

# Hackbridge Primary School

Hackbridge Road, Wallington, Surrey, SM6 7AX

## Inspection dates

20–21 March 2014

<b>Overall effectiveness</b>	Previous inspection:	Good	2
	This inspection:	<b>Good</b>	<b>2</b>
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.

- Pupils achieve well over time, especially in reading and mathematics.
- Children make a good start in the Early Years Foundation and continue to make good progress as they move through the school.
- The quality of teaching over time is good. In many classes the close partnership between teachers and support staff makes a very valuable contribution to the learning taking place.
- Pupils with disabilities and special educational needs make good progress because of the expert help and support they receive.
- Pupils behave well and are polite and friendly. They say that they feel safe in school and understand how to stay safe.
- The vision and ambition of the interim headteacher and senior leaders in the school is having a significant impact on the quality of teaching and the progress pupils make.
- Governors provide very effective support and challenge to the school's leaders to help bring about school improvement. They are well aware of what the school does well and its areas for improvement.
- The school provides high quality support to pupils whose attendance is low and for their families to help them ensure that their children attend regularly. As a result, attendance has improved significantly.

### It is not yet an outstanding school because

- Not enough pupils, particularly boys, make as much progress in writing as they do in reading and mathematics, and not enough more able pupils reach the higher levels at the end of Year 6 in writing.
- There is not yet enough high quality teaching across the school. Teachers do not always give clear guidance to pupils about how to improve their work.
- Expectations for the presentation of work in pupils' books, particularly in writing, are not applied consistently across the school.

## Information about this inspection

- Inspectors observed 28 lessons or parts of lessons in the Nursery and throughout the school. Joint observations were undertaken with the interim headteacher and the deputy headteacher. Inspectors also heard children read.
- Discussions were held with members of the governing body, a representative of the local authority, senior leaders, subject leaders and other staff and pupils.
- Inspectors examined school documentation, including school performance checks, safeguarding information, the school's development plan and reports for the governing body.
- Pupils' books were examined alongside senior staff and displays of pupils' work were looked at around the school.
- Inspectors analysed 33 responses to the online Parent View survey, as well as talking informally to parents.
- Inspectors analysed responses from 26 staff questionnaires.

## Inspection team

Marie Cahill, Lead inspector	Additional inspector
Stephen Lake	Additional inspector
Kanwaljit Sing	Additional inspector

## Full report

### Information about this school

- This is a larger-than-average-sized primary school. It has been growing since the previous inspection and now has three forms of entry. The school has a further year of expansion to complete this development to have three forms of entry throughout.
- The majority of pupils are White British, with an above-average proportion from a wide range of other ethnic backgrounds.
- The proportion of pupils who speak English as an additional language is above average.
- The proportion of pupils who are known to be eligible for extra funding through the pupil premium (funding provided, in this school, for looked-after children and those known to be eligible for free school meals) is below the national average.
- The proportion of pupils with special educational needs and/or disabilities supported through school action is well above the national average. However, the proportion of pupils supported by school action plus or with a statement of special educational needs is below the national average.
- The proportion of pupils who join or leave the school other than at the normal time is above average, especially in Years 5 and 6.
- The school meets the government's floor standards, which set the minimum expectations for pupils' attainment and progress.
- The school is currently led by an interim part-time headteacher, who is also the head of another school, while the governing body explores all options to secure permanent leadership for the school.

### What does the school need to do to improve further?

- Raise the quality of teaching from good to outstanding by:
  - ensuring that teachers challenge pupils, particularly boys, more consistently in writing so that they make rapid progress and that the more able reach the higher levels at the end of Year 6
  - embedding the school policy on marking more consistently so that all marking, particularly in writing, makes it clear to pupils what they can do to improve their work.
- Improve achievement in writing by:
  - extending the good quality work done in support groups to ensure more consistency in supporting those pupils, especially boys, who find writing difficult, to make greater progress
  - implementing the school policy for handwriting and the presentation of work more consistently so that all pupils learn to write well and present their work to a quality standard.

