

Hatfeild Primary School

Inspection report

Unique Reference Number	102632
Local Authority	Merton
Inspection number	355223
Inspection dates	10–11 November 2010
Reporting inspector	Hilary Macdonald

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	468
Appropriate authority	The governing body
Chair	Mick Bradshaw
Headteacher	Frieda Perry
Date of previous school inspection	13 February 2008
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Introduction

This inspection was carried out by two of Her Majesty's Inspectors and two additional inspectors. The inspectors observed 19 lessons and saw 16 teachers. During the inspection, meetings were held with groups of pupils, staff and the Chair of the Governing Body. Inspectors observed the school's work and looked at school documentation that included school development planning, policy documents, the tracking and monitoring of pupils' progress and detailed analysis of end-of-Key Stage 2 results for 2009. Questionnaires from staff and pupils, and from 204 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 quality of teaching and learning and pupils' progress through the school.
- The use of targets and performance data to ensure that all pupils make the progress of which they are capable.
- The strength of leadership at senior and middle management levels.
- The quality of assessments at the Early Years Foundation Stage.

Information about the school

Hatfeild is a larger-than-average primary school. A new headteacher has been in post since September 2010. Just over a quarter of pupils speak English as an additional language, although very few are at an early stage of learning English. The proportion of pupils who are known to be eligible for free school meals is lower than the national average. Although the proportion of pupils with special educational needs and/or disabilities is lower than average, the proportion with a statement of special educational needs is higher. A small number of pupils have significant physical disabilities

The school runs a breakfast club before school. An after-school club is run by an external provider and has not been inspected as part of this inspection.

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

Hatfeild Primary School provides its pupils with a satisfactory standard of education that is underpinned by good quality care, guidance and support within an atmosphere of community and warmth. Central to the school's work are strong relationships with families and the local community. Care is taken to identify the individual needs of pupils with special educational needs and/or disabilities and, as a result, they make satisfactory or sometimes better progress. Sensitivity is shown towards pupils with physical difficulties and additional provision such as physiotherapy or braille lessons are an integral part of school life.

Pupils thoroughly enjoy school and benefit from an extensive range of extra-curricular clubs and activities delivered by the school and external providers. Pupils are enthusiastic about breakfast club and, as in all other areas of school life, pupils are well cared for by the staff in this environment. One typical parent commented: 'Hatfeild is a wonderful, caring school' all staff members are friendly and approachable and the new headteacher seems to be improving the school even further.'

Behaviour is good throughout the school and pupils respond well to the responsibilities that they are given. House captains are proud of their positions of responsibility and attended a governing body meeting to report on the work that they do and to recommend the qualities identified in Year 5 pupils to be considered for such a position!

Children in the Early Years Foundation Stage benefit from effective provision and make good progress during their time in Nursery and Reception classes. Pupils make satisfactory progress overall in Key Stages 1 and 2, with an increasing number of pupils making good progress. However, pupils are not given enough opportunity or clear enough success criteria to discuss and reflect on their own learning, either by considering how well they have done at the end of a lesson or by responding to their teacher's marking. Attainment at the end of Key Stage 2 is average. Children in the Early Years Foundation Stage benefit from effective provision and make good progress during their time in Nursery and Reception classes. Pupils make satisfactory progress overall in Key Stages 1 and 2, with an increasing number of pupils making good progress. However, pupils are not given enough opportunity or clear enough success criteria to discuss and reflect on their own learning, either by considering how well they have done at the end of a lesson or by responding to their teacher's marking. Attainment at the end of Key Stage 2 is average.

The curriculum is not sufficiently planned to ensure pupils develop their skills progressively and opportunities for developing literacy, numeracy and information and communication technology (ICT) skills through other subjects are not yet strong enough. However, much is done within the creative curriculum to enliven learning, such as global awareness fortnight, specialist days and class trips such as the Year 6 journey to France and the Year

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3 trip to the zoo. As a result pupils, and parents, are overwhelmingly positive about their school.

