

INSPECTION REPORT

HACTON PRIMARY SCHOOL

Hornchurch

Essex

LEA area: Havering

Unique reference number: 102277

Headteacher: Mrs G Edwards

Reporting inspector: Brenda Spencer
20451

Dates of inspection: 1st – 2nd July 2001

Inspection number: 196129

Short inspection carried out under section 10 of the School Inspections Act 1996

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior with Nursery
School category:	Community
Age range of pupils:	3 - 11
Gender of pupils:	Mixed
School address:	Chepstow Avenue Hornchurch
Postcode:	RM12 6BT
Telephone number:	(01708) 443991
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Appropriate authority:	Governing Body
Name of chair of governors:	Mr B Goodwin
Date of previous inspection:	21 st – 24 th April 1997

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Hacton is a mixed primary school in Hornchurch, Essex for pupils aged three to eleven years. The school has a unit with 21 places for pupils with impaired hearing. The socio-economic background of pupils and their attainment on entry to the school are broadly average. There are 384 pupils attending full time; 171 are boys and 213 are girls. The nursery class has 30 boys and 31 girls on a part time basis. Few pupils leave or join during the school year. The majority of pupils are white. Only 17 pupils come from ethnic minority groups and there are only five pupils for whom English is an additional language. The most frequent additional languages spoken by these children are Cantonese and Urdu. Twenty-two per cent of pupils are on the special educational needs register. Of these, six per cent have SEN statements, which is well above the national average. Ten per cent of pupils are eligible for free school meals, which is broadly in line with the national average.

HOW GOOD THE SCHOOL IS

Hacton Primary is a very effective school. Pupils achieve high standards and are taught very well. There is a strong and effective commitment to educational inclusion. The school makes particular efforts to support the integration of pupils with impaired hearing and to enable them to achieve well. The curriculum is designed to engage all pupils and consequently they have very positive attitudes to learning. The leadership and management are very good. The school provides very good value for money.

What the school does well

- Provides very effective leadership and management which successfully pursues goals of personal excellence.
- Achieves very high standards in English, mathematics and science.
- Provides a broad, relevant and stimulating curriculum which very successfully promotes pupils' intellectual, physical, personal and creative development.
- Provides high quality teaching which helps pupils achieve very good rates of progress.
- Makes excellent provision for pupils with impaired hearing.
- Inspires the pupils to achieve very positive attitudes, behaviour and relationships.
- Provides a high level of care for its pupils.

What could be improved

- Targets for attainment at Key Stage 2 to be more challenging in order to reflect the pupils' very good progress.
- Resources and accommodation to support the development of pupils' library and information and communication technology (ICT) skills.

The areas for improvement will form the basis of the governors' action plan.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in April 1997. All the recommendations made at that time have been fully met. The school improvement plan has benefited from the inclusion of success criteria. There are now clear links between the allocation of curriculum budgets and the whole-school priorities for improvement. Parents comment that school reports are useful and contain informative targets for their children's future learning. A common policy for assessment in mathematics has been implemented. Effective arrangements have been made to alert children with impaired hearing, wherever they are on site, to emergencies should they occur. The school has maintained the high standards described in the previous report. In addition, the quality of teaching has improved still further, particularly in the way work is successfully matched to pupils' attainment. However, the level of attendance is now below the national average, primarily because of medical absence.

STANDARDS

The table shows the standards achieved by 11 year olds based on average point scores in National Curriculum tests.

Performance in:	compared with			
	all schools			similar schools
	1998	1999	2000	2000
English	D	A	A	A
mathematics	C	A	A	A
science	D	A	A	A

Key	
well above average	A
above average	B
average	C
below average	D
well below average	E

Standards achieved in English, mathematics and science in national tests for pupils aged 7 and 11 were well above the national average in 2000. The proportion of pupils achieving the higher levels was also well above the national average for both age groups. Test results have improved significantly over recent years. The trend in the school's average points score for all subjects was above the national trend. Both boys and girls achieve well above the national average for their groups. However, at age eleven, boys achieve much better than girls in mathematics. The school's targets for eleven-year-olds do not consistently reflect this high achievement and are not always sufficiently challenging.

