

Hacton Primary School

Inspection report

Unique Reference Number	102277
Local Authority	Havering
Inspection number	335867
Inspection dates	27–28 September 2010
Reporting inspector	Peter Sudworth

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	423
Appropriate authority	The governing body
Chair	Stan Atiken
Headteacher	Nigel Emes
Date of previous school inspection	24 May 2007
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Introduction

This inspection was carried out by four additional inspectors. They saw 28 lessons taught by 18 teachers. They held meetings with the Chair of the Governing Body, the headteacher, other staff representatives and groups of pupils. They observed the school's work and looked at a range of documentation, for example that relating to safeguarding, curriculum organisation and the information used to track pupils' progress. The 141 parental and carer questionnaire responses were analysed and pupil and staff responses.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following.

- The identification of pupils with special educational needs and/or disabilities, the provision for them and the effectiveness of the integration arrangements for the hearing-impaired pupils.
- The progress being made in writing and attainment in this subject as a result of the different strategies being trialled.
- Girls' confidence and progress in mathematics, particularly at the higher levels.

Information about the school

This is a larger-than-average primary school with 16 classes including the two part-time Nursery sessions. Additionally, it has a hearing-impaired unit. Nineteen pupils were registered at the unit at the time of the inspection. Children begin the Nursery in the September following their third birthday. As the Nursery serves a wide area, not all the Nursery children transfer to the Reception class in the following September. Other new entrants join the Reception class at this stage. The proportion of pupils known to be eligible for free school meals is lower than the national average. The percentage of pupils with special educational needs and/or disabilities is higher than in most schools, even allowing for those pupils with a hearing impairment. Most of the other pupils with special educational needs and/or disabilities have general learning difficulties. The proportions of pupils from minority ethnic groups and those who speak English as an additional language are much lower than the national averages.

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?

2

The school's capacity for sustained improvement

2

Main findings

This is a good school. The headteacher's very effective leadership, well supported by senior staff and committed teamwork, the good teaching and an involved governing body ensure that pupils make good progress and attain well by the end of Year 6. Some features, such as the care of the pupils and the partnership with parents and carers and other professionals, are outstanding and contribute significantly to the overall good quality of provision. The provision in the hearing-impaired unit is outstanding. These particular pupils make excellent progress, in their acquisition of language because they are so well taught and the integration arrangements are so effective in different classes.

Attainment is usually well above the national average by the end of Year 6. By the end of Year 2, it is well above average in mathematics. However, in reading and writing, attainment in Year 2 is average and progress not as rapid, including for the most-able pupils. The school has begun to tackle both reading and writing with new approaches and greater emphasis. A notable improvement was made in writing in Year 2 in 2010 but there remains underachievement in both reading and writing at the higher levels. In mathematics, girls have recently narrowed the gap and are now catching up on the boys, including at the higher level.

Parents and carers rightly express very positive views of the school and are overwhelmingly very happy with their children's education. They get involved in their children's learning targets and are very supportive of their children in addressing these. As one parent wrote, echoing the views of many others, 'We are very privileged to be a part of family-friendly Hacton School where I can leave my child every day happy and contented. The staff are very friendly and approachable.'

Pupils confirm their parents' and carers' positive views. They thoroughly enjoy school and the range of activities in which they can take part. These include a wide range of extra activities which contribute to the pupils' healthy lifestyles and the good range of learning activities offered in lessons. Spacious accommodation supports the quality of their learning experiences. Pupils contribute well to the school community through various roles which they fulfil. They become aware of the needs of others through their active support for various charities. Pupils feel very safe within the excellent care provided. The well-planned personal, social and health education programme (PSHE) enables them to know how to conduct themselves safely when out and about. They are well prepared for their future education.

The provision in the Early Years Foundation Stage is good overall. Nevertheless, both here and in Year 1, in contrast to the effective organisation of the indoor tasks the children undertake, the full learning potential of the outside activities is not thought through well enough. Consequently, the children are not always absorbed sufficiently well in their learning in these particular tasks.

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The school has a good track record. The commitment of staff, parents and carers, and the governing body are key factors in the school's continuing quest to get even better. This is a school with a good capacity for further improvement.

What does the school need to do to improve further?

- Improve the pupils' attainment in reading and writing by the end of Year 2 in particular by increasing the percentage of pupils who reach the higher levels in these aspects by:
 - taking swifter action with pupils who are not making the expected progress in reading and writing
 - providing more opportunities for pupils to write stories and use their knowledge of letter sounds
 - analysing the content and quality of individual pupils' written work more deeply to assess further learning needs
 - stimulating pupils' interest in books through reading more quality literature to the children and ensuring that they read and discuss their reading regularly.
- Plan more effectively for the outdoor learning activities which the children select for themselves in the Early Years Foundation Stage and Year 1 so that:
 - the potential for the learning development is clear and the children can exploit that potential
 - the children can become more absorbed in the activities and develop increased levels of concentration in them
 - staff build on the children's interest within these activities through their interventions and discussions with them and so extend their learning.