Senior leaders are effective in tracking and monitoring the progress pupils make. They carry out analyses of assessment data by class, group, gender and ethnicity. The school has rightly identified pupils' progress and attainment in English as an area for development and is currently taking a concerted approach to raising attainment in reading across the school. Additional resources have been purchased to enhance pupils' progress in reading. A librarian and a specialist teacher for reading have been employed and a wide range of books purchased. In addition, the reading volunteers' project provides additional individual support to targeted pupils. As a result, pupils' enthusiasm and excitement for reading has increased.

The school has an accurate view of its own effectiveness. Although there is good practice within the school and good lessons were seen during the inspection, the quality of teaching overall is no more than satisfactory. Often this is because teachers are not using assessment information effectively to plan or adapt lessons so they are accurately matched to pupils' needs and abilities. Significant improvements in monitoring, tracking and analysis and response to data on pupils underpin the school's capacity to improve further.

What does the school need to do to improve further?

- Accelerate the rate of pupils' progress, especially in English, in order to improve their achievement by:
 - ensuring that teachers focus more strongly on the quality of the pupils' learning, rather than on completing planned activities
 - using assessment information from a range of sources to plan work that is closely matched to individual pupils' needs
 - consistently providing pupils with regular feedback through marking so that they know how to improve
 - ensuring that planning uses explicit success criteria to help pupils make judgements about their own achievement in meeting targets
 - helping pupils develop the vocabulary and skills to reflect on their own learning.
- Develop the curriculum further so pupils can develop their skills progressively over time by:
 - systematically planning opportunities to develop literacy, numeracy and ICT skills through other subjects
 - ensuring that skills and knowledge in each subject area are clearly identified and incrementally planned.

Outcomes for individuals and groups of pupils

3

Pupils enjoy school; they are polite, thoughtful and very caring towards one another. Additionally, they take care and pride in the school environment. High quality displays celebrate diversity through a wide range of pupils' work, such as self-portraits in vibrant

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colours by Year 3 and black and white portraits of Queen Victoria by Year 5. The 'Writer of the Week' board, with photographs and words of advice from famous children's authors, recognises the success of one particular pupil each week, by displaying the writing that has won each of them the achievement certificate in assembly.

Within this positive atmosphere, pupils develop a clear sense of right and wrong, they feel very safe and they know that adults in school will respond sensitively towards any examples of unkindness. Pupils are proud of their positions of responsibility. They are keen to support others in the local and wider communities, for example by distributing harvest gifts, singing to local residents and sending Operation Christmas Child' to children in other countries. Spiritual, moral, social and cultural development of pupils at Hatfeild Primary School is good, supported by suitable curriculum content and inspirational assemblies.

Pupils recognise the importance of health and fitness. Many pupils reported enjoying their healthy school lunches and during lunchtime pupils chatted to inspectors about the healthy contents of their packed lunches. Pupils were able to talk knowledgeably about the importance of exercise in order to keep fit and healthy. Their attendance is broadly average.

Attitudes to learning are positive. This is evident in the way pupils apply themselves to learning tasks. Great concentration was demonstrated by older pupils during 'Big Write' sessions, and younger pupils listened to instructions for art work intently before being able to touch the materials! Despite listening well to adults in school, pupils do not always listen well to each other and can therefore miss valuable opportunities to reinforce their own learning.

Where lessons are carefully planned, using accurate assessment information and clear success criteria, pupils make better progress. However, in some lessons seen planning did not take enough account of what pupils had learnt previously. There was too much focus on the activity rather than on what pupils were actually learning and in these lessons progress was slower. Sometimes teachers talked for a long time at the start of lessons with pupils listening passively, whereas other teachers made brisk starts to lessons and used a range of ways to involve pupils quickly through using talking partners and individual whiteboards. In such lessons pupils make better progress. The achievement and attainment of all groups of pupils is satisfactory overall.

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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	2
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	3
The extent of pupils' spiritual, moral, social and cultural development	2

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

How effective is the provision?