Pupils' work is presented very well indeed. Both in the infants and juniors they show a very good mastery of spelling, punctuation and structure of writing. By the age of eleven their writing for a wide range of purposes is very engaging. In mathematics, pupils across the school develop a particularly strong understanding of number. Their personal development is nurtured carefully from their first experience of school and consequently by eleven many pupils are highly confident, independent and enthusiastic learners. Pupils with impaired hearing make very good progress in developing communication skills and participate well in lessons in mainstream classes. Displays around the school show that pupils achieve very well across the wide and stimulating curriculum. Pupils with special educational needs and the few for whom English is an additional language are provided for effectively and consequently make very good progress.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils show enthusiasm for their lessons and settle quickly to their tasks.
Behaviour, in and out of classrooms	Very good. Pupils are courteous, calm and considerate to one another. Racial harmony and lack of oppressive behaviour are noticeable both during break and lesson times.
Personal development and relationships	Relationships are very good. Boys and girls, and pupils from all ethnic backgrounds, work well together. Pupils make very good progress in personal development, from selecting activities in the nursery to making mature contributions to the school council in the juniors.
Attendance	Satisfactory. The attendance rate in 1999/2000 was below the national

	average, although the rate of unauthorised absence was in line with the national average. The majority of absence relates to pupils' medical problems.
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TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall	Very good	Very good	Very good

Inspectors make judgements about teaching in the range: excellent; very good; good; satisfactory; unsatisfactory; poor; very poor. 'Satisfactory' means that the teaching is adequate and strengths outweigh weaknesses.

The quality of teaching is very good. It is good or better in 88.5 per cent of lessons and very good or better in 53.5 per cent of lessons. 11.5 per cent of teaching was excellent. There were no unsatisfactory lessons. This is an outstandingly good set of statistics.

The teaching of English and mathematics is very good. In particular it promotes development of communication and writing skills well. Pupils are successfully taught to approach mathematical problems flexibly and to seek efficient solutions. As a consequence they develop literacy and numeracy skills well. The teachers have high expectations of pupils, who consequently achieve very well. Learning objectives are extremely clear and as a result the pupils work and play with a strong sense of purpose. Teachers manage and relate to pupils well. The particular needs of the youngest pupils and those with impaired hearing are very successfully met. Overall, the school meets the needs of pupils of all levels of attainment very well and they make very good progress.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Very good. It is rich and stimulating, covering the statutory curriculum, and pupils' learning benefits from a wide variety of visits and visitors. Literacy and numeracy skills are developed very well. The curriculum introduces pupils well to the breadth of our multi-cultural and multi-faith society.
Provision for pupils with special educational needs	Very good. Pupils with special educational needs have equal access to the curriculum and they make very good progress. Provision for pupils with impaired hearing is excellent.
Provision for pupils with English as an additional language	Good. Early and appropriate intervention is made to support pupils using English as an additional language.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good. The very good provision for social, moral and cultural development promotes the very high standards of attitudes, behaviour and relationships in the school. Spiritual development is promoted well.
How well the school cares for its pupils	Very good. There are strong procedures for child protection, for supporting individual children and for monitoring pupils' progress.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good. The headteacher provides outstanding leadership and has a very successful partnership with the deputy head. The senior management team and the subject co-ordinators are very effective. There is a shared commitment to the pursuit of excellence for all pupils without compromising the joy of childhood. The effective integration of pupils with impaired hearing is testimony to the school's commitment to educational inclusion.
How well the governors fulfil their responsibilities	Very good. Governors are clearly informed. They are both supportive and effective critical friends to the school.
The school's evaluation of its performance	Very good. This includes observation of teaching, regular scrutiny of pupils' work, analysis of data on attainment and teachers' planning to identify future improvements and track progress. Careful account is taken of the attainment of boys and girls and those from different ethnic minorities. Crucial to its success is the school's lack of defensiveness in addressing possible improvements.
The strategic use of resources	Very good. The budget is clearly driven by educational priorities and is carefully monitored. The governing body achieves best value by evaluating the impact of the provision, comparing their performance with other schools and seeking tenders. The school improvement plan identifies the need to improve the library and information and communication technology resources.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • The school's high expectations. • The quality of leadership and management. • The ease with which they can raise questions or discuss problems. • How much their children enjoy school. • The high standards achieved and the good progress their children make. • The quality of teaching and support children receive. • The behaviour of pupils. 	<ul style="list-style-type: none"> • The range of activities outside lessons. • The amount of homework pupils receive.

