



QUALITY ASSURANCE REVIEW
HIGH HALSTOW PRIMARY ACADEMY

Name of School:	High Halstow Primary Academy
Headteacher/Principal:	Gemma Stangroom
Hub:	Leigh Hub
School phase:	Primary
MAT (if applicable):	Leigh Academies Trust
Overall Peer Evaluation Estimate at this QA Review:	Effective
Date of this Review:	23/11/ 2022
Overall Estimate at last QA Review	Effective
Date of last QA Review	20/06/2021
Grade at last Ofsted inspection:	Good
Date of last Ofsted inspection:	15/07/2014

1. Context and character of the school

High Halstow Primary Academy is part of the Leigh Academies Trust. The school works closely with other schools in the Trust that operates across Kent, Medway and South East London. It is smaller than the average-sized primary school. The proportion of pupils who receive the pupil premium is below the national average. The proportion of pupils from minority ethnic backgrounds or who speak English as an additional language is also below average. The proportion of pupils who have special educational needs and/or disabilities (SEND) is below the national average.

High Halstow Primary Academy's central aim is the pursuit of the highest standards possible in education. The school believes in 'high aspirations, high motivation and high achievement for all.' The school also aims to build a community where everyone feels equally valued, safe and challenged to do their best in everything. High Halstow Primary Academy has been an authorised International Baccalaureate World School since November 2021.

2.1 Leadership at all levels - What went well

- Senior leaders have a clear vision for the curriculum that they want pupils to receive. They have a strong understanding of the different parts of the curriculum and the links between subjects. The curriculum is highly ambitious and aims for pupils to be successful academically and in the development of their personal qualities. Staff work well to deliver on these aspirations for pupils.
- Senior leaders have developed a very positive climate for learning for pupils. This stems from the highly aspirational approach to all aspects of school life and the relentless drive to serve pupils excellently. Senior leaders rightly have high expectations of themselves and of the whole staff team.
- Teachers and support staff are trained well to be knowledgeable in different subjects. This enables staff to deliver all curriculum subjects well. This includes to the whole class and to individuals and small groups that require extra help and guidance. This helps pupils to achieve well.
- Leaders have a very well-structured programme to check the curriculum is taught effectively and is having the desired impact on pupils' learning. This monitoring is undertaken well, particularly by senior leaders. This information is used precisely to plan any additional training needs that staff require.

- The school's subject leaders plan the knowledge that they want pupils to learn in a methodical and meaningful way. This ensures that there is much clarity about the expectations for pupils in different year groups across the full width of curriculum areas.
- Leaders of subjects closely monitor and check how effectively teachers are implementing the curriculum for pupils with prior low attainment and how well this group of pupils are achieving. Where there are gaps in the skills of staff, teachers and teaching assistants are given additional support. If a pupil has limited understanding of any aspect of the curriculum subject, leaders work closely with staff to select, plan and provide the most effective help for a pupil.
- Senior leaders have made sure that there are strong connections between different parts of the curriculum. This includes links between the academic subjects and pupils' spiritual, moral, social and cultural development. As a result, pupils have a firm understanding of diversity and respect.
- Pupils' well-being is a high priority in the school and is central to the work of leaders and the wider staff team. The importance of this aspect of the school's work is non-negotiable. Leaders plan the provision for pupils' well-being very effectively.

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

...all subject leaders can capture and articulate the work and impact of the school's strategies to improve outcomes for pupils in the full range of subjects.

3.1 Quality of provision and outcomes - What went well

- The curriculum has been shaped taking into account the school's context and the needs of its pupils. This has influenced the school's decisions on the choice of the essential knowledge that pupils should learn and what activities they will tackle to gain this knowledge. This ensures that pupils are prepared well for the next stage in their education.
- Some subjects have been reviewed and improved, including art and history, demonstrating senior leaders' ongoing determination to provide a high-calibre education. The knowledge that pupils will develop has been mapped 'horizontally'. This means that the knowledge that pupils will acquire is developed sequentially and is set out clear from the early years to Year 6.