Outcomes for individuals and groups of pupils

2

The children's attainment on entry to the Early Years Foundation Stage is around that expected for their age. Pupils make good progress and achieve well by the end of Year 6, although progress is more rapid in Years 3 to 6 than in Years 1 and 2, in which pupils' progress is satisfactory overall. Pupils with special educational needs and/or disabilities make good progress and hearing-impaired pupils make excellent progress in language acquisition. The regular involvement of pupils in discussion, careful target setting and good assessment and marking procedures are major contributors to the overall good progress that the pupils make. The interesting tasks provided, combined with the pupils' involvement and interest in their learning, are major contributing factors.

Pupils behave well in class and have positive learning attitudes. They feel very safe in school. Pupils have a thorough knowledge of how to keep themselves and others safe. They have a good knowledge of healthy lifestyles and practise their knowledge with a good engagement in sport and by selecting healthy food choices. Their attendance has improved significantly over time and is now well above that in most schools indicating their ready enjoyment of school and their keen interest in learning. They have very good relationships with one another. One said, 'I've millions and millions of friends.' Pupils contribute well to the school community through a wide range of responsibilities. Older

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pupils help the younger to enjoy their playtimes by organising games for them, and the school council, which has bought a football table for the playground, takes a big lead in charity events. Pupils are well prepared for their future education. The pupils' spiritual and cultural development profits well from the visits of people from different faiths and cultures.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account: Pupils' attainment ¹	2
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	1
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	2
Taking into account: Pupils' attendance ¹	1
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?

Good relationships between staff and pupils foster learning environments which support the pupils' good progress. Tasks set are generally chosen carefully for the pupils' needs. Targets for pupils' learning are shared with them and support their future progress. Marking is thorough, up-to-date and helpful to pupils' further improvement in their work. The good use of modern technology to present lessons visually helps to keep the pupils' interest and engagement. The planning of small steps for the pupils with a hearing impairment supports their excellent progress in language development. Teachers have secure subject knowledge and prepare lessons well. Lessons are often well paced but sometimes opportunities are missed to probe pupils' thinking further and the quieter pupils can be missed. Teachers deploy the teaching assistants actively. Staff make it clear what the pupils are going to learn and so they embark on their learning with a clear purpose.

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Pupils have ample opportunities to develop their information, communication and technology skills and use them in different subjects. Work is made interesting through the wide range of educational visits and the many visitors. These opportunities help to spark pupils' enthusiasm for learning. The wide range of well-attended out-of-school clubs further enriches pupils' learning experiences. ♦The introduction of a more rigorous and systematic programme for the development of pupils' writing skills is having a beneficial impact on attainment. However, the most capable pupils are not always given sufficiently challenging tasks in reading and writing in Years 1 and 2 and outdoor activities are not always exploited to the full with younger pupils. In mathematics, progress is consistently good and helps all pupils to do well.

The school is an exceedingly nurturing community in which the staff look after the pupils extremely well. Pupils, too, look after one another. Pupils are known as individuals and feel very much valued by the very caring staff. Induction procedures are very well established and supported very effectively by home visits that ensure children settle very quickly into school life. Links with the secondary schools are excellent. Hearing-impaired pupils receive outstanding care and attention. The school works extremely closely with outside professional agencies to ensure that any concerns about individual learners are addressed fully. The school has excellent systems to identify vulnerable pupils and staff keep a very watchful eye on them. No pupil is disadvantaged in the opportunities provided as a result of personal circumstances.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	1

How effective are leadership and management?

Strong and determined leadership underpins the school's success and embeds ambition and drives improvement. Self-evaluation procedures are rigorous and accurate. Consequently, the school development plan identifies pertinent areas for improvement which benefit pupils' achievement. For example, writing has improved in Years 1 and 2 as a result of action taken. The headteacher drives the school forward by conveying his ideas persuasively so that staff have a common sense of direction. As a result, senior leaders and subject leaders fulfil their roles well. Staff receive helpful feedback on their work in a climate of furthering improvement so that everyone is trying to make the school even better. Parents and carers work extremely well in partnership with the school. Many volunteer to help in school. In all these circumstances, it is not surprising that pupils do well in both their academic and personal development. The school fosters equal opportunities well, including for pupils with learning disabilities. Respect for others is fostered very effectively.

