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Mrs Frieda Perry  
Headteacher  
Hatfeild Primary School  
Lower Morden Lane  
Morden  
Surrey  
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Dear Mrs Frieda Perry

### **Short inspection of Hatfeild Primary School**

Following my visit to the school on 14 March 2017, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to report the inspection findings. The visit was the first short inspection carried out since the school was judged to be good in December 2012.

#### **This school continues to be good.**

The leadership team has maintained the good quality of education in the school since the last inspection. You, your leaders and governors have addressed the key priorities for improvement identified at the last inspection. You are now driving the school on to the next level. For example, you have successfully raised rates of attendance at the school. Nevertheless, there is still more work to be done to make sure that some groups attend more regularly. These groups include pupils receiving free school meals and pupils who have special needs educational needs/and or disabilities. You are ambitious to ensure that improvements you have made are sustained. Similarly, you are working to ensure that all groups of pupils perform as well as each other, including disadvantaged pupils.

You are an established headteacher and do not accept anything other than the best for the pupils. Governors understand their roles well and hold the school leadership to account effectively. They are closely involved in the work of the school and have an accurate understanding of the school's performance. They are clear about their vision for the school and look to secure further improvements. You have taken effective action to raise standards, including bringing in new teachers recently to strengthen the staff team. You set high standards and place a premium on developing the leaders in the school. These leaders have made sure that assessments are accurate and used more effectively to plan work for pupils of all abilities. Nonetheless, targets based on these assessments are not always challenging enough to secure rapid progress for all groups of learners. The leadership team has secured additional improvements. For example, teachers

routinely promote deeper thinking by pupils. As a result, pupils of all ages are able to explain their answers when solving problems in mathematics. Leaders also ensure that pupils have access to an interesting and stimulating curriculum, which can be seen exemplified in every classroom. A good example of this was Year 4 pupils' interesting work on the Vikings. Pupils learn a broad and balanced range of subjects. The teaching of French is a feature of the school, where corridors have Parisian street names, for example. The variety of extra-curricular clubs that pupils can choose, including learning to play musical instruments and football, promote their interests and are very popular.

Pupils say that they enjoy being part of the school's community. They are very happy to be with their friends and this is a key feature of their school experience. A house captain in Year 6 explained that the school has 'an accepting culture'. She went on to explain that this meant new pupils to the school are welcomed freely, no matter what their background or life experience. This is a typical example of the thoughtful, attentive and positive attitudes which pupils have. Pupils generally behave well in lessons and around the school. They are polite and friendly, reflecting the school's core values well.

### **Safeguarding is effective.**

The leadership team has ensured that all safeguarding arrangements are fit for purpose. Child protection records are detailed and of high quality. Leaders work closely with outside agencies and liaise with them quickly in order to keep pupils safe. Staff have a secure knowledge and understanding of current safeguarding guidance and procedures as a result of regular training and updates. Leaders have made sure that pupils know who to speak to if they have any safeguarding concerns. As a result, pupils have a clear understanding of the action they can take to keep themselves safe from harm, including, for example, when using computers and information technology. The governing body checks all safeguarding arrangements regularly during the year.

### **Inspection findings**

- This inspection initially looked at how well pupils are kept safe and secure. As outlined above, it is clear that this aspect of the school's work is very successful. The great majority of the parents who responded to the Ofsted online questionnaire are very happy with the school. There are a small minority of parents who feel that the school could do more regarding incidents of misbehaviour. This inspection confirmed that the school is a very orderly and happy environment. Pupils told me that they feel safe and that school has taught them what to do if they have any worries. They say that occasionally there are some incidents of misbehaviour but these are rare and dealt with swiftly. Pupils are motivated to learn and get on well with each other. The school is a tolerant and supportive community.
- The second line of enquiry focused on how effective leaders are in raising attendance rates for all pupils. This inspection confirmed that you have taken robust action to improve attendance. Some pupils with chronic physical

conditions who require frequent hospitalisation cannot attend regularly. However, there are other pupils who do not attend school as well as they should. Your new approach and recent success in raising attendance needs to be used consistently to reduce the absence of this group of pupils further.

- The third line of enquiry explored how well pupils achieve in reading and writing in key stage 1. Current information shows good progress across the school in reading, writing and mathematics irrespective of pupils' different starting points. Good achievement was confirmed through observing pupils' responses in classes, hearing them read, and looking at their books in these subjects.
- Pupils from all backgrounds enjoy reading and do so well. Younger pupils use the phonics strategies that the school has taught them to read confidently. Older pupils read with fluency and expression. They have good levels of comprehension for their age. Pupils read widely and often, demonstrating enthusiasm and insight about different types of literature.
- Teachers ensure that learning activities are matched to the needs of pupils of all abilities, including disadvantaged pupils. However, assessments are not always used by teachers to set more ambitious targets and consequently secure even faster progress.

### **Next steps for the school**

Leaders and those responsible for governance should ensure that:

- attendance rates continue to improve through the use of appropriate interventions for identified groups of pupils
- assessment systems are used to set ambitious and challenging targets for all pupils to secure sustained and accelerated progress.

I am copying this letter to the chair of the governing body, the regional schools commissioner and the director of children's services for Merton. This letter will be published on the Ofsted website.

Yours sincerely

Martin Roberts  
**Ofsted Inspector**

### **Information about the inspection**

The inspector carried out the following activities:

- held meetings with the headteacher and the deputy headteacher
- observed lessons in Reception up to Year 6

- looked at pupils' books
- had a discussion with three governors, including the chair of the governing body
- met a representative from Merton local authority
- held meetings with safeguarding leaders, and pupils
- listened to pupils read
- evaluated recent information about pupils' attendance and progress
- considered the views of parents, staff and children through discussions and responses to Ofsted's questionnaire.