- The school's curriculum is aspirational for all pupils in all subjects. Leaders have designed a curriculum that has challenging goals for pupils, including pupils with high prior attainment. This is the case for each of the three key stages. The use of 'working walls' help pupils to work independently but also to reach these expectations.
- Pupils access and gain much knowledge in the full width of the curriculum areas. The staff use a wide range of resources to illustrate concepts clearly to pupils. For example, in mathematics pupils benefit from seeing numbers on number lines to understand the size of different numbers. This is particularly beneficial for pupils with SEND and those pupils that find learning difficult.
- The leaders of subjects, together with senior leaders, have structured pupils' learning in a logical order. This means that pupils build up their set of skills incrementally. This enables pupils to have a sizeable range of skills that they use successfully in different contexts.
- Pupils are helped to remember what they have been taught before. For example, the pupils can recall subject specific vocabulary in science and can use this appropriately. Pupils are supported to use the knowledge that they have gained in previous lessons to complete the work set for them successfully.
- In reading, pupils benefit from a well-planned programme that develops their early reading skills from the time they start in the Reception class. The programme sets clear expectations for what pupils should know and by when. This aspirational structure provides a clear framework for staff to deliver the curriculum well.
- Teachers and support staff have good subject knowledge. They put this to good use when implementing the curriculum in different subjects. For example, in a geography lesson the teacher skilfully explained the difference between human and physical aspects of the environment. The staff use their subject knowledge to pose questions to pupils that challenge their thinking.
- The training for staff is central to the work of leaders. The leaders map out the support for staff. This develops their understanding of knowledge and concepts that they will teach in subjects that they may not be experts in. For example, staff have been helped to teach the concept of aspects of geography, including migration.
- The leaders have created links between and across the curriculum subjects. This enables pupils to transfer and enhance their skills and knowledge and really test out how much they have learned. The core texts selected by the school are of high quality and link learning in reading to an understanding of equality using texts such as 'Powerful Women from the Far East.'

- The school improvement plan prioritises the development of subjects carefully. For example, in art the needs of the subject feed into the overarching curriculum priorities in the school's comprehensive plans for improvement.

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

...staff do not miss opportunities to support and extend pupils' understanding and knowledge.

4.1 Quality of provision and outcomes for disadvantaged pupils and pupils with additional needs - What went well

- The leadership team in charge of the provision for pupils with additional needs has a deep knowledge of the pupils who need extra support and those who are disadvantaged. The school understands the barriers that exist for this group of pupils and have put in place effective strategies to ensure that they achieve well.
- Leaders make sure that pupils who are disadvantaged and those who have additional needs access the whole curriculum and wider opportunities beyond the classroom. This develops them academically as well as ensuring that they have the chance to learn new skills and talents alongside developing their personal skills.
- Staff make careful adaptations to the learning for pupils with additional needs. This includes ensuring that pupils have resources that capture their interest while illustrating new and key knowledge that staff want pupils to gain and remember.
- Leaders make sure that parents are involved in every step of their child's education, including from the point of identification. This means that they understand what their child's needs are initially, how they can help at home and what the school is doing to support their child.
- Pupils with additional needs and disadvantaged pupils show enthusiasm for learning and want to do well. They work hard and behave sensibly during lessons. Pupils listen carefully to the guidance from staff and act quickly on this help.

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

...the monitoring and assessment of the impact of interventions and support for pupils with SEND were fully embedded.



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5. Area of Excellence

N/A

Following the QA Review

The review report is primarily for the school's internal use to support the school's continuing improvement. However, we encourage you to share the main findings with your hub/hub manager so that they can support your hub's activity planning. Challenge Partners will also collate and analyse report content to create an aggregate picture of what is going on across the sector each year.

For further support following your QA Review, schools can access the School Support Directory; the Challenge Partners online tool that enables schools to connect with other schools in your hub and across the national network of schools.

Schools can also attend Sharing Leading Practice (SLP) events where schools showcase excellent and/or innovative practice. Sharing Leading Practice events allow school leaders with specific improvement needs to visit a school or attend an online webinar hosted by a school, with outstanding provision in that area.

Both the School Support Directory and the Shared Leading Practice events can be accessed via the Challenge Partners website. (<https://www.challengepartners.org/>)

Finally, following the QA Review, schools may find it useful to refer to research such as the EEF toolkit to help inform their approach to tackling the EBIs identified in the report



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<https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-too> lkit

