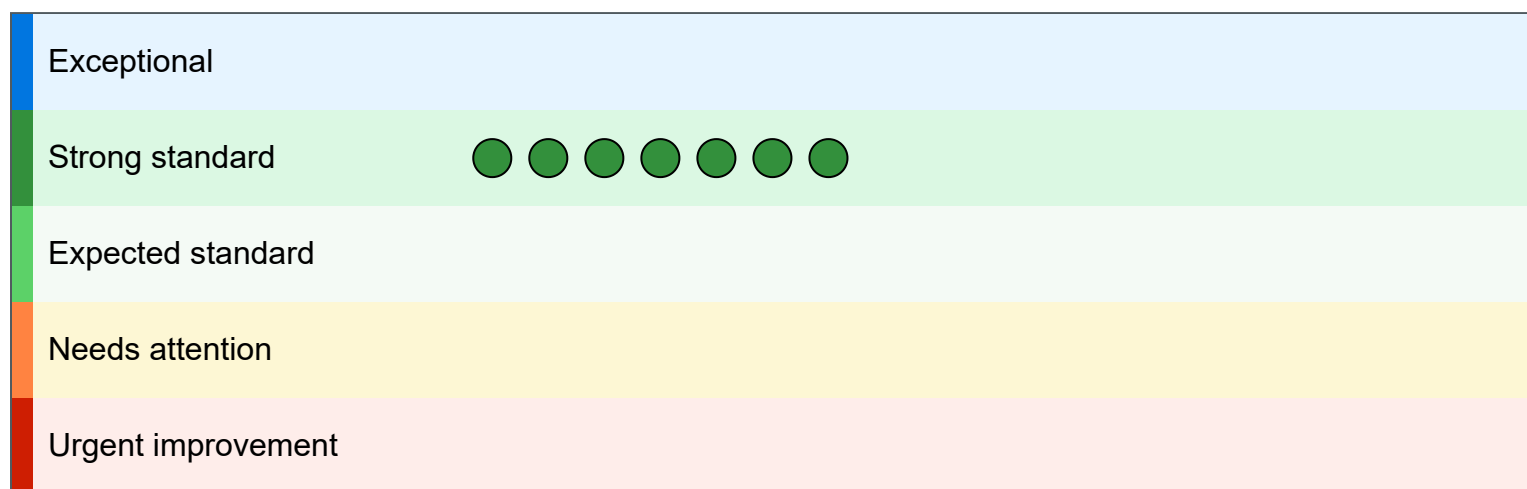


# Halstow Primary School

Address: Halstow Road, Greenwich, London, SE10 0LD

Unique reference number (URN): 143597

## Inspection report: 27 January 2026



### ✔ **Safeguarding standards met**

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, pupils are made safer and feel safe.

#### **How we evaluate safeguarding**

When we inspect schools for safeguarding, they can have the following outcomes:

- **Met:** The school has an open and positive culture of safeguarding. All legal requirements are met.
- **Not met:** The school has not created an open and positive culture of safeguarding. Not all legal requirements are met.

## Strong standard ●

### Achievement

Strong standard ●

Pupils link new learning to what they already know fluently and confidently. This helps them to understand new topics well and remember important ideas and subject-specific vocabulary. For example, Year 5 pupils can clearly explain the impact of the Reformation and the choices made by Henry VIII. In mathematics, pupils develop a strong understanding of numbers through well-chosen activities. They understand how numbers relate to one another, such as working out the difference between numbers accurately. Pupils also write longer pieces of work with growing confidence and pride, showing their increasing skills and depth of understanding.

Pupils use phonics successfully to sound out both familiar and unfamiliar words. They develop strong vocabulary and understanding of what they read. Teaching is clear and well modelled, with regular chances for pupils to practise and strengthen their phonics skills. As a result, pupils read with increasing confidence and fluency over time.

Staff adapt learning carefully and use their regular checks to make sure that all pupils can access lessons successfully. Because of this, pupils make rapid progress from their starting points. Pupils' outcomes in national tests are consistently above average, including for disadvantaged pupils. They are prepared very well for their next steps.

### Attendance and behaviour

Strong standard ●

Leaders are fully committed to making sure that pupils attend school regularly and arrive on time. High expectations, clear routines and rigorous follow-up mean that attendance remains higher than the national average for all pupils. Attendance for disadvantaged pupils has improved significantly and continues to get better.

Leaders carefully track attendance so they can spot any concerns quickly and act straight away. Support is tailored to each family's circumstances and often involves working closely with parents and carers as well as outside agencies. As a result, very few pupils are persistently absent, and pupils attend school regularly and punctually.

