was being completed. Older pupils in Years 5 and 6 showed maturity and sensitivity when debating Brexit voting – 'I hear where you are coming from on this one but I would argue that...'

3.2 Quality of provision and outcomes - Even better if...

...the school builds on the exceptional practice observed to ensure all teaching enables pupils to make the most of their learning.

4.1 Quality of provision and outcomes for disadvantaged pupils and

pupils with additional needs - What went well

- Teachers and learning support assistants know the pupils with whom they work well. They are aware of the needs of those who are disadvantaged or have SEND and plan carefully to meet them. Teachers ensure that lessons fully include all pupils, irrespective of their starting points.
- A range of intervention support for disadvantaged pupils and those with SEND or EAL is provided in addition to the work in class groups. This includes one-to-one or small-group support with a teaching assistant for a short time, or ongoing regular therapist support combined with class teaching. All interventions focus appropriately on pupils' particular needs and enable them to progress rapidly.
- Discrete assessment and close monitoring of pupils with EHCPs enable parents to see and contribute to visual evidence of their children's progress, even if their children are working at low levels where written outcomes may not be possible.
- A clear distinction is made to ensure more able pupils who may be disadvantaged are similarly supported to enable them to achieve well and reach high standards. The school ensures that pupils who are disadvantaged are not denied access to the many pre- and after-school clubs or extra-curricular activities, where costs may be incurred, such as sailing or karate.
- Additional funding received by the school for disadvantaged pupils is planned carefully. The school's analysis shows clearly that this has had a strong impact on the achievement and outcomes of the pupils concerned.

4.2 Quality of provision and outcomes for disadvantaged pupils and pupils with additional needs - Even better if...

...N/A

5. Area of Excellence

None submitted.

6. What additional support would the school like from the Challenge Partners network, either locally or nationally?

None at present, as the school is making use of the trust network.

This review will support the school's continuing improvement. The main findings will be shared within the school's hub in order that it can inform future activities.