

Hallfield Primary School

Inspection report

Unique Reference Number	101116
Local Authority	Westminster
Inspection number	376513
Inspection dates	11–12 October 2011
Reporting inspector	Barbara Firth

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	662
Appropriate authority	The governing body
Chair	Mary Gifford
Headteacher	Judith Grigg
Date of previous school inspection	6 March 2008
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Age group	3–11
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Introduction

This inspection was carried out by four additional inspectors. The inspectors observed teaching and learning in 23 lessons and observed 21 teachers. Meetings were held with senior staff, one group of pupils, the Chair of the Governing Body and a local authority adviser. Inspectors observed the school's work, and looked at school improvement plans, reports from the local authority adviser, policies (in particular regarding behaviour, attendance and safeguarding), minutes of the governing body meetings and assessment information used to track pupils' progress. Questionnaires from pupils, staff and 178 parents and carers were received and analysed.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- The extent to which all groups of pupils make progress across the school.
- How good a start the children get to their education in the Early Years Foundation Stage.
- The extent to which the quality of teaching has improved and its impact on pupils' progress.
- The effectiveness of leaders at all levels, including middle leaders and the governing body, in demonstrating the school's capacity for sustained improvement.

Information about the school

Hallfield is a larger than average-sized primary school. The proportions of pupils with a statement of special educational needs, known to be eligible for free school meals, from minority ethnic heritages and who speak English as an additional language are all well above the national average. More pupils than in most schools join the school at other than the usual time. The school has provision for the Early Years Foundation Stage through three Reception classes and three Nursery classes. The governing body is responsible for a breakfast club but is not responsible for the children's centre and the on-site after-school club. The school has the Healthy School Award and the Active Westminster Award.

Since the previous inspections of Hallfield Junior and Infants' Schools, Hallfield Primary School has been established. The infant school had been designated as a school causing concern by the local authority and in 2009 the headteacher and deputy headteacher of the junior school took responsibility for the leadership of the infant school. The two schools had shared the same governing body and with the support of the local authority were officially recognised as a single primary school in September 2010.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

3

The school's capacity for sustained improvement

3

Main findings

Hallfield is satisfactory and steadily improving. As a result of the amalgamation, the school has undergone significant staff changes and the school's priority during this period has been to establish a shared vision; as a result, outcomes for pupils are now improving and there is a sense of confidence and optimism in the school's future. There are some good aspects, including care and the curriculum. The headteacher has established clear educational direction which is enthusiastically supported by the leadership team, and together they are implementing well-considered initiatives to raise achievement in the school. It is still too early to evaluate their full impact but school leaders have the support of staff, parents, carers and the governing body.

Children make good progress across the Nursery and Reception classes because of the good provision in the Early Years Foundation Stage. Attainment at the end of Key Stage 2 in English and mathematics is rising due to the school's focus on these areas and is now broadly average. The proportion of pupils achieving the higher Level 5 at the end of Key Stage 2 in the national tests in July 2011 showed an increase on previous years, particularly so in mathematics, and is also now broadly average. Progress across the school for the majority of pupils is improving and is satisfactory. However, some pupils still do not do as well as they should.

While teaching is satisfactory overall, and is good in an increasing number of lessons and classes throughout the school, the pace of improvement is not quick enough. In the short time since the school was established, leaders have focused with some success on improving the quality of teaching through the creation of non-class-based 'leaders of learning' who are beginning to improve teaching through the sharing of good practice across the school. However, inconsistencies in the quality of teaching remain and, as a result, pupils' progress is better in some lessons and classes than others. When teachers actively involve pupils in their learning from the beginning of the lesson, and tasks are well matched to pupils' abilities, pupils make good progress. However, in lessons where there are long introductions by the teacher, the pace of learning is slow and pupils' contribution to their own learning is less well developed. While day-to-day use of assessment data is now effective, marking is not always consistently used well to inform pupils of the next steps in their learning.