The inspection team strongly agrees with the parents' positive views of the school. However, neither the range of activities outside lessons or the amount of homework pupils receive are a justified cause for concern. In the judgement of the inspection team, the use of homework supports the pupils' learning very effectively.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Provides very effective leadership and management which successfully pursues goals of personal excellence.

1. The headteacher provides outstanding leadership which focuses on personal excellence in the broadest sense. She is supported in this by a very strong partnership with the deputy headteacher and the senior management team. They correctly attribute much of their success to the school's positive tone. People's talents are valued and used well, communication is very effective and the professional development and welfare of all staff are high priorities in achieving the goal of helping pupils to reach their potential. The school has deservedly been awarded Investors in People status. Subject co-ordinators take responsibility for their action plans. Teamwork is highly effective. This is evident in the way teachers work with additional staff in their classes, the consistent approach taken by members of the unit for children with impaired hearing and the successful implementation of the Foundation Stage in the reception and nursery classes.
2. The governing body is highly effective. Governors are well informed through comprehensive reports from the headteacher and other key managers in the school. Many are also regular visitors in school. They are highly skilled both through their own professional experience and the importance they attach to their own training in different aspects of the governors' roles. They are highly supportive of the school but also act as constructive critical friends. For example, they construct budgets which reflect current educational priorities rather than historical spending, and require the staff to provide justification for allocation of funds. They attribute much of their success to 'avoiding setting limits on expectations' and maintaining a 'strong dialogue with parents'. They are particularly effective in achieving this in matters to do with special educational needs.
3. Monitoring and evaluation of the school's performance is very strong. The senior management team keeps a close eye on standards by regular 'book looks'. They provide staff with comprehensive feedback on planning, match of work to prior attainment, consistency of work in year groups and marking. In response, the quality of teachers' planning, with clear learning objectives and appropriateness of work for pupils with different needs, has improved substantially since the last inspection. An anthology of the best marking is being compiled to raise the general quality of feedback given to pupils to the very best practice found in the school. Observation of teaching has been employed to monitor the quality of English and mathematics lessons to good effect. This practice will be extended once the routines for performance management have been well embedded.
4. The school has a very strong and effective commitment to educational inclusion. Swift intervention is made to support pupils with English as an additional language. Assessments are analysed to identify if boys and girls are successful in their learning. Targets are set for individual pupils to support them in making future progress. Pupils with impaired hearing are supported very well in taking an active role in the school. For example, signing is a natural feature of lessons and assemblies where these pupils are integrated very well. Consequently, high achievement is evident for all groups of pupils in school.

Achieves very high standards in English, mathematics and science.

5. At the time of the last inspection pupils achieved high standards. This good position has been further improved since then.
6. In 2000, the standards achieved in English, mathematics and science in National Curriculum tests for pupils aged 7 and 11 was well above the national average. The proportion of pupils reaching the higher levels was also well above the national average for both age groups. These results have improved significantly over recent years. When compared with similar schools the pupils achieved standards which were well above average. The trend in the school's average points score for all

subjects was above the national trend. Both boys and girls achieve well above the national average for their groups. However, at age eleven, boys achieve much better than girls in mathematics.

