

INSPECTION REPORT

HACKBRIDGE PRIMARY SCHOOL

Hackbridge

LEA area: Sutton

Unique reference number: 102969

Headteacher: Mrs. J. Fairhurst

Lead inspector: Mrs. J. Cousins

Dates of inspection: 29 September - 01 October 2003

Inspection number: 256305

Inspection carried out under section 10 of the School Inspections Act 1996

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community School
Age range of pupils:	4 –11 years
Gender of pupils:	Boys and girls
Number on roll:	439
School address:	Hackbridge Road Wallington Surrey
Postcode:	SM6 7AX
Telephone number:	020 8647 7974
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Appropriate authority:	Governing Body
Name of chair of governors:	Mrs. C. Cook
Date of previous inspection:	New school opened September 2002

CHARACTERISTICS OF THE SCHOOL

Hackbridge Primary is a new school which serves the local population of Hackbridge to the north of Sutton, and is a valued part of the community. Pupils come from a variety of social backgrounds, with about seven per cent from homes where English is not the main language spoken. Some of these pupils are learning English as an additional language, with most not having a problem in taking a full part in lessons. Pupils' attainment on entry is well below average, and around 30 per cent are identified as having special educational needs. Pupils' special needs range from moderate learning or speech and communication to social and emotional. There is a high (18 per cent) turnover of pupils, which increases the percentage of pupils with special educational needs. An above average number of pupils (33 per cent) qualify for free school meals. Seventy-five per cent of pupils live in an area of disadvantage determined by postal codes. Most pupils originate from England but considerable numbers come from Africa or Asia. A small proportion of pupils (4 per cent) are in the early stages of learning to speak English. A few pupils are refugees, come from travelling communities or are in public care. The school has no problems filling teaching posts.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
22942	J S Cousins	Lead inspector	Mathematics English as an additional language Foundation Stage
9406	R Cottington	Lay inspector	
20534	N Perry	Team inspector	English Art and design Design and technology Special educational needs
29362	D Cousins	Team inspector	Geography History Religious education
21313	H Galley	Team inspector	Information and communication technology (ICT) Physical education
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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

Hackbridge School is a good school, which provides good value for money. Pupils whose education has not been disturbed by mobility make good progress and achieve well in relation to their abilities. The school is led and managed effectively, with energy and vision by the headteacher, with the invaluable assistance of the deputy headteachers and senior management team. Teachers and learning support assistants are dedicated, and work hard for the benefit of the pupils. This is the first inspection for Hackbridge Primary which opened in September 2002.

The school's main strengths and weaknesses are:

- Above average standards are achieved in science and physical education in Year 6.
- Pupils in Year 2 attain above average standards in design and technology.
- The warm, very caring ethos in which each individual is valued, and very good relationships between adults and pupils.
- The school sets excellent expectations of pupils' conduct which means that they are very polite, have very good attitudes and behave well and this ensures that they are eager to learn.
- The very good provision for pupils' personal, social and health education enables pupils to become mature and responsible members of the community.
- The very effective leadership of the school by the headteacher and the good teamwork amongst all who work in it.
- The leadership and management of physical education are excellent.
- The school has very good opportunities for after-school activities and clubs.
- The school could do more to improve attainment in speaking and listening, writing, ICT, art and design and technology from Years 3 to 6.
- Standards of writing and speaking and listening achieved by lower attaining pupils in Years 6 who do not fall into the category of special educational needs could be higher.
- More time could be given to the teaching of key skills in geography in Years 1 and 2.
- Attendance could be higher and punctuality could be better.