Hallfield is an inclusive school and pupils report that they enjoy school and feel safe. They are well cared for and make good progress in their personal development. As one pupil said, 'This is a good school and I am going to send my children to this

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school when I am older.' The school has been successful in achieving Healthy School status and the Active Westminster award, and parents and carers agree that their children have a good understanding of what it means to be healthy and how to keep themselves safe. Pupils enjoy the rich and varied activities provided through the curriculum, supplemented very well by a wide range of popular extra-curricular activities. Pupils' spiritual, moral, social and cultural development is good, relationships are harmonious and pupils behave well and show considerate support for one another regardless of age, gender or ethnicity. However, despite the relentless efforts of the school and an improving picture, attendance is low and the school does not always have the full support of parents and carers.

Leaders and managers are satisfactorily effective as a result of the care taken to improve the way the school is led and managed. For example, they have an accurate and honest view of the school's strengths and weaknesses and set challenging and realistic targets for improvement. There are new and systematic procedures for monitoring how well the school is performing. Some middle leaders are new in post and the school recognises further coaching and support are a priority in order to help them become more skilful in raising standards in their areas of responsibility. Senior leaders have also focused intensively on improving the skills of teachers to help pupils make faster progress and reduce underachievement.

The school has improved since the previous inspection in key areas, such as the curriculum and the Early Years Foundation Stage. Leaders at all levels are increasingly involved in focused and formal self-evaluation and have made a good start in improving attainment, especially in Key Stage 2. This success, as well as the improving picture across the school, demonstrates that the school has satisfactory capacity to improve further.

Up to 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

What does the school need to do to improve further?

- By July 2012, improve the quality of teaching so that it is consistently good or better throughout the school by:
 - maintaining a good pace of learning in all lessons with an appropriate balance of teachers' input and pupils' active involvement in their learning
 - ensuring that assessment data are used to match work to pupils' abilities
 - ensuring that marking informs pupils of the next steps in learning
 - sharing good practice
 - providing opportunities to develop pupils' information and communication technology (ICT) skills across the curriculum.
- Work more closely with parents and carers to raise the level of attendance to at

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least average by ensuring that they fully understand the need for their children to attend school regularly.

- Ensure that leaders and managers, including governors, carry out their roles and responsibilities effectively so as to accelerate pupils' progress across the school by:
 - providing coaching and support for middle leaders
 - ensuring that monitoring and evaluation, including of teaching and learning, are rigorous and findings acted upon.

Outcomes for individuals and groups of pupils

3

When children start school in the Nursery classes very few of them are working at levels expected for their age. From these low starting points they make good progress overall across the Early Years Foundation Stage and enter Key Stage 1 with skills broadly in line with the national average. Over time, progress across Key Stages 1 and 2 is satisfactory and results in attainment at the end of Key Stage 2 for most pupils, including those from minority ethnic heritages, being broadly average. Pupils with special educational needs and/or disabilities make satisfactory progress. Progress is also satisfactory for pupils who speak English as an additional language.

Pupils are developing their speaking and listening skills and welcome the opportunities to discuss their learning with a 'talk' partner or share ideas with a group. This, in addition to contributing much to their social development, promotes effectively their use of language. Pupils' writing and mathematical skills are developing well and pupils are becoming more confident in using investigation skills. As a result, attainment is rising, particularly in mathematics and at the higher levels at the end of Key Stage 2.

Provision for intervention groups is well planned for pupils with special educational needs and/or disabilities and they often make good progress at these times. As with other pupils, progress in lessons, while satisfactory overall, is uneven. Pupils in the early stages of learning English also make satisfactory progress in lessons. They learn most quickly when teachers have planned specific activities to meet their particular needs.

Pupils feel safe and are aware of safety issues, including e-safety. They have positive attitudes in lessons and work hard. Although opportunities for pupils to take responsibility are limited to being involved in the school council, they are well prepared for the next stage of their education through good transition arrangements. Pupils cooperate well in lessons and their basic skills, including ICT, are improving. However, attendance is low, and so preparation for their future economic well-being is only satisfactory. Pupils show an appreciation for art, they demonstrate a good knowledge of other faiths and cultures, and celebrate a variety of religious festivals. They behave well, are polite to their peers and adults alike and have an appropriate

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understanding of right and wrong.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account:	
Pupils' attainment ¹	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	3
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account:	
Pupils' attendance ¹	4
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

The good relationships between adults and pupils, together with teachers' secure subject knowledge and their good use of new technology, support learning well and ensure that pupils make satisfactory progress. In the best lessons, teachers share with pupils the learning intention and success criteria and explain points clearly so that pupils understand what they are expected to do. Similarly, when teachers involve pupils actively in their own learning from the start of the lesson and ensure that work is well matched to pupils' abilities, the pace is good and pupils make progress. However, when teacher direction at the start of the lesson is too long, the pace of the lesson slows, pupils become less engaged and do not make sufficient progress. When the match of pupils' work to pupils' ability is not precise enough and all are given the same task, some pupils struggle and the more able are insufficiently challenged. Teaching assistants and other adults are generally well deployed by the class teacher. Frequently, teachers use assessment information well to plan work, and feedback in pupils' books informs pupils of the next steps to take in their learning, but this is not consistently applied.