## Inspection judgements

### The achievement of pupils

is good

- Pupils of all abilities, including those from different ethnic groups and those who speak English as an additional language, achieve well over time. Current school data indicates that achievement is improving further, particularly for pupils who receive support through the pupil premium, together with disabled pupils and those with special educational needs.
- Achievement is not yet outstanding because pupils, particularly boys, do not attain as well in writing as they do in mathematics and reading, and too few pupils attain the higher Level 5 in national assessments at the end of Year 6.
- Children make good progress in the Early Years Foundation Stage from broadly average starting points and start Year 1 well prepared for learning. This is because they receive consistently good teaching.
- Letters and sounds (phonics) are taught well and children use these skills successfully in their initial attempts to read and write. This strong foundation in reading in the Early Years Foundation Stage is built on well in Year 1. The national phonics screening check in Year 1 showed that pupils did better than the national picture in their knowledge of letters and sounds. This is a clear improvement over the last few years.
- Some of the large number of pupils who have joined the school during Years 5 and 6 did not have such a good start, but have made accelerated progress since joining the school. This high level of mobility has an impact on attainment at the end of Year 6, but pupils are confident readers and nearly all meet or exceed expected levels of reading by the end of Year 6.
- Disabled pupils and those with special educational needs make good progress. They make the same progress as other pupils because of the support they receive, and some make accelerated progress, particularly in reading.
- Progress in writing is not as good as in reading because more-able pupils lack the challenge to reach the higher levels at the end of Year 6 and weaker writers, particularly boys, are not given the support they need to catch up with their peers. The school has rightly identified writing as an area of focus and has implemented additional teaching for these pupils.
- Pupils' achievement in mathematics is above average. It has improved steadily over the last three years and in the current Year 6, pupils are on track to continue this improvement.
- In 2013, at the end of Year 6, pupils in receipt of pupil premium funding were four terms behind their peers in mathematics, four terms behind in reading and five terms behind in writing. However, one-to-one support and small group work in literacy and numeracy are examples of the effective action being taken to reduce the barriers to learning between this group and others. As a result, the gap in achievement between pupils eligible for pupil premium and their peers is closing rapidly throughout the school.
- In reading and mathematics, some of the most able pupils are on track to achieve the very high Level 6 in reading and mathematics. This is as a result of school initiatives to support these pupils, for example the opportunity for more-able mathematicians to attend weekly classes at a local secondary school. It is also partly due to the support of the newly appointed teacher for gifted and talented pupils. This is not the case in writing, however.
- Most parents who returned the 'Parent View' survey are very positive about the education of their children and the progress they make.

### The quality of teaching

is good

- Lesson observations and an examination of pupils' work in books show that teaching over time is good in English and mathematics. Leaders keep a close check on teaching and work with staff to share best practice and secure improvement.
- Teachers work hard to motivate and engage pupils in their learning. In a stimulating Year 3

mathematics lesson, for example, the teacher skilfully built up the pupils' knowledge and skills in multiplication through careful checking and questioning. As a result of this they all made rapid progress. However, this high quality teaching is not yet consistent throughout the school.

- Disabled pupils and those who have special educational needs receive good support that enables them to take a full part in lessons alongside other pupils. In addition, these pupils also receive high quality teaching in small intervention groups which helps to close the gap in learning with their peers.
- In the Early Years Foundation Stage, teaching is consistently good, with activities planned to build on children's interests both indoors and in the outdoor area. Relationships are strong and children are respectful of one another and support each other's learning.
- Although there are a number good initiatives in place to support and challenge more-able pupils, for example, weekly, additional classes for more-able mathematicians at the local secondary school, this challenge is not consistent enough throughout the school, especially in writing.
- In those classes where the school policy on handwriting is taught well, pupils develop a fluent handwriting style and standards of presentation of pupils' work are high. However, the policy is not yet consistently applied throughout the school; as a consequence of this, the work of some pupils is poorly presented.
- Teachers mark books frequently. However, sometimes comments are too generous and do not give pupils enough guidance to improve their learning. The best examples of marking make it clear to the pupils how well they have done and what they need to do to improve their work.
- Additional adults are used well to support or lead learning. In a Year 2 English lesson, for example, a teaching assistant used an imaginative game-style activity to encourage children to create sentences on post-it notes. This activity engaged the pupils and they all made good progress.
- The curriculum is taught well, especially the aspects that support pupils' spiritual, moral, social and cultural development. During the inspection pupils greatly enjoyed listening to the performance of a steel band as part of Caribbean Day.
- The large majority of parents who responded to 'Parent View' expressed positive views about the quality of teaching across the school.