7. Scrutiny of work in books and displayed around the school reflects these high standards. The presentation of work is invariably very good throughout the school. Children in the nursery communicate important personal messages using marks. By the end of reception, many children have moved from using marks to communicate, through a stage of using familiar letters to creating simple sentences sometimes including full stops. By age seven, most pupils show very good mastery of technical aspects of writing. They write effective letters and stories with competent use of punctuation and spelling. Some use more complex sentences which really urge the reader to read further, for example 'before I knew it I was already there' and 'I was so hot I was nearly melting'. In class discussions pupils are articulate and eager to contribute. Some pupils with impaired hearing, with encouragement, communicate their thoughts in class lessons. By age eleven, pupils participate in formal discussions thoughtfully, for example within the school council, and organise their arguments well. They adapt their writing appropriately for different purposes, for example writing instructions, letters of protest to the council, effective poetry and engaging stories. The reports on the visit to Sealyham were of a very high standard. Their work is well presented, punctuated correctly and usually paragraphed. It benefits from the very good strategies they employ for planning their writing.
8. Displays around the school show that pupils receive a broad mathematical education. Their books confirm that pupils of all levels of attainment complete a substantial amount of work during the year. By the end of reception, children are aware of numbers well beyond 10, use 'more' and 'less' with understanding and identify things which are heavier and lighter. By age seven, many can partition numbers, are working with hundreds, tens and units, double and halve numbers, use multiplication to solve simple problems, measure with grams and kilograms and are aware of analogue and digital time. By age eleven, they are very competent mathematicians using all four operations to solve problems and finding efficient ways to reach answers. They understand probability, draw and identify a range of angles and calculate area and perimeter. In cross-curricular work they use bar charts, line graphs and pie charts to present data. Work is appropriately matched to the pupils' attainment so that all groups of children make very good progress.

Provides a broad, relevant and stimulating curriculum which very successfully promotes pupils' intellectual, physical, personal and creative development.

9. The curriculum across the school supports the pupils' development in the broadest sense. It is inspiring. Impressive success in national tests in English, mathematics and science has been achieved without compromising on all the other vital learning which is not assessed in this way. Displays around the school show examples of interesting work in all aspects of the curriculum. It provides insight into the pupils' own cultural backgrounds as well as those outside their own experience.
10. For children in the Foundation Stage their activities cover all six areas of learning in a way which appeals to young children. Elements of the literacy and numeracy strategies have been introduced well in reception classes. Play is a key way in which they learn and the school improvement plan identifies the increased significance given to this as a motivating way for children to learn. For example, in the nursery they make early ventures in using print to convey meaning by making marks on a pad in the café to order food. The opportunities provided by the outside environment are exploited very well to promote children's learning. They paint on a very large scale, explore the flow of water in large pipes and follow the track of bubbles they have blown high up into the sky. All this means children transfer to Key Stage 1 achieving a significant goal of the Foundation Stage; they 'continue to be interested, excited and motivated to learn'.
11. The school regards itself as outward looking and as a consequence visitors to school and external visits make an important contribution to the pupils' learning. The visits include country parks, museums, a residential activity centre providing a wide range of adventurous pursuits, theatres, art galleries, environmental centres and places of worship. In Year 2, pupils produced impressive pastel drawings of St Andrew's church. Specific visits and visitors are arranged to promote writing which is a focus for development in the school improvement plan. Visitors such as the school nurse and

liaison police officer support the pupils' health and safety education by providing sex education, drug awareness and 'who to tell, when to tell' programmes.