Teaching and learning have some clear strengths in each key stage, but the variation in quality is hindering attempts to ensure that all pupils make good progress in all lessons. Throughout the school, relationships are positive and pupils' behaviour is managed well. In the best lessons, teachers use a wide range of resources, including interactive whiteboards, and plan activities to ensure pupils make good progress towards planned outcomes. In classes where teaching assistants were present they were well informed about what the pupils were learning and supported them well. Teachers and teaching assistants modelled good relationships, contributing to the overall positive atmosphere in classrooms.

Assessment data are comprehensive and accurate but not yet used to full effect in the planning of lessons. In some lessons, learning tasks were too challenging and as pupils were confused they did not make progress. In certain lessons, tasks lacked challenge and this also resulted in only limited progress being made. The school's priority to make sure assessment information is used well to ensure that all tasks are suitably challenging for all groups of pupils is well founded.

The quality of marking seen was variable across school and in different subject areas, with the most effective marking being found in English books. Most pupils' workbooks are marked regularly. However, there is insufficient feedback to pupils about what they have

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done well and what they should do next to improve further. In some cases detailed written comments were too complicated for younger pupils to read.

The school's curriculum has some strengths and is satisfactory overall. Pupils' prior knowledge and experience are not well enough identified in planning. Trips, visits and topic areas generate interest and excitement in learning. Links made between foundation subjects and literacy are beginning to be used to further develop speaking and listening, and reading and writing skills.

Good care, guidance and support are provided for pupils. They are well cared for and parents and pupils are appreciative of this. The school works well with a variety of agencies and appropriate levels of support are given to identified pupils. The school works positively with the local authority and other partners, as seen in the paper-making workshop in Year 4. The school is increasing the support it is able to give to other institutions. All pupils have equal access to the curriculum and school trips. Pupils with special educational needs and/or disabilities receive support that enables them to participate fully in the life of the school.

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	3
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The new headteacher, ably supported by her senior team, provides good leadership and management, although the benefit of new initiatives has yet to impact on outcomes for pupils. She has quickly established a climate in which staff share her enthusiasm and determination that every pupil should receive the best possible education and care. Senior staff play a positive role in monitoring and evaluation processes within the recently revised senior leadership team. With support from the senior leaders, coordinators for mathematics and literacy have developed a good understanding of their roles and are starting to influence the school's future plans. Subject leaders are beginning to take increased responsibility for their subject areas and are eager to complete curriculum reviews and improvement plans for them.

The headteacher and staff are supported by the satisfactory work of the governing body, which is also committed to further school improvement. It makes certain that there are good and secure arrangements for ensuring the pupils' safety and welfare and that there are good safeguarding arrangements in place. This results in the school providing a safe environment for all. Governors visit school regularly, partly to observe lessons, although there are no formalised systems in place for reporting on these visits. Meetings are held regularly and the governing body is fully involved in writing and reviewing policies and the

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school improvement plan. The governing body has a strong overview of current school developments, but is not yet evaluating the impact of policies.

The school's good partnership with parents is demonstrated through the welcome parents receive when coming into school, parental forums and the significant number of parents who come into school to help. A highlight of the school year is the pantomime written and performed by parents of present and past pupils. The school is successful in promoting equal opportunity and tackling any type of discrimination. Incidents of unacceptable behaviour of this sort are rare. Differences are recognised and valued, one example being a celebratory display of photographs of pupils from throughout the school who can speak more than one language. The school's work to promote community cohesion is satisfactory. Strong links exist with the local community and Year 6 pupils have the opportunity to go to France and visit a French school. They are able to stay in touch with the friends they make. Plans are in place to establish links with French-speaking schools in other parts of the world.