The good 'creative curriculum' is enriched by well-planned cross-curricular links, together with an extensive range of enrichment activities and well-attended extra-curricular clubs. It provides effective opportunities for learning, with a clear focus on

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

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developing pupils’ skills, knowledge and understanding of basic literacy and numeracy; the school can demonstrate its impact on attainment, for example on writing which improved at the end of both Key Stages 1 and 2 in 2011. Parents and carers are also impressed with the impact of the topic-based curriculum on their children’s learning. As one parent wrote, ‘My child is very excited and engaged in learning about the current class theme and their learning has shown improvement.’ However, skills and knowledge in science and geography are less well developed and opportunities are sometimes missed for pupils to develop their ICT skills.

The school provides a safe and nurturing learning environment where pupils with additional needs and pupils who are in circumstances that make them more vulnerable are supported very well by skilled school-based staff, including the learning mentors. The well-organised and established ‘Welfare Committee’ ensures close attention to the needs of individual pupils and effective and efficient use of external expertise. Intervention schemes are well organised and are effective in ensuring that pupils with special educational needs and/or disabilities and those who speak English as an additional language make at least the same progress as their peers, with some pupils making good progress. The extensive and rigorous steps that the school is taking to improve attendance, including rewarding good attendance, have yet, however, to have full impact. The breakfast club, managed by the governing body, provides good care and provision.

These are the grades for the quality of provision

The quality of teaching	3
Taking into account: The use of assessment to support learning	3
The extent to which the curriculum meets pupils’ needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	2

How effective are leadership and management?

Senior leaders have a strong determination to improve provision and their drive and ambition are satisfactorily embedded in the school. Leaders know that there is still too much inconsistency in progress across the school, especially in Key Stage 1. A number of middle leaders are new in post and some are at an early stage in the development of their management skills. As a result, progress in some subjects is better than in others. Procedures for monitoring pupils’ performance are beginning to have an impact on raising their attainment but opportunities to share good practice are missed. Although ‘green shoots’ are beginning to emerge, the impact of initiatives to improve teaching and attendance are not fully evident in all areas.

Members of governing body provide sound support and challenge, although they are too reliant on the information from the school rather than checking provision first

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hand. Safeguarding is good and there are rigorous recruitment and vetting checks in place to ensure that pupils are kept safe. Child-protection procedures are good and implemented rigorously. There are good systems in place to promote equality, and the staff and the governing body ensure that discrimination in any form is not tolerated. However, in view of the satisfactory outcomes for pupils, equality of opportunity and the school’s value for money are currently satisfactory.

Promotion of community cohesion is satisfactory. The school has some well-developed links with the local community and local schools but has yet to develop these nationally and globally. Leaders are well informed about the needs of the local community and are beginning to make progress in engaging families and local businesses in the life of the school, for example through providing opportunities to develop parents’ and carers’ skills in how best to support their children’s learning at home.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	3
Taking into account: The leadership and management of teaching and learning	3
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
The effectiveness of the school’s engagement with parents and carers	3
The effectiveness of partnerships in promoting learning and well-being	3
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	3
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	3

Early Years Foundation Stage

Many children lack the basic social, emotional and language skills to access learning when they enter Nursery. They are taught well and experience a rich curriculum so that they make good progress across the Early Years Foundation Stage and achieve nationally expected levels by the time they enter Key Stage 1. The Nursery and Reception team work well together, share progress and develop daily and weekly plans to ensure that provision reflects children’s needs. Children in the early stages of learning English are given good support and quickly learn new vocabulary and grow in confidence.

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The day gets off to a good start with parents and carers being invited into the classroom to meet the staff and help settle their children, providing an opportunity for good communication between the school and families.