12. Cross-curricular work is used very well to support pupils' learning. For example, in a study of bread the pupils were introduced to a wide variety from around the world including India, France, Germany, Spain, Israel as well as England. They surveyed the response to 13 different types on the basis of look, smell, feel and taste. Pupils compiled clear recipes, researched different types of bread on the Internet and analysed the information on packaging for energy and protein content. The resulting work was of a high standard and the pupils were clearly motivated. As part of their physical education pupils analysed their activity over a week and represented this in a pie chart. They monitored their pulse rate during different levels of activity and represented this in line graphs. Literacy and numeracy skills developed in very successful lessons are applied to support this cross-curricular work very well.
13. The breadth and richness of the curriculum make a strong contribution to the pupils' spiritual, moral, social and cultural development. Assemblies are well planned and thoughtfully delivered. Pupils are helped to gain insight into their own and other people's values and beliefs through these assemblies and in religious education. On other occasions they are provided with thought-provoking experiences, for example by studying flowering plants in science or considering the powerful associations with colour by reading and writing effective poetry. The staff set high expectations for behaviour and regularly remind pupils to respect one another. These expectations are displayed clearly in classrooms. Pupils are given very good opportunities to join together in social activities such as choir, orchestra and in residential trips. They often undertake challenging work in pairs or small groups to boost their confidence and co-operative skills. Their cultural development blossoms as they listen to music, write and experience poetry, learn about the work of different artists and about people with different cultural backgrounds.
14. Homework supports pupils' learning very well. There is a clear homework policy and during the inspection homework was used to support lessons to good effect, for example compiling a specific glossary to use when reading poetry planned for future lessons.

Provides high quality teaching which helps pupils achieve very good rates of progress.

15. The overall quality of teaching is very good. In over half of the lessons seen the teaching was very good or excellent. This represents an impressive and much-improved picture to the last inspection. Only 12 per cent of teaching was judged to be satisfactory and there was no unsatisfactory teaching. Teaching was very good overall in all three key stages. Excellent teaching, some 12 per cent of all lessons, occurred in Key Stage 2 and teaching was consistently very good in the unit and the nursery.
16. These very effective lessons across the key stages have many common characteristics. Teachers maintain a brisk pace and manage and organise pupils well. They show mastery of their subject and the needs of their pupils and plan for the full range of attainment very well. Language is developed well and the intentions for learning are very clear. All this is underpinned by very warm relationships between staff and pupils. This is a particularly important factor for the youngest children and for those pupils with impaired hearing who gain confidence and develop high self-esteem as a result. In the very best lessons, the teachers have very high expectations of the pupils and they respond very well.
17. Very strong emphasis is placed on developing pupils' ability to communicate. Pupils with impaired hearing make very good progress because of the scrupulous attention paid to developing this skill both by signing and speaking. Pupils respond to the patient teaching by trying very hard. In the nursery the teaching employs skilful questions which encourage the children to give extended answers. It is rare to hear a question which can be satisfactorily answered simply with one word. In the easy flow of conversation the teaching introduces new vocabulary, for example 'passenger' train to describe the train a child built to carry people. This development of vocabulary continues throughout the school, for example in Year 6 pupils analysed poetry relating to colours in terms of the use of similes, metaphors, personification, alliteration, assonance. The teaching revised these

terms and reminded pupils of the overall term 'figurative' language. In Year 4 pupils were asked probing questions about a text they were reading which required them to make inferences and express opinions. As a consequence pupils become increasingly articulate. Their expanding vocabulary and many opportunities to discuss and express opinions sharpen their analytical skills and ability to understand and evaluate the opinions of others. It is no wonder that their contributions to the school council by the time they are in the juniors are so impressive.

