

Inspection of Halley House School

52-58 Arcola Street, Hackney, London E8 2DJ

Inspection dates: 2 and 3 July 2024

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Early years provision **Good**

Previous inspection grade Good

The headteacher of this school is Tobias Mills-Bishop. This school is part of Bellevue Place Education Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Mark Greatrex, and overseen by a board of trustees, chaired by Claire Delaney.

What is it like to attend this school?

Halley House is a warm and inclusive place. Relationships between staff and pupils are positive and nurturing. Pupils enjoy coming to school and are kept safe. They know how to seek help if they are worried about something. The school ensures that pupils learn about how to keep themselves safe, including when online. Bullying is rare and pupils are confident that staff will take effective action if it occurs.

Following a difficult and unsettling period of change for the school community, staff have raised expectations for all pupils, including those with special educational needs and/or physical disabilities (SEND). All pupils follow the same ambitious curriculum. Staff provide pupils with extra help swiftly when they need it. Pupils typically achieve well across subjects.

The school is calm and orderly. Pupils behave well and show respect to each other. They have positive attitudes to learning and are keen to contribute ideas. Children in early years show curiosity in their learning. They respond positively to adults and each other.

Pupils appreciate the rich range of clubs and opportunities for their wider development. Most participate regularly in clubs such as football, fencing, knitting and chess. Pupils look forward to an extensive visits programme, including residential trips which take place in Years 5 and 6.

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

The school has developed a curriculum that is designed to give pupils the knowledge and cultural capital they need to succeed in life. This covers the scope of what is expected nationally. Staff have made changes to the curriculum since the previous inspection, so that there is greater precision in the sequencing of the knowledge pupils will learn from early years to Year 6. In most subjects, this enables pupils to build upon and revisit concepts, so that they can confidently apply the knowledge they need, ready for the next stage.

Teachers have good subject knowledge and present information clearly. In most curriculum subjects, they select activities and resources which support pupils, including those with SEND, to deepen and consolidate what they have learned. Assessment is used effectively to identify gaps in pupils' knowledge. Staff are highly appreciative of the school's support for their professional practice. They value the regular opportunities to develop their subject knowledge and to learn from colleagues in other schools in the trust.

In a few subjects, changes to the curriculum are more recent and the implementation is not as consistent. Occasionally, this means that pupils do not gain the knowledge they need to meet the intended outcomes securely. The school has focused more sharply on consistency of practice recently, but this is not fully embedded across the curriculum.

Reading is a priority from when children start in early years. In Nursery, children enjoy opportunities to develop their vocabulary through, for example, joining in with familiar stories and songs. From the Reception year, children follow a clearly structured phonics programme, enabling them to gain confidence and fluency in reading. Staff have received high quality training and teach with precision. Pupils, including those with SEND, have regular opportunities to practise their reading with books carefully matched to the sounds they are learning. Staff use assessment well and ensure that any pupil who falls behind is given effective support to enable them to catch up. The school has ensured that the focus on developing a love of reading continues throughout the school. Pupils enjoy choosing books and talking about what they are reading.

The school has introduced a revised behaviour policy ensuring there are high expectations. Consequently, pupils behave well in classrooms and around the school. Older pupils relish taking up responsibilities and act as role models for their younger peers. Pupils value the school's recognition of their positive contributions to school life. Relationships at the school are respectful and accepting of difference.

The school identifies the needs of pupils with SEND with precision. Staff receive useful information and training about how to support all pupils to access the full curriculum. The school works closely with external agencies and provides high quality pastoral support for pupils, for example through play therapy.

The school's programme for pupils' personal development is extensive. This includes a wide range of clubs and activities matched to pupils' talents and interests. Pupils appreciate how the school teaches them about looking after their physical health. For example, all pupils have regular opportunities to learn to swim and to develop confidence in the water, from the time they join the school. Pupils value opportunities to learn about good mental health and to debate a range of beliefs, perspectives, and ideas.

The school has ensured that the importance of good attendance is regularly communicated. Pupils attend well and the school takes swift and supportive action if any patterns of concern are identified. Staff ensure that the well-being of pupils is a priority, working closely with external agencies where needed.

Leaders, and those responsible for governance, have a realistic and accurate view of current strengths of the school and priority areas for further development. Staff are well supported by the trust. Improvements are being made swiftly and in the right areas. Trustees and local governors understand their responsibilities well. They are well informed and maintain highly effective strategic oversight of the school.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In a few subjects, changes to the curriculum are not fully embedded. In these instances, the implementation of the curriculum is less consistent meaning some pupils do not secure the knowledge and understanding they should. The school should ensure the curriculum in all subjects is embedded. The school should also continue to develop staff expertise so that they can implement the curriculum with confidence, including identifying and addressing gaps in pupils' knowledge.

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](#)' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	141750
Local authority	Hackney
Inspection number	10333997
Type of school	Primary
School category	Academy free school
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	203
Appropriate authority	Board of trustees
Chair of trust	Claire Delaney
Headteacher	Tobias Mills-Bishop
Website	www.halleyhouseschool.org.uk
Dates of previous inspection	10 and 11 July 2018, under section 5 of the Education Act 2005

Information about this school

- The school does not currently use any alternative provision.

Information about this inspection

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

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- 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.
- During the inspection, inspectors held meetings with the headteacher and other senior leaders. Inspectors met with trustees, the chief executive officer and trust leaders from Bellevue Place Education Trust. Discussions were also held with a representative from the local authority.

- Inspectors carried out deep dives in in early reading, mathematics, and modern foreign languages. They met with subject leaders to discuss the curriculum, visited lessons, spoke with teachers and pupils. Inspectors looked at samples of pupils' work.
- The curriculum in other subjects was also considered as part of the inspection.
- To evaluate the effectiveness of safeguarding, inspectors reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- Inspectors gathered the views of pupils, parents and carers, and staff through discussions and their responses to Ofsted's online surveys.

Inspection team

Russell Bennett, lead inspector

His Majesty's Inspector

Caroline Stone

Ofsted Inspector

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