

Hackbridge Primary School

Inspection report

Unique Reference Number	102969
Local Authority	Sutton
Inspection number	355289
Inspection dates	30–31 March 2011
Reporting inspector	Brian Evans

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	513
Appropriate authority	The governing body
Chair	Mrs C Cook
Headteacher	Mrs J Fairhurst
Date of previous school inspection	4 June 2008
School address	Hackbridge Road Wallington Surrey SM6 7AX
Telephone number	020 8647 7974
Fax number	020 8669 3762
Email address	hackbridgeprimary@suttonlea.org

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Royal Exchange Buildings
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M2 7LA

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Introduction

This inspection was carried out by four additional inspectors. The inspectors saw 19 lessons and parts of lessons and observed 20 teachers. Meetings took place with the Chair of the Governing Body and a number of staff, parents and carers and groups of pupils. The inspection team observed the school's work and looked at documentation, which included the school strategic plan, assessment information, safeguarding documentation, curriculum planning and samples of pupils' work. Inspectors analysed the results of 138 questionnaires completed by parents and carers, and took account of the views expressed in the pupils' and staff questionnaires.

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

- The impact of policies on improving writing.
- The impact of strategies on improving attendance.
- The impact of subject leaders on sustaining school improvement.

Information about the school

In this much larger-than-average primary school, there are a wide group of ethnic heritages. It has grown from two form entry in 2009 to a three form entry school now. In addition, there have been an exceptionally high number of in-year admissions across the school and a smaller number of pupils have left, mostly due to moving out of the area. This has significantly increased the proportion of pupils from minority ethnic heritages, a minority of whom are in the early stages of speaking English. The proportion of pupils with English as an additional language is above average. The proportion of pupils with special educational needs and/or disabilities is above average. The proportion of pupils known to be eligible for free school meals is above average. The school runs a breakfast club and an after-school club which were inspected by the team.

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

Hackbridge Primary is a good school. Since the last inspection, when it was deemed satisfactory, it has made good progress under the excellent leadership of the headteacher and her group of effective senior leaders and subject managers.

Attainment is at the national average. Pupils with special educational needs and/or disabilities, including the few who have emotional difficulties, make good progress because provision for them is good. Current achievement is good throughout the school for all groups of pupils, including those pupils who face challenging circumstances. Subject leaders manage the school's assessment and tracking systems well and monitor the individual performance of pupils carefully. These systems lead to effective 'booster' intervention programmes for those pupils who are not fulfilling their potential. Strategies for improving writing and mathematics are beginning to have an impact as pupils are getting better at applying basic skills across the curriculum, but this is not yet fully embedded in all years.

Teaching and learning are good in the Early Years Foundation Stage and in Years 5 and 6 but there is inconsistency between good and satisfactory in teaching English and mathematics in other years. There is no inadequate teaching. Good teaching promotes pupils' learning well. In the best of lessons, pace in learning is maintained and peer support and pupil self-review are good. Many lessons are based on practical learning and problem-solving activities.

The school gives an effective message to parents, carers and pupils about the importance of attending school and the link with achievement. The number of pupils who are persistently absent has reduced. However, high levels of mobility among pupils mean that the school frequently has to remind them of the need for full attendance. As a result of the school's rigorous and effective efforts, attendance is now at the national average.

The school equips pupils with good social and academic skills. Partnerships with external agencies are good and relationships with parents and carers are outstanding. The range of expertise on the governing body has supported the rise in the school's achievement. Self-evaluation procedures are good and the school's strategic plan is rigorously reviewed. The success of present interventions on learning and the good progress made by pupils show the school has good capacity for sustained development.

The personal development of pupils is good and is a key element in supporting good achievement. Questionnaire returns from parents and carers show that they agree with pupils' statements about feeling safe in school. There are excellent strategies for maintaining good behaviour. Pupils make a good contribution to the school and local community life. Spiritual, moral, social and cultural responses from pupils are good. The school raises money for charity and other disasters around the world. The pupils'

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understanding and respect for the diversity of communities and cultures in the United Kingdom are not so well developed.

What does the school need to do to improve further?

- By September 2012:
 - Raise pupils' attainment in English and mathematics by developing skills and knowledge in writing and mathematics across the curriculum.
 - Extend the opportunities for pupils to understand and respect the diversity of communities and cultures within the United Kingdom.