### **The behaviour and safety of pupils are good**

- The behaviour of pupils is good. Relationships are friendly, happy and caring, based on mutual respect and support for one another. Pupils report that the 'buddy' system, designed to ensure that new pupils feel welcomed on the playground, works well.
- Pupils demonstrate good attitudes to learning and communicate effectively with each other. The large majority behave well at all times but a small group in one year group, mainly boys, chat socially or do not pay attention to the teachers. This slows their learning.
- Pupils are courteous and very respectful of adults. This is evident in the polite way they greet adults and stand aside and hold doors open in and around the school.
- In the Early Years Foundation Stage children learn what is considered acceptable behaviour, and this ensures that they play well together. Staff provide positive role models for children.
- The school's work to keep pupils safe is good. Pupils are aware of what bullying is and its various forms, such as cyber bullying. Their understanding is reinforced by 'Anti-bullying Week' and teaching relating to cyber bullying. All pupils feel safe in school. They report that they do not know of any bullying in school and feel that school helps them to keep safe.
- Most parents who responded to the online survey 'Parent View' or who spoke to inspectors feel their children are happy to come to school because behaviour is good and they feel safe.
- Attendance has improved significantly as a consequence of robust action by the interim headteacher, who has implemented a wide range of new policies to ensure that pupils attend school. This includes the work of the Higher Level Teaching Assistant who now works with parents who find it difficult to support their children in attending school regularly. These

developments have rapidly improved attendance, which is now average.

## **The leadership and management are good**

- The interim headteacher has established a clear vision and drive for improvement since her arrival at the school. Working with the governors she has strengthened the role of the three senior leaders, who now provide strong leadership to the school even when she is not there. Middle leaders bring enthusiasm and clarity to their roles and work effectively with senior leaders as a strong team that is continuing to raise standards of attainment. This indicates a strong capacity to improve.
- Senior leaders regularly monitor the quality of teaching and scrutinise pupils' work. The advice and professional development that follow are leading to improvements in the quality of teaching. However, leaders have identified that there is more to be done, particularly in improving the teaching of writing, so that more pupils, particularly boys, make accelerated progress. This is being dealt with well through continuous professional development, linked closely to checks on the quality of teaching and learning.
- The school's leaders have produced a detailed self-evaluation and identified areas of development which are monitored closely. These areas are reflected in the school development plan and performance management arrangements. The teachers' targets are based on pupils' progress, which ensures accountability for all staff.
- The school is making good use of information on the attainment and progress of pupils to track the achievement of individual and groups of pupils. These records are also used effectively to prevent discrimination and ensure equality of opportunity.
- Pupils enjoy a curriculum that is broad and balanced and meets statutory requirements. It is enriched by many opportunities to take part in national and international celebrations, which are enjoyed by pupils and promote high quality work. The curriculum is currently being revised to include more visits and activities to stimulate writing, particularly for boys. A good example of this took place during the inspection when Year 5 visited Hampton Court.
- The school's very positive and supportive ethos promotes pupils' spiritual, moral, social and cultural development well. The encouragement of pupil responsibility and mutual respect enhances their social development.
- Procedures for child protection meet requirements. Training in safeguarding and child protection is up to date and the school takes all reasonable steps to keep pupils safe.
- The school receives good support from the local authority, including advice on the teaching of mathematics and support for middle leaders. The local authority secured the services of the interim headteacher.
- Parents report that home–school communication is strong; they particularly value the weekly comments made by teachers in the home–school diary.
- The school has made effective use of the grant to improve primary school sport. Part of the funding is being used to provide additional training for staff in the core skills of physical education. The positive impact of this training was seen in a Reception class where children were asked to move a small ball slowly with their feet. This was a challenge for such young children and their level of concentration was palpable.
- **The governance of the school:**
  - The vision of the governing body is to secure the best possible leadership for the school. They have already completed a rigorous recruitment process but this did not produce a candidate of the high quality they require to lead the school. As a consequence of this, they are currently exploring all options to establish the best possible leadership for the school in the coming years.
  - Governors know the school well and provide an appropriate balance of challenge and support. They are well aware of what the school does well, and its area for improvement. They know about how pupils' test results compare to national standards and those of other similar schools.

- Both the Chair and Vice Chair of the Governing Body have the skills and knowledge for their roles to work effectively with the interim headteacher, leading the school during this period of change. Governors have a secure understanding of the quality of teaching and of how teachers are rewarded for good performance or provided with professional development to aid improvement. The budget is managed well. Governors know how the pupil premium funding is used and the impact it has on the pupils' outcomes. They challenge the interim headteacher and hold her to account for the school's performance. Governors undertake regular training and interrogate data on school performance thoroughly. They are therefore well placed to make informed decisions which give the school's leaders a high level of support.

## 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

<b>Unique reference number</b>	102969
<b>Local authority</b>	Sutton
<b>Inspection number</b>	440371

This inspection was carried out under section 8 of the Education Act 2005. The inspection was also deemed a section 5 inspection under the same Act.

<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	591
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs Carole Cook
<b>Interim headteacher</b>	Mrs Emma Walford
<b>Date of previous school inspection</b>	30–31 March 2011
<b>Telephone number</b>	020 8647 7974
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