

Inspection Data Summary Report

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Hallsville Primary School

Radland Road, London, E16 1LN

Release information: Provisional 2019 Phonics, Provisional 2019 KS1, Revised 2019 KS2**Release date:** 1 June 2022

URN	145363
LAESTAB	3162030
Local authority	Newham
Phase of education	Primary
Type of education	Academy Converter

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Areas of interest

The following sections draw attention to only those areas which are meaningful or where statistical testing shows there is something significant to note (where they are not, text will be displayed in *grey*). For the criteria used to determine the sentences, see the guidance link underneath each section.

Reading

Progress at key stage 2

- Key stage 2 progress in reading (3.8) was significantly **above** national and in the **highest** 20% of all schools in 2019, as well as in 2018 and 2017.

Attainment at key stage 2

- Key stage 2 attainment of the expected standard (100+) in reading (93%) was significantly **above** national and in the **highest** 20% of all schools in 2019, as well as in 2018 and 2017. *There is nothing significant or exceptional to highlight for key stage 2 attainment of the high standard (110+) in reading in 2019, therefore no conclusions can be drawn from this data.* Of the 54 pupils, 4 did not meet the expected standard.
- The key stage 2 three-year average reading attainment score (109.3) was in the **highest** 20% of all schools in 2019.

Attainment at key stage 1

- *There is nothing significant or exceptional to highlight for key stage 1 attainment of the expected standard and greater depth in reading in 2019, therefore no conclusions can be drawn from this data.*

Attainment in phonics

- *There is nothing significant or exceptional to highlight for pupils meeting the phonics expected standard (32+) in Year 1 in 2019, therefore no conclusions can be drawn from this data.* There were 8 pupil(s) that were screened in Year 2 in 2019; 4 of those met the expected standard.

Writing

Progress at key stage 2

- Key stage 2 progress in writing (2.4) was significantly **above** national and in the **highest** 20% of all schools in 2019.

Attainment at key stage 2

- Key stage 2 attainment of the expected standard (100+) in writing (98%) was significantly **above** national and in the **highest** 20% of all schools in 2019. *There is nothing significant or exceptional to highlight for key stage 2 attainment of greater depth in writing in 2019, therefore no conclusions can be drawn from this data.*

Attainment at key stage 1

- *There is nothing significant or exceptional to highlight for key stage 1 attainment of the expected standard and greater depth in writing in 2019, therefore no conclusions can be drawn from this data.*

Mathematics

Progress at key stage 2

- Key stage 2 progress in mathematics (5.3) was significantly **above** national and in the **highest** 20% of all schools in 2019, as well as in 2018.

Attainment at key stage 2

- Key stage 2 attainment of the expected standard (100+) in mathematics (100%) was significantly **above** national and in the **highest** 20% of all schools in 2019, as well as in 2018 and 2017. Key stage 2 attainment of the high standard (110+) in mathematics (54%) was significantly **above** national and in the **highest** 20% of all schools in 2019, as well as in 2018.
- The key stage 2 three-year average mathematics attainment score (109.2) was in the **highest** 20% of all schools in 2019.

Attainment at key stage 1

- *There is nothing significant or exceptional to highlight for key stage 1 attainment of the expected standard and greater depth in mathematics in 2019, therefore no conclusions can be drawn from this data.*

Other attainment measures

Attainment at key stage 2

- Key stage 2 attainment of the expected standard (100+) in reading, writing and mathematics (91%) was significantly **above** national and in the **highest** 20% of all schools in 2019, as well as in 2018 and 2017. Key stage 2 attainment of the high standard (110+) in reading, writing and mathematics (20%) was significantly **above** national and in the **highest** 20% of all schools in 2019.
- Key stage 2 attainment of the expected standard (100+) in the English grammar, punctuation and spelling test (98%) was significantly **above** national and in the **highest** 20% of all schools in 2019. Key stage 2 attainment of the high standard (110+) in the English grammar, punctuation and spelling test (76%) was significantly **above** national and in the **highest** 20% of all schools in 2019, as well as in 2018 and 2017.
- *There is nothing significant or exceptional to highlight for key stage 2 attainment of the expected standard in science in 2019, therefore no conclusions can be drawn from this data.*

Absence

Summer 2021 and autumn 2020 absence

This data relates to absences during the coronavirus (COVID-19) pandemic and should not be compared directly to previous years. There were 564 sessions missed by pupils not attending in circumstances related to coronavirus (COVID-19) in summer 2021 - these did not count as absence within the data. There were 687 sessions missed by pupils not attending in circumstances related to coronavirus (COVID-19) in autumn 2020 - these did not count as absence within the data.