Behaviour at the school is excellent. Pupils meet the high expectations of staff and show very positive attitudes to learning. Classrooms are calm and focused, so lessons run smoothly and without disruption. Pupils are respectful to one another and to adults, and they take pride in behaving well and in their work.

Leaders take a proactive approach to managing behaviour. This helps to create a calm, respectful and happy school where learning comes first. The school's clear and consistent approach to behaviour helps pupils to feel safe, supported and valued. Behaviour during breaktimes and lunchtimes is positive and well managed, with pupils playing cooperatively and taking part in structured activities. Any concerns pupils have are dealt with promptly.

## Curriculum and teaching

Strong standard 

Leaders have created an ambitious and well-planned curriculum. They are clear about the important knowledge and skills that pupils need to learn and remember. Learning builds carefully on what pupils already know. This helps pupils to deepen their understanding over time. Key skills in reading, writing and mathematics are taught clearly, step by step, so that pupils gain a secure foundation for future learning.

Teaching across the school is purposeful and makes effective use of language. Teachers routinely check pupils' understanding during lessons and quickly address any misunderstandings. This helps pupils to make sense of new ideas and build their learning confidently.

Teaching follows a consistently effective approach across the school. Teachers explain learning clearly. They model what good work looks like and give pupils time to practise before working independently. Pupils produce high-quality work that shows deep understanding and careful thinking.

Inclusion is at the heart of how the curriculum is planned and taught. Teachers adapt resources so that all pupils can learn well. Assessment information is used thoughtfully to identify what pupils need to learn next, helping them to succeed in their studies and approach new learning with confidence.

## Early years

Strong standard 

Children develop strong foundations in all areas of learning. This includes communication and language, phonics, handwriting, and personal, social and emotional development. Leaders have a precise understanding of children's starting points. Staff use this information effectively to design an ambitious, carefully sequenced curriculum that builds on what children know. The curriculum prioritises and consolidates foundational skills. For example, children's learning in early reading and mathematics becomes securely embedded through whole-class teaching and practical activities.

Teaching is purposeful and consistently high quality. Adults model vocabulary, extend talk and question effectively. They reinforce learning through carefully structured activities and play. The consistent delivery of meaningful learning experiences secures children's understanding and ensures that they are ready to move on to what comes next in the curriculum.

Early identification of any special educational needs and/or disabilities that children may have is a priority. This is clear in staff's routine practice and approaches. Staff make purposeful adaptations to ensure that all children access learning successfully. Tailored support enables children to recall words, develop and apply phonics knowledge and use number concepts accurately.

Strong routines and a well-organised environment enable children to engage confidently and develop positive learning behaviours. Children enjoy their learning. Family partnerships and pastoral support further strengthen children's engagement and wellbeing. Children are well

settled. They make strong progress through the curriculum and are fully prepared for the next stage of their education.

## **Inclusion**

**Strong standard** ●

The school sees any challenges pupils face as opportunities to find better ways to support them. Inclusion is at the heart of every decision leaders make, so support is carefully planned, purposeful and ambitious. Leaders use educational research to guide improvements and make sure that the school's approach continues to meet pupils' needs.

Staff identify pupils' needs early and build a clear understanding through their careful observation and regular checks on progress. They know pupils well and understand their individual circumstances. The school works closely with external professionals to make sure that support is matched closely to each pupils' needs, while still keeping expectations high.

Pupils' progress is monitored carefully against clear targets for pupils' achievement. Inclusion strongly influences how the curriculum is planned, ensuring that disadvantaged pupils are considered at every stage. Teachers have the right expertise to plan learning, which enables all pupils to succeed academically and grow in confidence.

Classroom adjustments and focused adult support help pupils with additional needs to learn alongside their peers. The school uses effective strategies to help pupils catch up and keep up. As a result, disadvantaged pupils now achieve as well as their non-disadvantaged peers in reading and writing. The gap in outcomes for mathematics has been reduced between these groups and continues to be a key focus for improvement.

## **Leadership and governance**

**Strong standard** ●

Trustees and governors provide both appropriate challenge and support to the school. They place a strong focus on safeguarding as well as managing staff workload and wellbeing effectively. Leaders make well-informed decisions to support pupils' academic success as well as their social and emotional wellbeing. They carefully analyse how well the school is doing so they can build on strengths and address areas for improvement.

