

Hook Lane Primary School

Faraday Road, Welling, Bexley, DA16 2ET

Inspection dates 13–14 September 2012

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Most pupils achieve well. They make good progress from usually low starting points to reach broadly average standards by the time they leave Year 6.
- Since the previous inspection, the proportion of pupils making and exceeding typically expected progress in English and mathematics has risen and now compares favourably with the national picture.
- Children settle quickly into the Early Years Foundation Stage. They learn well, developing key social and communication skills and gaining a good grasp of early mathematical concepts.
- Teaching is good overall and some teaching is outstanding. Teachers create opportunities for pupils to strengthen their communication skills across a range of subjects.
- Marking is a particular strength as it involves pupils in a dialogue about the next steps they need to take in order to improve their learning.
- Pupils enjoy being in school, attend regularly and feel safe. They are given frequent opportunities to express their views about all aspects of school life and know that their opinions matter. They behave respectfully towards each other and with adults.
- Leaders and managers, including the governing body, have worked effectively to improve performance since the previous inspection and have successfully addressed all the recommendations. This shows that they have the capacity to continue to improve and meet the aspirational goals they have set for the school.

It is not yet an outstanding school because

- the proportion of outstanding teaching is not yet high enough to ensure pupils make rapid and sustained progress across all year groups.
- occasionally, opportunities are missed to deploy additional adults effectively throughout the lesson to maximise progress for all.

Information about this inspection

- Inspectors observed 26 lessons, of which two were joint observations with senior leaders. These included visits to observe intervention programmes and the teaching of phonics (letter patterns and the sounds they represent). In addition, the inspection team listened to pupils read and attended assemblies.
- Meetings were held with pupils, staff and representatives from the governing body and the local authority.
- Inspectors took account of the 23 responses to the online questionnaire (Parent View), to three letters from parents submitted during the inspection and to the questionnaires returned by members of staff.
- They observed the school’s work and looked at a range of documents including the school’s self-evaluation, development planning, minutes of governing body meetings, results of pupil and parent and carer voice surveys, data on pupils’ performance, behaviour logs and records relating to safeguarding and child protection.

Inspection team

Jeanie Jovanova, Lead inspector	Additional inspector
Narinder Dohel	Additional inspector
Clifford Walker	Additional inspector

Full report

Information about this school

- This is a larger-than-average primary school. The proportion of disabled pupils and those with special educational needs supported at school action is similar to that found nationally. The proportion of pupils supported at school action plus or with a statement of special educational needs is higher than average.
- A large majority of pupils are of White British heritage and other ethnic groups are represented in smaller numbers. The proportion of pupils who speak English as an additional language is below that found nationally. The proportion of pupils known to be eligible for pupil premium is about half that found nationally.
- The school opened a specialist resource for pupils with autism spectrum disorder in September 2012.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.

What does the school need to do to improve further?

- Increase the proportion of outstanding teaching in order to promote rapid and sustained progress for pupils across all year groups by:
 - embedding effective transition practices so that pupils begin to make rapid progress from the very first lessons in their new classes each year
 - ensuring additional adults are effectively deployed to support the progress of a range of pupils throughout each and every lesson.

Inspection judgements

The achievement of pupils

is good

- Pupils enter the Early Years Foundation Stage with skills that are generally below the levels expected for their age. The environment stimulates their interest in learning so they make good progress, particularly in communication skills and mathematical understanding. For example, during the inspection, a group of boys were developing their fine motor skills and knowledge of letter patterns by swirling their initials in glittery shaving foam.
- Pupils supported at school action, school action plus and with a statement of special educational needs make good progress because interventions are carefully targeted to meet their needs and support is provided to ensure they move forward in their learning.
- Pupils who are known to be eligible for the pupil premium achieve better than similar groups nationally because the funding is used effectively to provide support and resources which allow them to flourish.
- The provision for pupils in the specialist unit is very well matched to their needs and this enables them to make good gains in their learning, both in the unit and when integrated into mainstream lessons.
- Pupils who speak English as an additional language achieve particularly well because careful attention is paid to promoting the use of Standard English and pupils are expected to use adventurous vocabulary. There is a wealth of resources to support this, for example large, visual displays of synonyms for common words and thesauri, which pupils use well because their use has been clearly modelled for them.
- The school is vigilant about creating opportunities for pupils to read widely. Following observations and surveys of pupils, the leader responsible for literacy introduced an author focus in each year group to broaden the range of reading materials pupils are exposed to. Pupils say they love reading and will continue to read for life.
- In ensuring that pupils from a range of ethnic backgrounds achieve equally well, the school demonstrates its commitment to promoting equal opportunities.