- *There is nothing significant or exceptional to highlight for overall absence in summer 2021 when compared with all schools. Overall absence in autumn 2020 (5.2%) was in the **highest** 20% of all schools.*
- *There is nothing significant or exceptional to highlight for overall absence compared to schools with a similar level of deprivation in summer 2021 or autumn 2020, therefore no conclusions can be drawn from this data.*
- *There is nothing significant or exceptional to highlight for persistent absence in summer 2021 or autumn 2020 when compared with all schools, therefore no conclusions can be drawn from this data.*
- *There is nothing significant or exceptional to highlight for persistent absence compared to schools with a similar level of deprivation in summer 2021 or autumn 2020, therefore no conclusions can be drawn from this data.*

Absence for 2018/19 and earlier

- *There is nothing significant or exceptional to highlight for overall absence in 2019, therefore no conclusions can be drawn from this data.*
- *There is nothing significant or exceptional to highlight for persistent absence in 2019, therefore no conclusions can be drawn from this data.*
- *There is nothing significant or exceptional to highlight for overall absence and persistent absence compared to schools with a similar level of deprivation in 2018/19, therefore no conclusions can be drawn from this data.*

Suspensions & permanent exclusions

Whole school

- *For the whole school, there is nothing significant or exceptional to highlight for total suspensions compared to all schools in 2019/20, therefore no conclusions can be drawn from this data.*
- *For the whole school, there is nothing significant or exceptional to highlight for repeat suspensions compared to all schools in 2019/20, therefore no conclusions can be drawn from this data.*
- Across the whole school, there were no suspensions in 2019/20.
- There were no permanent exclusions in the whole school in 2019/20. The national average for this year was close to zero. There were no permanent exclusions in the previous two years either.

Pupil groups

Key stage 2

- For middle prior attainers, key stage 2 attainment of the expected standard (100+) in writing (100%) was significantly **above** national in 2019, as well as in 2018 and 2017. Key stage 2 attainment of the expected standard (100+) in the English grammar, punctuation and spelling test (100%) was significantly **above** national in 2019, as well as in 2018 and 2017.

Key stage 1

- *No sentences about key stage 1 performance data have been generated for pupil groups.*

Absence

- Overall absence for pupils with special educational needs (7.5%) was in the **highest** 20% of all schools in 2018/19. Persistent absence for pupils with special educational needs (25.0%) was in the **highest** 20% of all schools in 2018/19 as well as in 2017/18.

School and local context

School characteristics

	2019	2020	2021
School number on roll	Well above average 447	Well above average 447	Well above average 449
School % FSM	Well above average 38	Above average 32	Above average 35
School % SEND support	Below average 9	Below average 9	Well below average 8
School % EHC plan	Close to average 1.1	Below average 1.1	Below average 1.1
School % EAL	Well above average 77	Well above average 77	Well above average 76
School % Stability	Well below average 76	Well below average 68	Well below average 73

Trust/LA level information

As at February 2022:

- this school is part of AGATE MOMENTUM TRUST which contains 2 primary schools, no secondary schools, no special schools and no pupil referral units.
- the latest overall effectiveness grade for this school's predecessor (102724) was outstanding. As at 1 Feb 2022, the MAT grade profile (which may also include grades for other schools prior to joining the MAT) was:
 - outstanding - 1
 - good - 1
 - requires improvement - 0
 - inadequate - 0
 - not yet inspected - 0

School workforce

- At the time of the November 2020 census, there were no full-time vacant teacher posts in the school.
- There is nothing significant or exceptional to highlight for staff turnover in 2019/20.*

Local area and school links

- The school location deprivation indicator was in quintile 5 (most deprived) of all schools.
- The pupil base is in quintile 5 (most deprived) of all schools in terms of deprivation.

Finance

- In 2020/21, the academy trust had a revenue reserve of £1,791,000.
- In 2020/21, this school had a positive in-year balance (£5,682).
- In 2020/21, this school had a per pupil spend of £8,368.

- In 2020/21, this school received £3,538,458 in grant funding, £1,965,590 more than the national average.

Ethnicity whole school

- This school has 14 out of 17 possible ethnic groups. Those with 5% or more are:
 - 18%: Asian or Asian British - Bangladeshi
 - 16%: Black or Black British - African
 - 11%: White - Any other White background
 - 11%: Asian or Asian British - Indian
 - 10%: White - British
 - 8%: Any other ethnic group

Year group context

Characteristics 2019

	Number on roll	% FSM	% EAL
Year 1	60	Below other years 23	78
Year 2	58	Below other years 33	81
Year 3	59	37	80
Year 4	52	44	Below other years 65
Year 5	54	50	76
Year 6	55	Above other years 64	67

Characteristics 2021

	Number on roll	% FSM	% EAL
Year 1	59	Below other years 24	73
Year 2	53	Below other years 28	85
Year 3	59	37	80
Year 4	60	42	82
Year 5	60	Above other years 52	83
Year 6	Below other years 47	43	Below other years 68

Prior attainment 2019

	Reading	Writing	Mathematics
Year 1	Close to national	Close to national	Close to national
Year 2	Close to national	Close to national	Close to national
Year 3	Close to national	Close to national	Close to national
Year 4	Close to national	Close to national	Close to national
Year 5	Close to national	Close to national	Close to national
Year 6	Close to national	Close to national	Close to national