All children have access to an outdoor area which is used effectively to give children opportunities to explore their own ideas. Children generally play well together, support each other, make friends and tolerate difference. They feel safe, are encouraged to eat healthily with fruit and water being available all day. Free-flow activities are stimulating and there is a good balance of those led by adults and those initiated by children, who are highly engaged whether in the classroom or outdoors. Children are given many opportunities to work independently and often adults intervene at exactly the right time to move learning on. However, there are occasions when work does not provide the right level of challenge for all children, especially the more able. The outdoor provision for the Nursery is less effective than that for Reception as it is too restricted and on two levels. The school has identified its development as a priority for improvement and plans are in place to develop this provision which will provide many more opportunities for children’s learning.

The Early Years Foundation Stage leader provides good leadership. Self-evaluation is robust, leading to a clear plan for action, consistency of good practice with good progress having been achieved in the identified priorities. There is a sharp use of data to identify trends over time to ensure a quick response to any potential underachievement. Consistency of good practice is achieved as a result of robust monitoring and evaluation procedures.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

Approximately one third of parents and carers returned questionnaires, which is an average return rate. A very large majority said that their children enjoyed school, that the teaching was good, that they were happy with their children's experience at school and that the school was effectively managed and led. A few considered that the school did not deal effectively with unacceptable behaviour. Evidence during the inspection found that pupils' behaviour was good and that the school has effective procedures to deal with any unacceptable behaviour that may occur. A few parents and carers did not agree that the school takes account of their views or concerns.

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The inspectors have raised this with the school, which has a plan to involve parents and carers more in the life of the school.

Responses from parents and carers to Ofsted’s questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Hallfield Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 178 completed questionnaires by the end of the on-site inspection. In total, there are 662 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	96	54	63	35	10	6	6	3
The school keeps my child safe	91	51	67	38	12	7	4	2
The school informs me about my child’s progress	59	33	98	55	11	6	7	4
My child is making enough progress at this school	55	31	95	53	11	6	9	5
The teaching is good at this school	60	34	97	54	11	6	7	4
The school helps me to support my child’s learning	54	30	99	56	14	8	6	3
The school helps my child to have a healthy lifestyle	62	35	94	53	15	8	3	2
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	55	31	88	49	18	10	7	4
The school meets my child’s particular needs	52	29	100	56	16	9	6	3
The school deals effectively with unacceptable behaviour	50	28	98	55	17	10	9	5
The school takes account of my suggestions and concerns	41	23	96	54	23	13	11	6
The school is led and managed effectively	48	27	103	58	8	4	13	7
Overall, I am happy with my child’s experience at this school	73	41	85	48	6	3	13	7

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	43	47	10	0
Primary schools	6	46	42	6
Secondary schools	14	36	41	9
Sixth forms	15	42	41	3
Special schools	30	48	19	3
Pupil referral units	14	50	31	5
All schools	10	44	39	6

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 08 April 2011 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



13 October 2011

Dear Pupils

Inspection of Hallfield Primary School, London W2 6JJ

The inspection team thoroughly enjoyed visiting your school and would like to thank you all for your friendly welcome. We found that your school has improved and that you are now doing better, particularly in mathematics and writing. This is because teaching is improving and many more of your lessons are helping you to learn quickly. Our main finding is that your school provides you with a satisfactory education and it has some good features.

Everyone at the school, including you, works well together and you are making satisfactory progress in your lessons. You are happy at school, have a good understanding of how to keep healthy and behave well in class and around the school. The staff make your school a safe and caring place to learn and provide you with some good opportunities to make your learning interesting. Children in the Nursery and Reception classes get off to a good start with their education.

Although your teachers are always looking for ways in which they can help you to learn and achieve more, some of you are not doing as well as you should in your lessons and too many of you have too much time off school. So, we have asked the school to do three things to make it even better.

- Make sure that all of your lessons are good by ensuring that you get quickly down to work, and that you have more opportunities to use information and communication technology (ICT) to explore your learning.
- Work with parents and carers to find ways that will encourage all of you to attend school regularly.
- Make sure that all the people in the school responsible for your education do all the things they need to do and support each other to ensure that you achieve your best.

We wish you well for the future.

Yours sincerely

Barbara Firth
Lead inspector

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