STANDARDS ACHIEVED

Pupils' attainment on entry is well below average overall, and those whose education has not been disturbed by mobility make **good progress** and **achieve well** in relation to their abilities. The school has a high proportion of pupils identified as having special educational needs compared with the national average, which affects its performance particularly in English year-on-year in national tests according to the proportion of these pupils in each year group. Overall standards meet national expectations. A preliminary analysis of the first Year 6 test results indicate that standards are **below average** in English, **average** in mathematics and **above average** in science. Standards in reading and writing, mathematics in Year 2 are **average**. There is no significant difference between the performance of boys and girls, or in the achievement of pupils learning English as an additional language. In the Foundation Stage, the majority of children reach the expected goals in communication, language and literacy and in their mathematical development. However, a considerable number of them do not and so standards are **below average** by the end of the Foundation Stage.

Pupils' personal, spiritual, moral, social and cultural development is **good** overall, and **very good** for their moral and social development. Pupils really enjoy coming to, and are proud of, their school. They have **very good** attitudes to school, behave well, but some do not arrive punctually in the morning. Pupils' attendance is **below average**.

QUALITY OF EDUCATION

The quality of education is good. Teaching is **good** overall, and was **good** or better in over half of lessons seen. Teaching in the Foundation Stage is good, as is that for the pupils in Years 1 and 2 as well as in Years 5 and 6. At this stage of the year, as teachers introduce new topics, the quality of learning is **effective**. Experienced teachers are adept at ensuring all pupils are given work which is challenging and interesting, so that the quality of learning is **good** in these lessons. All teachers encourage pupils to do their very best. Teachers set **very high** standards of behaviour and spend time engaging with pupils. This means that pupils behave **well** in lessons and develop **very strong** relationships with other children and adults. Learning support assistants provide valuable support, particularly for pupils with special educational needs and those learning English as an additional language, during the practical part of lessons, but they are not always usefully employed during the introductory and final whole class sessions.

The curriculum is broad and relevant, and enriched by **very good** provision for pupils' personal development and a **very good** range of extra-curricular activities especially sports. Care, support and guidance of pupils are **very effective**. **Good** partnerships with parents, the community and other schools make an invaluable contribution to the good quality of the school's provision. The school works **very hard** to seek and act on parents' views.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are **good** overall. The headteacher leads with tremendous energy and **very clear** vision; the latter is shared **well** by all who work in the school. She receives invaluable support from the deputy headteachers. Most staff with management responsibilities take these seriously and fulfil these well. Governors are very supportive, take a keen interest in the work of the school and fulfil their responsibilities **well**.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents and pupils have a **very good** opinion of the school. Parents are supportive of the school and pleased with all it does for their children. A small minority expressed concern over bullying in their questionnaire returns, but there was no evidence of this during the inspection. Some parents had concerns about the information they received on how their child was progressing. The inspection findings support this concern and reports to parents could be improved, so that they consistently contain more specific pupil targets and information on what pupils have been studying. Pupils are **very proud** of their school and fiercely loyal. They feel their views and opinions are valued and acted upon.

IMPROVEMENTS NEEDED

The most important things the school should do to improve are:

- Raise standards for pupils in Years 3 to 6 for speaking and listening, writing, ICT, art and design and technology.
- Increase standards of writing and speaking and listening achieved by lower attaining pupils in Years 6 who do not fall into the category of special educational needs.
- Improve pupils' standards in Year 2 for geography.
- Increase pupils' attendance and punctuality at school.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Pupils achieve **well** in relation to their abilities, particularly in the Foundation Stage and in both Years 1 to 2 as well as in Years 5 to 6. They attain **average** standards overall. In Year 6 standards are average with regard to mathematics, geography, history, religious education, and music and above average in science and physical education.

Main strengths and weaknesses

- Pupils in Year 6 attain above average standards in science and physical education.
- In Year 2 standards in design and technology are above those expected nationally.
- Children in the Foundation Stage, pupils with special educational needs and those for who do not speak English as their first language achieve well.
- Pupils whose education is not disturbed by leaving or joining the school late make good progress.
- Overall standards are below average in Year 6 for English, art, design and technology and ICT and in Year 2 for geography.