Outcomes for individuals and groups of pupils

2

Pupils' achievement is good and they enjoy school. Attainment has steadily risen in English and mathematics over the past three years. The school's very detailed strategic plan rightly identifies that there has to be even more impact on learning through pupils' use of their writing and mathematical skills across the curriculum. Pupils who have special educational needs and/or disabilities make good progress because there is effective practice in setting tasks that match their learning needs. A parent commented, 'Great school. Very friendly and approachable. My child loves the school and all the teachers.' In an art lesson in Year 6, children were fully engaged in making a plaster figure and they were able to link their learning with other areas of the curriculum, such as science. One pupil commented 'Lessons are fun!' There is good learning across the school because of the strong monitoring and support of teachers by senior staff.

Pupils are polite and well mannered in welcoming visitors to the school. Assemblies raise pupils' self-esteem and have helped build their confidence to speak publicly at these and other events. Pupils respond thoughtfully to opportunities for reflection. A key element in their good behaviour is the way in which the headteacher and senior leaders are always visible around the school. The pupils' rising achievement in basic skills, including their work on computers in information and communication technology (ICT), is ensuring they are soundly prepared for the next stage of their education. Pupils say that they feel safe in school. They can discuss in detail what food and exercise they need for adopting healthy lifestyles.

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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	3
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	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?

Work is carefully matched to pupils' learning needs and is based on accurate tracking and assessment of their progress. In lessons, pupils know what they have to do to succeed. Teaching assistants make a strong contribution to learning either by their work in 'boosting' individual skills in withdrawal groups or by in-class support. In a good Year 1 mathematics lesson, there were different tasks for higher, middle and lower attainers. All tasks were challenging and highly engaging and well designed to enable all pupils to make good progress. In a Year 5 lesson on writing in a narrative style, the classteacher used effective questioning to assess children's learning. Other adults were effectively deployed to support pupils with special educational needs and/or disabilities and for those pupils with English as an additional language, who also made good progress. Pupils' secure understanding of the importance of assessing their own work and that of others through the 'talking partners' routines contributes well to their success in learning.

Good specialist spaces inside the school are used well for food technology and science. The breakfast club and after-school club are well managed, very popular with children and received much praise from parents and carers in their questionnaire comments. The curriculum motivates and engages pupils well. Senior leaders and subject leaders recognise there are not always sufficient opportunities for pupils to apply their basic skills in writing and mathematics across the curriculum. Participation levels are very high in extra-curricular activities and pupils enjoy them. All pupils enjoy numerous visits and

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visitors, which make learning meaningful. Pupils experience success because of individual learning programmes that are carefully matched to their needs and interests and the good partnership with external agencies that contributes to their good achievement.

Teachers and support staff provide good care, guidance and support and work regularly alongside parents and carers to improve, for example, their children's reading. The Social Inclusion Assistant organises very effective sessions for parents to work alongside their child. Inspection of this group reflects the enormous value of this approach, especially on pupils' writing. Pupils happily turn to a member of staff when they have a problem.

Parents and carers and pupils state that any bullying or name-calling is dealt with very quickly. Administrative staff greet parents, carers and visitors with sensitivity and understanding and are a very important and effective link between them and the teaching and support staff.

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	2

How effective are leadership and management?

The senior leaders and managers work very closely with the headteacher and have complementary strengths. The headteacher is a strong motivating force throughout the school and is very successful in motivating all staff when driving improvement. The impact of their good leadership can be seen in the brisk progress made by pupils and the creation of a school ethos that is friendly, welcoming and mutually supportive. There are good procedures relating to safeguarding. The protection of pupils is embedded in all aspects of school life. Policies and their impact on child protection are reviewed and updated regularly to ensure that they reflect best practice and are followed consistently by all staff. Concerted action to promote equal opportunities and the effective tackling of any discrimination leads to harmony across all ethnic groups and has improved the performance of all groups of pupils, especially those who need additional support.

Professional support and staff training days are regularly used to raise awareness of teaching and curriculum issues and to improve practice successfully. The school has an outstanding partnership with parents and carers. While a few parents and carers feel that the school does not take account of their views and concerns, it was evident from the inspection that the school effectively keeps parents very well informed and fully includes them in their children's education, as exemplified through the work of the Social Inclusion Assistant.

The governing body carefully examines the impact of policies on the school's work and effectively holds the school to good account for its performance. The promotion and impact of community cohesion has some excellent features in terms of the local

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community. Pupils also study and understand that communities and cultures in other parts of the world can be different. An understanding of the diversity of lifestyles within the United Kingdom is not as well developed.