18. The very effective organisation of the learning environment and the quality of display have many positive benefits for the pupils' learning. The arrangement of the nursery allows the children, after they self-register in the morning, to make independent choices about their activities for much of the session. The interesting nature of the activities, for example playing in the café using the menus or investigating the flow of water along guttering in the pond outside means they concentrate well and develop very good attention skills. Imaginative touches stimulate the children's interest in books. In the Foundation Stage unit a very small room has been arranged to allow children to act out the story of a bear hunt. It is dark and secretive and appeals to young children enormously. Displays around the school are inspiring and cover the breadth of the curriculum. They engage pupils' attention through questions attached to pictures and writing. For example, questions accompanying religious artefacts included 'What does the ring on the door tell people?', 'Why is there a purse with money?' and on a history display 'Can you guess what type of building this was in Roman times?'. The high quality of display and of the pupils' work reinforces the message of pursuit of personal excellence constantly voiced in school.
19. The quality of teachers' planning is very good overall. The focus for the pupils' learning underpins the activities they undertake and these intentions are made very clear to pupils so they work with a strong sense of purpose. For children in the Foundation Stage, planning takes very good account of the national early learning goals and of observations of individual children so their activities are relevant, productive and motivating for them. Pupils with impaired hearing make very good progress because planning is carefully tailored to their individual needs, taking due account of their individual education plans and of the requirements of the National Curriculum. For pupils in Key Stages 1 and 2, planning arises from the careful tracking of pupils' progress, aspirations for high attainment and of the need to develop pupils in the broadest sense. A major contribution to the improvement in teaching since the last inspection is the better match of tasks to pupils' prior attainment. Examination of the pupils' books shows particular care is taken to ensure they undertake appropriate work. High attainers are challenged and pupils who find some work difficult are not demoralised.
20. The very best lessons are characterised by brisk pace and demanding expectations. For example, an excellent mathematics lesson began with a game to recall tables. It then progressed to solving word problems using addition, subtraction, multiplication and division. The time target for mental arithmetic set at the beginning of the lesson focused the pupils' attention immediately. Their engagement with problem solving was supported by questions which prompted them into thinking clearly, for example 'What is it asking you to find out?' and 'What calculation would you need to find the answer?' Resources are often well used to support pupils in meeting high expectations. For example when designing terracotta 'Greek' pots there was a great deal of terracotta ware for pupils to examine. Consequently they described colours very precisely, using language such as 'tanned colour', 'brangey-brown' and 'mild brown'. The provision of objects that these pots would store, including olive oil and olives, made the pupils highly motivated. This high level of pace and expectation is set from the moment pupils enter school with highly efficient and well-known routines which mean pupils set to work immediately.
21. Additional staff who support teaching make a very valuable contribution to the pupils' learning and justify the school's investment in them in terms of budget allocation. These staff include class assistants, learning support staff and special needs support assistants and teachers. They are always very well briefed and have a strong grasp of the learning intentions for lessons. Pupils with impaired hearing are helped very well to integrate in lessons with their hearing peers by the quality of signing by assistant teachers which ensures they fully understand. The very best lessons also included responses from the class teacher to the contributions made by these pupils.

Makes excellent provision for pupils with impaired hearing.

22. The unit for hearing impaired children is a strength of the school and prepares the pupils well for integrated education. Pupils make very good gains in their ability to communicate. By the time they are seven they communicate very well and join lessons with great enthusiasm. Some go to English and mathematics lessons with their hearing peers and attain above average standards, although some remain below average. By the time they are eleven, pupils are much more confident and able to communicate, sign and work very well. Some are fully involved with their hearing peers for English or mathematics classes and all pupils based in the unit join their year for afternoon lessons. Their attainment reflects this very good integration and many attain average or above average standards for their age. They make very good progress in language and communication.
23. The quality of teaching is consistently very good in the unit. Teachers and assistants show their high levels of expertise in choosing appropriate methods and activities which support learning very well. Marking is of a high quality giving full and helpful feedback. Pupils' needs and progress are tracked very well with exemplary record keeping. There are comprehensive and very specific targets for pupils' learning in their individual educational plans. Liaison with parents and professional outside agencies is very well developed. The leadership of the unit is highly effective and is supported by strong teamwork from all the staff involved. The work of the unit is carefully monitored.

Inspires the pupils to achieve very positive attitudes, behaviour and relationships.