The curriculum and teaching approaches are regularly reviewed and improved using educational research. Staff take part in high-quality training, mentoring and collaborative planning. This helps to ensure that teaching is consistent, ambitious and effective across the school. Subject leadership plays a strong role in developing a well-planned curriculum. This is supported by a wide range of enrichment activities, which help pupils to build strong subject knowledge and develop their vocabulary. The school helps pupils to remember their learning and grow in independence..

Leaders remain focused on achieving the best possible outcomes for pupils. They are reflective and responsive to pupils' needs. Together, governors and leaders maintain very strong oversight of inclusion. The school has effective systems in place to support disadvantaged pupils, those with special educational needs and/or disabilities, and pupils known to social care. Whole-school initiatives and extra support are thoughtfully designed and make a real difference. Additional funding is used strategically to support both academic progress and personal development.

Parents and carers value the school's strong commitment to fairness and inclusion. They recognise the positive impact of targeted support and enrichment opportunities on pupils' confidence, character and readiness for life beyond school.

## Personal development and wellbeing

Strong standard 

The school has a well-planned and ambitious curriculum for personal, social and health education (PSHE). Leaders have adapted the content of this to meet the needs of the school community. The curriculum builds learning gradually and is accessible to all pupils, including those with special educational needs and/or disabilities. Staff have ongoing training so that their teaching is confident and consistent. Staff regularly check that pupils' understanding is secure, including, for example, in real-life situations.

The school's personal development programmes help pupils to develop strong values and respect for others. Pupils have a very confident understanding of diversity, similarities and differences. They show responsibility and kindness in how they treat one another. Pupils also show a thoughtful and mature understanding of topics such as cultural diversity, different family structures, racism, online safety and fairness. Older pupils are able to discuss complex issues, including bias and racism, with empathy and respect. Learning in PSHE, religious education, assemblies and school visits helps pupils to turn this understanding into inclusive and positive behaviour. Pupils also have a thorough understanding of fundamental British values and equality. They use this knowledge to guide their behaviour and relationships. Breaktimes and lunchtimes are well supervised, helping pupils to build safe and positive friendships. Pupils play cooperatively and mix well with different age groups. They take their leadership roles seriously, such as play rangers, sports leaders and school councillors. Through these roles, they set a strong example of positive behaviour and responsibility.

Pupils enjoy a wide range of enrichment activities, including music, sport, clubs and educational visits. These experiences help pupils to develop confidence, leadership skills and positive relationships. Strong pastoral care means that any concerns are identified early and support is put in place quickly. As a result, pupils develop empathy, self-control and resilience. They feel valued and included. Pupils are well prepared for the next stage of their education.

## What it's like to be a pupil at this school

Pupils thrive at this safe and happy school. It is ambitious and caring. Staff work hard to make sure that every pupil feels supported. Pupils feel happy and included, and many describe the school as a place where everyone gets the chance to do their best and no one is left out. Pupils value how they learn in different ways. They especially enjoy the high-quality teaching and exciting lessons. The school helps pupils to overcome any difficulties with learning. Staff make sensible adjustments to teaching so that all pupils can learn alongside their peers, especially those who may need extra support. Pupils achieve very well over time.

The school's well-sequenced curriculum and consistent approach help pupils to build strong knowledge and key skills. For example, pupils in Year 2 produce detailed writing using well-constructed sentences and ambitious vocabulary. Throughout the school, pupils take pride in their work and enjoy learning.

Pupils attend school regularly. They arrive on time and settle quickly each morning due to the school's clear routines. This is especially noticeable in the early years, where children quickly become confident and enthusiastic learners. Around the school, behaviour is excellent. During breaktime and lunchtime, pupils play safely and treat each other kindly. Pupils understand what is expected of them and respond well. They listen carefully, follow instructions quickly and stay focused in lessons. The school is calm and well organised, so learning is not disrupted. Pupils feel confident that adults will help them if they need support or have concerns.

There is a strong sense of community, with a clear commitment to equality and inclusion. Pupils enjoy a wide range of cultural and extra-curricular activities, including visits to museums, theatres and art galleries. These help pupils to grow in confidence and develop good character. Pupils are well prepared for the next stage of their education and life beyond school.

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## Next steps

- The school should continue its effective work to close the attainment gap between disadvantaged pupils and their non-disadvantaged peers across all subjects, with a particular focus on mathematics.
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## About this inspection

The school is part of The Compass Partnership of Schools, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer (CEO), John Camp, and overseen by a board of trustees, chaired by Susan Skidmore.

Inspectors carried out this full inspection under section 5 of the Education Act 2005.