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	2
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	2

Early Years Foundation Stage

The Nursery and the three Reception classes in one open-plan setting have a very welcoming learning environment. An excellent outdoor area complements both settings and is used well in pupils' 'free flow' between the indoors and outside. An inclusive ethos and an open-door policy engage parents and carers well in their children's learning.

In the Nursery, the provision is good. Children learn the importance of good personal hygiene through daily routines. They wash their hands at appropriate times and confidently deal with their own personal needs. Several of the staff hold first aid certificates in both settings. There are suitable arrangements in place for the recording of accidents and the administering of medication.

Children make good progress in all areas of learning in both Nursery and Reception and are confident and independent. Each parent receives a report on progress every term and the staff are accessible for discussion when parents have concerns or questions. Behaviour is good and parents and carers say children are safe. Enjoyment and attitudes to learning are good because activities are exciting and really engage the children. For example, children in all three Reception classes looked at simple parts of plants ? the stem, leaf, flower and roots ? and talked about medicines, which included major contributions from the children.

Assessment of 'Learning Profiles' are thorough and support learning well. Attendance is above average and supports the good ethos and relationships in the setting. Children with

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special educational needs and/or disabilities and those with English as an additional language make good progress because they are effectively supported by all the staff.

The management of the transition from Nursery to the Reception Class results in children settling well into the school. Partnerships are good, for example the Nursery and Reception teachers meet regularly with the local authority's Early Years Adviser to keep up to date with Early Years Foundation Stage thinking.

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

An average number of families returned questionnaires. In their responses, almost all parents and carers state that their children enjoy school and feel very safe. The very large majority of parents and carers were positive about the school and its impact on their children's well-being. The quality of pastoral care, the curriculum, and opportunities for extra-curricular activities were highly praised. A few parents and carers expressed concern about whether their suggestions were taken seriously. During the inspection, it was evident inspectors found the adults in the school listened to parents and carers very carefully and inspectors found also that there were clear procedures for parents and carers to approach the school about any concerns they had. Also a few parents and carers expressed concerns about their child being well prepared for their future. Inspection evidence found that pupils were soundly prepared for the next stage in their education.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Hackbridge 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 138 completed questionnaires by the end of the on-site inspection. In total, there are 513 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	88	64	48	35	2	1	0	0
The school keeps my child safe	76	55	61	44	1	1	0	0
My school informs me about my child's progress	61	44	72	52	3	2	0	0
My child is making enough progress at this school	67	49	64	46	5	4	1	1
The teaching is good at this school	69	50	64	46	3	2	0	0
The school helps me to support my child's learning	55	40	80	58	3	2	0	0
The school helps my child to have a healthy lifestyle	50	36	82	59	4	3	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)	37	27	81	59	8	6	1	1
The school meets my child's particular needs	47	34	80	58	6	4	1	1
The school deals effectively with unacceptable behaviour	53	38	76	55	3	2	4	3
The school takes account of my suggestions and concerns	45	33	79	57	4	3	4	3
The school is led and managed effectively	55	40	73	53	6	4	1	1
Overall, I am happy with my child's experience at this school	71	51	62	45	4	3	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

	Overall effectiveness judgement (percentage of schools)			
Type of school	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	59	35	3	3
Primary schools	9	44	39	7
Secondary schools	13	36	41	11
Sixth forms	15	39	43	3
Special schools	35	43	17	5
Pupil referral units	21	42	29	9
All schools	13	43	37	8

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 August 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 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.

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

Common terminology used by inspectors

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

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



1 April 2011

Dear Pupils

Inspection of Hackbridge Primary School, Sutton SM6 7AX

We are writing to let you know how much we enjoyed our visit to your school. You will be pleased to learn that we judge Hackbridge Primary to be a good school.

These are the main findings of the inspection.

- Attainment is at the national average and pupils' progress is good.
- Your behaviour is good and that you have a good understanding of adopting healthy lifestyles. You participate in a full range of physical education activities. You told us that you enjoy school and feel safe. This was also apparent from the good progress in your learning.
- The good levels of care, guidance and support provided by the school allow you to flourish as learners and develop good levels of independence.
- The partnerships between the school, your parents and carers and yourselves are excellent.
- Teaching is good.
- There is good encouragement for learning in the Nursery and in the Reception classes.

Over the past year, you have made good progress in mathematics and in writing. We have asked the school to build on this good start and enable you to aim at developing these skills across all areas of the curriculum. We have also asked the school to help you find out more about areas of the United Kingdom which are different from your own. We know that you will continue to work with your teachers and all adults to maintain your enthusiastic approach to learning.

Yours sincerely

Brian Evans

Lead inspector

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