24. The pupils of Hacton Primary are very enthusiastic. They begin school eager to take part. The youngest children register themselves and eagerly make choices about their activities. They show persistence in what they do whether it is creating a painting or trying to move objects along a guttering using flow of water. Older pupils settle each morning quickly for example, by choosing books to read or tackling the arithmetic they are set. On Monday morning some pupils went straight to the cress and beans to see how well they had grown over the weekend. When lessons are challenging or new it is characteristic that pupils apply themselves conscientiously to meeting their teachers' expectations. They show evident pride in their work by the way that it is presented.
25. The standards of behaviour in lessons and around the school are impressive. Pupils are very courteous and helpful to one another. During the inspection the weather was very hot and they did not respond with fractious behaviour. Racial harmony and lack of oppressive behaviour is noticeable both during break and lessons times. There is clear and mutual respect between adults and pupils and this contributes to their good behaviour.
26. Relationships are very good. Boys and girls, and pupils from different ethnic groups, co-operate well together. They undertake paired and group work without fuss. In the nursery children were seen to support one another and explain how things worked. Pupils with impaired hearing join lessons with other pupils and in one science lesson there was evident pleasure when one pupil participated in the discussion about flowering plants. In the school's council pupils listen to one another's views with evident maturity.

Provides a high level of care for its pupils.

27. The school cares for its pupils very well. It has an extensive range of ways to support each individual pupil in the school, whatever his or her need. The pupils with impaired hearing are included well in the life of the school. Procedures for child protection, fire evacuation and health and safety are extremely tight and effective. Every eventuality has been considered right down to thermal blankets being available for those pupils who are in swimming costumes or shorts should the fire alarm sound when they are doing PE. The few pupils with nut allergies have specific care plans known to all staff and the school nurse is a regular visitor to the school, whether to carry out health checks or talk to parents. Bumps and grazes to the pupils are effectively treated, meticulously recorded and parents are quickly notified.
28. Pupils are supported very well in their personal development as they progress up through the school. The youngest pupils are settled in to school routines very effectively. All will have had a home visit

and a chance to familiarise themselves with the nursery surroundings before they start properly in September. There is a very good variety of responsibilities which promote the pupils' care for their community and fellow pupils. Some pupils are 'playmates', some are 'bookworms' and others help to escort the infant pupils. The school council engenders a strong sense of citizenship as the pupils sensibly discuss things which matter to the school as a whole. The older pupils are prepared very well for life outside school and for moving on from primary education. They are effectively and sensitively supported in sex education and learning about the use and misuse of drugs. The very strong promotion of personal development is more than supported by the resulting outstanding courtesy and maturity of the pupils.

29. The promotion of good behaviour and positive attitudes is impressive. A very strong message of self-discipline and personal excellence is evident across the school. In an assembly during the inspection the headteacher spoke with vibrancy and used extremely relevant examples of determined success in the Olympic Games to support the theme of making the most of individual talents. There is a well-established range of rewards, culminating in the 'E for Effort' Cups. The school goes out of its way to regularly celebrate achievement, whether within school or for activities pursued at home. The school's aim to recognise and reward personal excellence is very firmly embedded in its ethos.

WHAT COULD BE IMPROVED

Targets for attainment at Key Stage 2 to reflect the very good progress made by pupils.

30. Hacton Primary is highly aspirational about what can be achieved. Its belief in personal excellence is made clear in the headteacher's letter to parents introducing the school brochure. It is blazoned across the wall in the school entrance. This pursuit of personal excellence is across a broad front and relates to all pupils in the school. It encompasses basic skills of communication, literacy and numeracy. It is also evident in expectations of behaviour, persistence, relationships, physical and creative endeavour. The school is very successful in all of this.
31. However, the published targets for pupils achieving the expected standards at eleven do not consistently reflect the optimism for the pupils' achievements that is evident in every other aspect of school life. Each year the school meets these targets, sometimes with a large margin to spare. The main reason for this is that the targets are published long before the pupils actually do the tests. These targets reflect the accurate assessments made of pupils at that time. However, some targets do not sufficiently reflect the very good progress pupils make over time as they increasingly benefit from a rich curriculum and high quality teaching. In order for targets to be more appropriately challenging, they need to take account both of assessment and pupils' impressive rates of progress.

Resources and accommodation to support the development of library and ICT skills.