The quality of teaching

is good

- Teaching has improved considerably since the previous inspection so that it is now good overall.
- The 'green pen' marking system is an important catalyst in promoting good progress. Pupils and teachers comment on pieces of work and identify next steps to help secure targets. In surveys, many pupils comment on how much this helps them learn. For example, a teacher used the system to clarify partitioning of numbers bigger than a thousand and the pupil responded by attempting the sums again, getting them right and including a comment about how the advice had helped.
- Teaching effectively meets the needs of pupils who are supported at school action, school action plus or have a statement of special educational needs. The newly opened provision for pupils with autism spectrum disorder is invaluable in giving pupils the skills and confidence to succeed in mainstream classrooms.
- In those lessons that are good or better, teachers help pupils acquire skills and develop understanding by:
 - planning carefully, taking into account pupils' previous learning
 - asking open-ended questions that develop pupils' thinking skills
 - addressing misconceptions as the lesson proceeds
 - using a range of imaginative strategies, for example games and problem solving, to engage pupils' interest
 - setting out clear 'steps for success' that pupils can evaluate their learning against.
- There is a clear focus on literacy and communication skills in all lessons. The strong cross-curricular links ensure that there are many opportunities to continue to practise new

concepts initially taught in English and mathematics lessons across subjects. For example, in a Year 6 history lesson, pupils were reinforcing their note-taking skills while learning about the origins of the Second World War. They were highly engaged and said they had 'learnt loads'.

- However, some lessons at the beginning of the new school year are not always pitched accurately enough for the range of needs in the class. Evidence shows that this is not the case later on in the year.
- Occasionally, additional adults are not always employed as effectively as they might be to support the learning of individuals and groups, particularly when the teacher is addressing the whole class.

The behaviour and safety of pupils are good

- Pupils behave well in and around the school. They are considerate of one another and play well outside, appreciating the space and resources they have. Pupils are proud to be chosen as play leaders so they can ensure that all are encouraged to join in games.
- Pupils treat each other, adults and the school environment with respect. Differences between pupils from diverse backgrounds are celebrated and valued.
- Pupils take an active part in their own learning, particularly when participating in the 'green pen' marking system and responding to thought-provoking questions. Their attitudes to learning are consistently good.
- Pupils have a good understanding of the range of ways in which bullying can present itself, citing cyber-bullying and comments about people's features as examples. They are confident that, on the rare occasions that bullying does occur, the school deals with it well.
- Pupils understand a range of ways in which they can keep themselves safe. For example, there are pupil road safety officers who act as role models in demonstrating safe practices on the local roads.
- Most parents and carers agree that their children are kept safe at school and the large majority are happy with the standard of behaviour.
- Incidences of exclusions are very low and logs show that behaviour is managed well over time, including for those pupils who have particular behavioural needs. Pupils are extremely proud to receive certificates that highlight good behaviour in weekly celebration assemblies.

The leadership and management are good

- Through a rigorous programme of lesson observations and carefully tailored training and support packages, the quality of teaching has risen year on year since the previous inspection. The systems for monitoring and developing the quality of teaching and learning have been refined over time so that teachers' individual targets, linked to performance management, are now crisp, measurable and closely related to pupils' progress.
- Leaders ensure pupils are kept safe, that child protection procedures are in place and communicated to all staff and that the physical environment is conducive to good learning.
- Leaders are committed to ensuring equality for all. They have put this into practice by ensuring pupils' varying needs are met and have therefore successfully narrowed the gap between the performance of all pupils nationally and key groups of pupils in the school.
- Leaders at all levels are committed to promoting pupils' spiritual, moral, social and cultural development. Interactive displays with questions such as, 'When should you not stick up for your friend?' encourage pupils to think deeply on a range of important philosophical issues. Pupils are helped to mature and develop the resilience and interpersonal skills that will stand them in good stead for the future.
- The local authority has worked well with the school to secure improvement and now provides light touch support.

■ **The governance of the school:**

- The effectiveness of the governing body has improved rapidly since the previous inspection.
 - Governors now play a vital and active role in challenging the school and have a good understanding of key issues, for example the performance of groups, including pupils known to be eligible for pupil premium.
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What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	101409
Local authority	Bexley
Inspection number	400472

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	451
Appropriate authority	The governing body
Chair	Reverend Adam Foot
Headteacher	Elizabeth Morrison
Date of previous school inspection	23–24 September 2009
Telephone number	020 83033839
Fax number	020 82980313
Email address	head@hooklane.bexley.sch.uk

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