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	2
The effectiveness of partnerships in promoting learning and well-being	3
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
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

Children make good progress in the Nursery and Reception classes. The bright, welcoming and spacious classes and outdoor area offer an exciting, stimulating environment where children quickly make friends. Children enjoy their learning and make good progress. Good provision is in place to support children both inside and outside with a wide range of equipment and activities to investigate. Planning procedures are robust and a good balance of child-initiated and adult-led activities cover all the areas of learning. Staff make accurate and regular assessments of children and use their observations effectively to inform further planning. Staff form good relationships with parents and carers so that transition arrangements into Nursery, Reception and Year 1 are smooth and children settle

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quickly. Well-structured routines, good links with parents, and the warm and caring approach of staff result in children feeling safe, confident and eager to come to school. Leadership of the Early Years Foundation Stage is good, with the areas for improvement in the previous inspection having been fully implemented.

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

The school received an above average response rate to the Ofsted questionnaire. The vast majority of parents and carers are pleased with the education that their children receive. Almost 100% agreed that their children enjoy school and all felt that school keeps children safe. The vast majority of parents and carers feel that their children are making enough progress, that teaching is good and that they are kept well informed about their children's progress. Inspectors found that teaching is satisfactory rather than good and that pupils make satisfactory progress. Nearly all parents and carers agreed that the school helps children to develop healthy lifestyles. A small number of parents felt that some lessons were not challenging enough for more-able pupils and that the quality and quantity of homework set was not right. However, positive comments were also received about 'Dip and Do's'. Positive comments were received about the new headteacher, all staff in school and the warm welcome that parents and visitors always receive.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Hatfeild 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 204 completed questionnaires by the end of the on-site inspection. In total, there are 468 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	120	59	82	40	2	1	0	0
The school keeps my child safe	122	60	81	40	0	0	0	0
My school informs me about my child's progress	71	35	113	55	18	9	1	0
My child is making enough progress at this school	68	33	114	56	15	7	2	1
The teaching is good at this school	88	43	104	51	5	2	0	0
The school helps me to support my child's learning	82	40	103	50	12	6	0	0
The school helps my child to have a healthy lifestyle	81	40	117	57	2	1	0	0
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)	70	34	100	49	11	5	5	2
The school meets my child's particular needs	67	33	109	53	21	10	1	0
The school deals effectively with unacceptable behaviour	59	29	119	58	16	8	0	0
The school takes account of my suggestions and concerns	58	28	114	56	16	8	1	0
The school is led and managed effectively	78	38	102	50	6	3	0	0
Overall, I am happy with my child's experience at this school	99	49	92	45	8	4	1	0

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	58	36	4	2
Primary schools	8	43	40	9
Secondary schools	10	35	42	13
Sixth forms	13	39	45	3
Special schools	33	42	20	4
Pupil referral units	18	40	29	12
All schools	11	42	38	9

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 2009 to 31 March 2010 and are the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn and spring terms 2009/10 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. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

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.



12 November 2010

Dear Pupils

Inspection of Hatfeild Primary School, Morden, SM4 4SJ

Thank you very much for the welcome you gave to the inspectors when we visited your school. It was good to have the opportunity to talk to you and to look at your work. We could see that your school provides you with a satisfactory education and that it takes good care of you all. We were impressed with your good behaviour and the positive attitudes you display towards your learning.

You have a good understanding of how to keep fit and healthy and you know the importance of keeping safe. Your parents are also confident the school keeps you safe, and they are right. You get on well together and respect each other's different backgrounds and beliefs. Nearly everyone said they enjoy school and there are lots of you who attend breakfast club and extra-curricular activities. You told inspectors these activities are fun, good for you and well run and organised.

To help your school improve, we have asked your headteacher to help you make even better progress in lessons. We want your teachers to plan activities that are just right for you, so that you are challenged to do your best no matter what your different needs and abilities are. We have asked your teachers to make sure that you learn new and different things each year and that you are helped to reflect on your own learning. When teachers mark your work, we have asked that it is easy for you to understand how well you have done and what you need to do next to make even more progress.

You can help too by continuing to always try your best. I wish you well for the future.

Yours sincerely

Hilary Macdonald

Her Majesty's Inspector

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