Following our renewed inspection framework, all inspections are now led by His Majesty's Inspectors (HMIs) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

Inspectors spoke with the CEO, trust staff, the chairs and members of the trust and local school committee, senior leaders and a range of staff and pupils during the inspection.

The inspectors confirmed the following information about the school:

The school does not make use of alternative provision.

### **Lead inspector:**

Lascelles Haughton, His Majesty's Inspector

### **Team inspectors:**

David Lloyd, Ofsted Inspector

Sara Morgan, Ofsted Inspector

Karen Wyatt, Ofsted Inspector

## **Facts and figures used on inspection**

The data was used by the inspector(s) during the inspection. More recent data may have been published since the inspection took place.

 This data is from 27 January 2026

## **School and pupil context**

### **Total pupils**

**407**

Above average

### **What does this mean?**

The total number of pupils currently at this school and how this compares to other schools of this phase in England.

National average: 272

### **School capacity**

**420**

Above average

### **What does this mean?**

The total number of pupils who can attend the school and how this compares to other schools of this phase in England.

National average: 300

### **Pupils eligible for free school meals (FSM)**

**17.69%**

Below average

#### **What does this mean?**

The proportion of pupils eligible for free school meals at any point in the last six years.

National average: 26.3%

### **Pupils with an education, health and care (EHC) plan**

**2.95%**

Close to average

#### **What does this mean?**

The proportion of pupils with an education, health and care plan. This covers pupils with more support than is available through special educational needs support.

National average: 3.5%

### **Pupils with special educational needs (SEN) support**

**15.48%**

Close to average

#### **What does this mean?**

The proportion of pupils with reported special educational support needs at the school.

National average: 15%

### **Location deprivation**

**Close to average**

#### **What does this mean?**

Based on the English Indices of Deprivation (2019) and the school's location, we have calculated whether the school is located in a more or less deprived area.

## Resourced Provision or SEND Unit (if applicable)

### No resourced provision

What does this mean?

Whether school has Resourced Provision or SEND unit (if applicable).

### All pupils' performance

#### Pupils reaching the expected standard in reading, writing and mathematics

The percentage of pupils meeting the expected standards in a combined reading, writing and mathematics measure.

Year	This school	National average	Compared with national average
Latest 3 year average	72%	61%	Above
2024/25 (revised)	75%	62%	Above
2023/24 (final)	76%	61%	Above
2022/23 (final)	64%	60%	Close to average

#### Pupils reaching the expected standard in reading

The percentage of pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	84%	74%	Above
2024/25 (revised)	85%	75%	Above
2023/24 (final)	85%	74%	Above
2022/23 (final)	83%	73%	Above

#### Pupils reaching the expected standard in teacher-assessed writing

The percentage of pupils meeting the expected standard in teacher-assessed writing.

<b>Year</b>	<b>This school</b>	<b>National average</b>	<b>Compared with national average</b>
<b>Latest 3 year average</b>	82%	72%	Above
<b>2024/25 (revised)</b>	79%	72%	Above
<b>2023/24 (final)</b>	84%	72%	Above
<b>2022/23 (final)</b>	83%	71%	Above

### **Pupils reaching the expected standard in mathematics**

The percentage of pupils meeting the expected standard in mathematics.

<b>Year</b>	<b>This school</b>	<b>National average</b>	<b>Compared with national average</b>
<b>Latest 3 year average</b>	82%	73%	Above
<b>2024/25 (revised)</b>	87%	74%	Above
<b>2023/24 (final)</b>	87%	73%	Above
<b>2022/23 (final)</b>	72%	73%	Close to average

### **Disadvantaged pupils' performance**

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after.

#### **Disadvantaged pupils reaching the expected standard in reading, writing and mathematics**

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics.

<b>Year</b>	<b>This school</b>	<b>National average</b>	<b>Compared with national average</b>
<b>Latest 3 year average</b>	55%	46%	Above
<b>2024/25 (revised)</b>	69%	47%	Above

<b>Year</b>	<b>This school</b>	<b>National average</b>	<b>Compared with national average</b>
<b>2023/24 (final)</b>	50%	46%	Close to average
<b>2022/23 (final)</b>	29%	44%	Below

### **Disadvantaged pupils reaching the expected standard in reading**

The percentage of disadvantaged pupils meeting the expected standard in reading.

<b>Year</b>	<b>This school</b>	<b>National average</b>	<b>Compared with national average</b>
<b>Latest 3 year average</b>	73%	62%	Above
<b>2024/25 (revised)</b>	81%	63%	Above
<b>2023/24 (final)</b>	60%	62%	Close to average
<b>2022/23 (final)</b>	71%	60%	Close to average

### **Disadvantaged pupils reaching the expected standard in teacher-assessed writing**

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing.

