

Inspection of Hallsville Primary School

Radland Road, London E16 1LN

Inspection dates: 17 and 18 January 2023

Overall effectiveness

Outstanding

The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Early years provision

Outstanding

Previous inspection grade

Not previously inspected under section 5 of the Education Act 2005

Ofsted has not previously inspected Hallsville Primary School under section 5 of the Education Act 2005. However, Ofsted previously judged Hallsville Primary School to be outstanding, before it opened as an academy.

What is it like to attend this school?

There is a culture of high expectations and perseverance. Leaders ensure that learning is well-planned for all pupils, including those with special educational needs and/or disabilities (SEND). Leaders, including trustees, empower pupils at this school to succeed. High ambition permeates all of the school's work. Pupils flourish socially, academically and emotionally due to the excellent standard of education and support they receive.

Pupils are very happy at this school and with the opportunities it provides for them. Parents and carers speak highly of the support provided. Everyone treats each other with great respect and kindness.

An extensive range of exciting visits, trips and experiences ensure that all pupils thrive here. Music, art and sports all have a high profile in the school. Pupils enjoy attending many clubs and taking on leadership roles, such as playground monitors and as members of the school council.

Leaders keep pupils safe. Bullying is not tolerated, and staff deal with any incidents swiftly. Pupils behave exceptionally well. Leaders provide thoughtful support and guidance that helps pupils develop into responsible and articulate individuals.

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

Senior leaders set the tone of high aspiration and ambition. Together with trustees, they have worked highly effectively to provide a high-quality education. Pupils move on to the next stage of their education inspired and equipped to face the challenges of a changing world.

Leaders have designed a rich and ambitious curriculum that has pupils' needs at its heart. The quality of pupils' work is consistently high. Leaders give very careful thought to the content they want pupils to learn in each subject. They have developed a logical sequence to how pupils learn key concepts, knowledge and skills. This begins in Nursery and Reception classes, where all areas of learning are planned for with great care. Well-thought-out play areas stimulate children's interest. For instance, children enjoyed the 'bug hunt' to explore and find out about the world around them.

Teachers help pupils to develop deep understanding in different subjects, such as art and history. Teachers check regularly what pupils have learned. They use this information to adapt teaching so that it meets the needs of individual pupils. This includes pupils with SEND, who receive highly effective support. Leaders identify the needs of pupils with SEND precisely and skilled staff support their needs.

Teachers are highly knowledgeable about what they teach. Leaders support them with a comprehensive and intensive training programme. Teachers plan lessons

carefully to build on pupils' prior learning. As a result, pupils tackle new and complex learning confidently. Teaching captures pupils' attention, which means lessons continue without interruption. Pupils take part in thought-provoking discussion that encourages pupils to think deeply.

Reading is made a top priority. Pupils benefit from highly purposeful early reading strategies and phonics teaching in the early years and across Years 1 and 2. Pupils read with increasing confidence. Reading books that pupils read match closely to the sounds they know. Leaders provide regular opportunities for pupils to practise reading. Pupils enjoy visits to the library and read a wide range of books. Those pupils who need a bit more help with reading receive effective support to help them become fluent readers.

Pupils are considerate and polite to each other. They make friends and are always happy to help others. They enjoy spending time together at breaktimes and lunchtimes, including when playing table tennis, chess and racquet games. Pupils know what adults expect of them. Children in early years are taught to follow routines very well. As a result, they are highly motivated to behave well, and they do so consistently.

Leaders ensure that pupils have rich experiences. Pupils are taught about many important topics and issues as they move through the school. This helps them to develop an understanding of themselves, their local community and the world in which they live. Leaders support staff well-being and manage their workload well.

Safeguarding

The arrangements for safeguarding are effective.

Leaders and staff receive regular, high-quality safeguarding training. As a result, they are knowledgeable and extremely vigilant. Staff know pupils very well. This enables them to spot any changes in pupils' behaviour swiftly. Staff know what to do when they have a concern about a pupil, and they act quickly.

Safeguarding leaders act promptly, maintaining meticulous records of any concerns about pupils and the subsequent actions they take. They prioritise pupils' well-being. Leaders check carefully that adults are suitable to work with children. Every opportunity is taken to teach pupils how to keep themselves safe, including online.

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.

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

Unique reference number	145363
Local authority	Newham
Inspection number	10211830
Type of school	Primary
School category	Academy converter
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	459
Appropriate authority	Board of trustees
Chair of trust	Bola Denby
Headteacher	Keri Edge (executive headteacher) Kelly Jones (headteacher)
Website	www.hallsville.newham.sch.uk
Date of previous inspection	Not previously inspected under section 5 of the Education Act 2005.

Information about this school

- The school does not use any alternative provision.
- The school is part of the Agate Momentum Trust.

Information about this inspection

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

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors carried out deep dives in these subjects: reading, mathematics, history, religious education and music. For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- Inspectors also reviewed a range of other subjects during the inspection.

- Inspectors met with leaders, staff, pupils and those with responsibility for governance, including the chair of the board of trustees and other trustees.
- Inspectors observed breaktimes and lunchtimes at the start and end of the school day.
- Inspectors scrutinised behaviour and bullying records.
- Inspectors scrutinised trustee meeting minutes and records of visits to the school made by trustees.
- Inspectors met with the special education needs coordinator to discuss the provision for pupils with SEND.
- Inspectors considered responses to Ofsted’s online staff survey. They took account of the responses to Ofsted’s surveys for parents and pupils.
- To evaluate the effectiveness of safeguarding, inspectors looked at the school’s website and policies, met with leaders and spoke with pupils and staff. They scrutinised school records of the safeguarding checks carried out on adults working at the school and spoke with those who have responsibility for governance.

Inspection team

Phil Garnham, lead inspector	His Majesty’s Inspector
Guy Forbat	His Majesty’s Inspector
Maureen Okoye	Ofsted Inspector

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