32. The school improvement plan recognises the need to improve provision for developing library and information and communication technology skills. It is recognised by the school that the libraries are not used sufficiently partly because of response to the national initiative to implement the literacy strategy as a priority in recent years. At present the limited size and resourcing of the libraries do not allow them to be effective places in which to work with classes to develop pupils' research skills.
33. The information and communication technology suite of ten computers is situated in an open space next to a corridor. The use of this facility by classes is timetabled, but with class sizes approaching 30, pupils' hands on time with computers is limited and insufficient.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

34. In order to improve further the governors, headteacher and staff should:
- (a) set more challenging targets for results for eleven year-old pupils by reflecting more fully the very

good rates of progress they make in their learning (see paragraphs 30-31);

- (b) improve opportunities to develop the use of library and information and communication technology skills by increasing time, resources and accommodation allocated to these aspects of the curriculum (see paragraphs 32-33).

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	26
Number of discussions with staff, governors, other adults and pupils	13

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
11.5	42	35	11.5	0	0	0

The table gives the percentage of teaching observed in each of the seven categories used to make judgements about lessons.

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	31	384
Number of full-time pupils known to be eligible for free school meals	0	39

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	2	23
Number of pupils on the school's special educational needs register	5	88

English as an additional language	No of pupils
Number of pupils with English as an additional language	5

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	10
Pupils who left the school other than at the usual time of leaving	6

Attendance

Authorised absence	%
School data	6.2
National comparative data	5.2

Unauthorised absence	%
School data	0.1
National comparative data	0.5

Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
		2000	25	30

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	23	22	25
	Girls	30	30	30
	Total	53	52	55
Percentage of pupils at NC level 2 or above	School	97 (79)	94 (76)	100 (81)
	National	83 (82)	84 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	22	24	25
	Girls	30	30	30
	Total	52	54	55
Percentage of pupils at NC level 2 or above	School	95 (74)	98 (81)	100 (78)
	National	84 (82)	88 (86)	88 (87)

Percentages in brackets refer to the year before the latest reporting year.

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
		2000	26	28

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	22	25	25
	Girls	24	24	24
	Total	46	49	49
Percentage of pupils at NC level 4 or above	School	85 (85)	91 (88)	91 (98)
	National	75 (70)	72 (69)	85 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	23	26	26
	Girls	26	26	25
	Total	49	52	51
Percentage of pupils at NC level 4 or above	School	91 (83)	96 (88)	94 (98)
	National	70 (68)	72 (69)	79 (75)

Percentages in brackets refer to the year before the latest reporting year.

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	2
Black – African heritage	0
Black – other	3
Indian	1
Pakistani	1
Bangladeshi	2
Chinese	3
White	308
Any other minority ethnic group	8

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	0	0
Other minority ethnic groups	0	0

This table gives the number of exclusions of pupils of compulsory school age, which may be different from the number of pupils excluded.

Teachers and classes

Qualified teachers and classes: YR– Y6

Total number of qualified teachers (FTE)	20.1
Number of pupils per qualified teacher	27.2
Average class size	27.4

Education support staff: YR – Y6

Total number of education support staff	24
Total aggregate hours worked per week	300

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	31

Total number of education support staff	2
Total aggregate hours worked per week	65

Number of pupils per FTE adult	10.3
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FTE means full-time equivalent.

Financial information

Financial year	1999-2000
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	£
Total income	1,026,675
Total expenditure	1,052,173
Expenditure per pupil	2,328
Balance brought forward from previous year	66,499
Balance carried forward to next year	41,001

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	415
Number of questionnaires returned	117

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	71	26	2	0	1
My child is making good progress in school.	68	28	3	0	0
Behaviour in the school is good.	51	49	0	0	0
My child gets the right amount of work to do at home.	46	37	9	2	2
The teaching is good.	65	33	1	0	1
I am kept well informed about how my child is getting on.	56	35	7	0	1
I would feel comfortable about approaching the school with questions or a problem.	78	22	0	0	0
The school expects my child to work hard and achieve his or her best.	73	26	0	0	0
The school works closely with parents.	59	37	2	0	1
The school is well led and managed.	74	26	1	0	0
The school is helping my child become mature and responsible.	66	31	1	0	3
The school provides an interesting range of activities outside lessons.	38	32	20	1	7