Prior attainment 2021

	Reading	Writing	Mathematics
Year 1	No data	No data	No data
Year 2	No data	No data	No data
Year 3	No data	No data	No data
Year 4	Close to national	Close to national	Close to national
Year 5	Close to national	Close to national	Close to national
Year 6	Below national	Close to national	Close to national

SEND characteristics 2019

Type of resourced provision: No resourced provision

Number of pupils with SEND who are also disadvantaged: 14

SEND support (27)							
SEND primary need	Y1	Y2	Y3	Y4	Y5	Y6	Total
Specific Learning Difficulty	0	0	0	0	1	0	1
Moderate Learning Difficulty	0	1	0	2	2	0	5
Social, Emotional and Mental Health	1	2	0	1	1	1	6
Speech, Language and Communication Needs	5	0	2	1	0	0	8
Hearing Impairment	0	0	0	0	1	0	1
Multi-Sensory Impairment	0	0	0	0	1	0	1
Physical Disability	0	1	0	0	0	2	3
Autistic Spectrum Disorder	0	0	0	2	0	0	2
Year group totals	6	4	2	6	6	3	27

EHC Plan (5)							
SEND primary need	Y1	Y2	Y3	Y4	Y5	Y6	Total
Social, Emotional and Mental Health	1	0	0	2	0	0	3
Visual Impairment	0	0	1	0	0	0	1
Multi-Sensory Impairment	1	0	0	0	0	0	1
Year group totals	2	0	1	2	0	0	5

SEND characteristics 2021

Type of resourced provision: No resourced provision

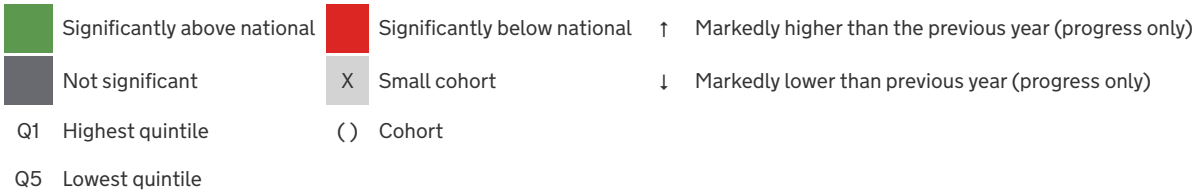
Number of pupils with SEND who are also disadvantaged: 17

SEND support (29)							
SEND primary need	Y1	Y2	Y3	Y4	Y5	Y6	Total
Moderate Learning Difficulty	0	0	1	1	2	2	6
Social, Emotional and Mental Health	1	1	1	2	0	1	6
Speech, Language and Communication Needs	3	2	2	0	2	1	10
Hearing Impairment	1	0	0	0	0	0	1
Physical Disability	0	0	0	1	0	0	1
Autistic Spectrum Disorder	0	2	1	0	0	2	5
Year group totals	5	5	5	4	4	6	29

EHC Plan (5)							
SEND primary need	Y1	Y2	Y3	Y4	Y5	Y6	Total
Social, Emotional and Mental Health	0	0	0	0	0	1	1
Visual Impairment	0	0	0	0	1	0	1
Multi-Sensory Impairment	0	0	1	0	0	0	1
Autistic Spectrum Disorder	1	0	1	0	0	0	2
Year group totals	1	0	2	0	1	1	5

Progress and attainment trend

Reading, writing and mathematics three-year trend



↑

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Q1

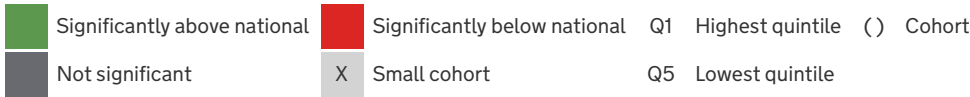
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Q5

		KS2 Progress					KS2 Attainment					KS1 Attainment					Phonics Attainment				
		Q5	Q4	Q3	Q2	Q1	Q5	Q4	Q3	Q2	Q1	Q5	Q4	Q3	Q2	Q1	Q5	Q4	Q3	Q2	Q1
Reading	2017	(54)					(56)					(58)					(60)				
	2018	(56)					(57)					(60)					(60)				
	2019	(53)					(54)					(60)					(57)				
Writing	2017	(54)					(56)					(58)									
	2018	(56)					(57)					(60)									
	2019	(53)					(54)					(60)									
Mathematics	2017	(54)					(56)					(58)									
	2018	(56)					(57)					(60)									
	2019	(53)					(54)					(60)									

Table

Other attainment measures



Q1

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Q5

		KS2 EGPS					KS2 combined RWM				
		Q5	Q4	Q3	Q2	Q1	Q5	Q4	Q3	Q2	Q1
2017	(56)						(56)				
2018	(57)						(57)				
2019	(54)						(54)				

Table

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