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Members of the governing body are committed and fulfil their roles well. They have a clear and accurate understanding of the school's strengths and areas for development, and this stems from their visits to observe the school in operation as well as from analysis of documentation. The governing body helps the school to set challenging targets for pupils' attainment and fulfil its role well by holding the school to account. Arrangements for safeguarding are very secure.

Community cohesion is promoted well. Respect for others is fostered very effectively. Pupils value the richness and diversity of other cultures and gain a broad understanding of elsewhere but the school recognises that the school could deepen pupils' understanding of life in multicultural Britain through more direct links with a different type of area.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	1
The effectiveness of partnerships in promoting learning and well-being	1
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	2
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

Good teaching and leadership help the children make good progress in key aspects of their work, particularly in language, numeracy and in their social development. Consequently, their attainment in these aspects is often above that of most other schools by the end of the Reception Year. In their creative and physical development and their knowledge of the world, their attainment is more akin to that of most children of this age.

The children get on well together. They quickly settle into school and the good emphasis on independence contributes well to their social skills. Nursery children select the time when they have their healthy snacks, for example, and register themselves by placing pictures against their names. Staff maintain a good evidence base to back up their judgements of the children's attainment and have devised a method to improve their ongoing assessment of the children's progress. The teachers and their assistants deploy themselves well with groups. One adult engaged a group of children in a hunt for mini-beasts complete with a pictorial reference sheet on a clipboard. However, the potential for

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learning that can be obtained from the outdoor activities put out for children's self-chosen work is not always thought through well enough. As a result, children do not always become engrossed and take their learning forward in such instances. In the classrooms, the activities are very well organised and meet the children's needs well. Nursery children were fascinated as they looked at changes to objects when looking through different coloured plastic sheets.

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

Parents and carers praise many aspects of the school's work, for example the progress that their children make, its leadership, the care for its pupils, the provision for the hearing-impaired pupils, induction arrangements and transition between classes and phases. They report that their children are happy and keen to attend. The inspection team agrees. A few parents and carers express individual concerns but there is no underlying theme to these. A few express concerns about one of the large side gates recently being closed and crowding in the school car park area as a result. There are justifiable reasons why this has been done as the back of the school was being used as a through route by several residents and strangers. A very small number of parents and carers feel that unacceptable behaviour is not dealt with well. During this inspection, this was not endorsed by observations and a study of the evidence. Parents and carers are overwhelmingly very supportive of the school.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Hacton 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 141 completed questionnaires by the end of the on-site inspection. In total, there are 423 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	96	68	42	30	2	1	0	0
The school keeps my child safe	92	65	48	34	1	1	0	0
My school informs me about my child's progress	57	40	73	52	8	6	0	0
My child is making enough progress at this school	66	47	69	49	4	3	1	1
The teaching is good at this school	72	51	66	47	2	1	0	0
The school helps me to support my child's learning	62	44	73	52	4	3	1	1
The school helps my child to have a healthy lifestyle	63	45	71	50	2	7	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)	51	36	72	51	4	3	1	1
The school meets my child's particular needs	62	44	71	50	3	2	1	1
The school deals effectively with unacceptable behaviour	57	40	66	47	10	7	3	2
The school takes account of my suggestions and concerns	45	32	75	53	10	7	0	0
The school is led and managed effectively	65	46	69	49	4	3	0	0
Overall, I am happy with my child's experience at this school	87	62	49	35	2	1	0	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.



29 September 2010

Dear Pupils

Inspection of Hacton Primary School, Hornchurch RM12 6AU

Thank you for your warm welcome when we visited your school. You attend a good school and it is clear that you enjoy school a great deal. You behave well and show lots of interest in your lessons. Your headteacher and the staff work very hard to provide interesting things for you to do. You make good progress by the end of Year 6 and often reach a standard above that of most other schools. The staff take great care of you and I know that you appreciate this so that you feel very safe in school. We were impressed with the way in which you all get on so well together and very pleased to see how you help the pupils who find it so hard to hear. Your parents and carers think that this is a good school, too, and they are very happy that you enjoy school so much. We were pleased to see so many of you taking part in extra activities after school which do so much to keep you healthy.

At this time, we have just two suggestions to make to the school to make it even better.

- We would like the school to try and speed up the progress that pupils make in Years 1 and 2 in their reading and writing so that this is as good as their mathematics. We would also like to see more pupils getting beyond the expected standard for their age in reading and writing in Year 2.
- We have asked the school to improve the outdoor learning activities which you often choose from yourselves in the Early Years Foundation Stage and Year 1 so that they help you to learn more from them.

Thank you once again for your help and kindness when we visited. We hope that all of you will continue to work hard and do your best.

Yours sincerely

Peter Sudworth

Lead inspector

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