<b>Year</b>	<b>This school</b>	<b>National average</b>	<b>Compared with national average</b>
<b>Latest 3 year average</b>	64%	59%	Close to average
<b>2024/25 (revised)</b>	69%	59%	Close to average
<b>2023/24 (final)</b>	50%	58%	Close to average
<b>2022/23 (final)</b>	71%	58%	Above

### **Disadvantaged pupils reaching the expected standard in mathematics**

The percentage of disadvantaged pupils meeting the expected standard in mathematics.

<b>Year</b>	<b>This school</b>	<b>National average</b>	<b>Compared with national average</b>
<b>Latest 3 year average</b>	61%	60%	Close to average
<b>2024/25 (revised)</b>	75%	61%	Above
<b>2023/24 (final)</b>	60%	59%	Close to average
<b>2022/23 (final)</b>	29%	59%	Below

## **Disadvantaged pupils' performance gap**

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after. The school disadvantage gap is the difference between the performance of the school's disadvantaged pupils compared to the performance of all non-disadvantaged pupils nationally.

## **Disadvantaged pupils reaching the expected standard in reading, writing and mathematics**

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics, including the disadvantaged gap.

<b>Year</b>	<b>This school</b>	<b>National non-disadvantaged score</b>	<b>School disadvantage gap</b>
<b>Latest 3 year average</b>	55%	68%	-13 pp
<b>2024/25 (revised)</b>	69%	69%	0 pp
<b>2023/24 (final)</b>	50%	67%	-17 pp
<b>2022/23 (final)</b>	29%	66%	-38 pp

## **Disadvantaged pupils reaching the expected standard in reading**

The percentage of disadvantaged pupils meeting the expected standard in reading and the disadvantaged gap.

<b>Year</b>	<b>This school</b>	<b>National non-disadvantaged score</b>	<b>School disadvantage gap</b>
<b>Latest 3 year average</b>	73%	80%	-7 pp
<b>2024/25 (revised)</b>	81%	81%	0 pp
<b>2023/24 (final)</b>	60%	80%	-20 pp
<b>2022/23 (final)</b>	71%	78%	-7 pp

### **Disadvantaged pupils reaching the expected standard in teacher-assessed writing**

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing and the disadvantaged gap.

<b>Year</b>	<b>This school</b>	<b>National non-disadvantaged score</b>	<b>School disadvantage gap</b>
<b>Latest 3 year average</b>	64%	78%	-14 pp
<b>2024/25 (revised)</b>	69%	78%	-10 pp
<b>2023/24 (final)</b>	50%	78%	-28 pp
<b>2022/23 (final)</b>	71%	77%	-6 pp

### **Disadvantaged pupils reaching the expected standard in mathematics**

The percentage of disadvantaged pupils meeting the expected standard in mathematics and the disadvantaged gap.

<b>Year</b>	<b>This school</b>	<b>National non-disadvantaged score</b>	<b>School disadvantage gap</b>
<b>Latest 3 year average</b>	61%	80%	-19 pp
<b>2024/25 (revised)</b>	75%	81%	-6 pp
<b>2023/24 (final)</b>	60%	79%	-19 pp

Year	This school	National non-disadvantaged score	School disadvantage gap
2022/23 (final)	29%	79%	-51 pp

## Absence

### Overall absence

The percentage of all possible mornings and afternoons missed due to absence from school (for whatever reason, whether authorised or unauthorised) across all pupils.

Year	This school	National average	Compared with national average
2024/25 (2 term)	4.0%	5.2%	Below
2023/24 (3 term)	4.4%	5.5%	Below
2022/23 (3 term)	4.2%	5.9%	Below

### Persistent absence

The percentage of pupils missing 10% or more of their possible mornings and afternoons.

Year	This school	National average	Compared with national average
2024/25 (2 term)	8.7%	13.3%	Below
2023/24 (3 term)	9.7%	14.6%	Below
2022/23 (3 term)	8.6%	16.2%	Below

## Our grades explained

### Exceptional

Practice is exceptional: of the highest standard nationally. Other schools can learn from it.

### Strong standard

The school reaches a strong standard. Leaders are working above the standard expected of them.

### Expected standard

The school is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

### **Needs attention** ●

The expected standards are not met but leaders are likely able to make the necessary improvements.

### **Urgent improvement** ●

The school needs to make urgent improvements to provide the expected standard of education and/or care.

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