Commentary

1. When children join the school their attainment is well below average overall. They make good progress as a result of good teaching. Last year, although the majority of children met expectations for their age in communication, language and literacy, mathematical development and knowledge and understanding of the world, a significant number did not. Despite the fact that children make good progress in the Foundation Stage standards are below average by the time pupils enter Year 1 because they start school with such basic levels. Throughout the school there are a high percentage of pupils with special educational needs. However, some pupils with special educational needs achieve average standards in Year 6 tests for 2003 in science, maths and English as a result of effective teaching. A considerable number of pupils speak English as an additional language, but few are in the early stages of learning to speak this language. These pupils are identified early, and the school provides well for them, enabling them to achieve effectively in relation to their abilities. Some pupils who do not speak English as their first language attain average standards in English, mathematics and science in Year 6 because the co-ordinator monitors their progress effectively. Pupils from minority ethnic groups make good progress and attain similar standards to other pupils.
2. The school has only been open for one year and has just received its first test results and teacher assessments. A preliminary analysis of standards has been undertaken, but the school has not yet received a validated report on its performance. In 2003 results for Year 2 pupils are average in reading, writing and mathematics and below average for science. The school self-evaluation records that when compared to similar schools standards are above average in reading, writing and mathematics and average in science. The proportion of more able pupils attaining the higher Level 3 is above average in writing, average in mathematics, and below average in reading and science. The high number of pupils with special educational needs means that more pupils only reach expected levels of attainment in reading and science and fewer than expected nationally achieve higher Level 3.
3. An analysis of work seen in Year 2 from last year demonstrates that standards of design and technology are above those expected nationally. A high number of pupils attain above average level in planning, making and evaluating in design and technology projects. Inspection findings are that standards of speaking and listening, mathematics, science, ICT, history, music, physical education and religious education are average and meet national expectations in Year

2. Standards in science are higher than last year due to the lack of scientific vocabulary which held pupils back last year. In Year 2 standards of geography are below those expected nationally because the teaching of key skills is not given enough time.
4. A tentative analysis of standards in 2003 tests for Year 6 indicates that standards are below average in English, average in mathematics and above average in science. Compared to similar schools attainment is at least satisfactory in English and above average in mathematics and science. The number of more able pupils attaining higher Level 5 grades is above average in mathematics and science and well below average in English. The school recognises the need to raise standards in English and is working hard to achieve this, but it is not easy with such high numbers of pupils with special educational needs. Attainment in mathematics and science is higher than English because of the nature of pupils' special educational needs which affect their abilities to write at length using imaginative vocabulary. Boys and girls achieve similar standards.
5. Inspection findings are that standards in Year 6 are similar to test results for 2003. Standards in English are below average, mathematics is average and science is above average. A significant strength is pupils' knowledge and understanding in science. A whole school development of practical and investigational work has resulted in pupils making good achievements in aspects of science. Standards in Year 6 for physical education are above those expected nationally. Most pupils dance, play competitive games and undertake gymnastics activities at an above average level of skill. In Year 6 standards meet national expectations for geography, history, music and religious education.
6. Standards of work seen during the inspection in Year 6 were below those expected nationally for ICT, art and design and technology. Although the school has a new ICT suite for older pupils it has only been in use for six months and classroom computers are rarely used in lessons so standards in Year 6 are below average. However, standards in Years 3 and 4 are average for ICT. Standards of art are below average due to pupils not developing observation and sketching skills sufficiently. Pupils' design and technology knowledge and understanding are below average as a result of too little time being given to developing their planning and evaluation skills.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes to work, their values and personal development are **good**. The provision for pupils' spiritual, moral, social and cultural development is **good**. However, pupils' attendance is **below average**.

Main strengths and weaknesses

- Pupils' conduct and politeness are excellent.
- Pupils' very good attitudes to all aspects of school life enable them to make good progress.
- The good standards of behaviour and respect for school rules and routines make for a safe, happy and harmonious learning environment.
- Relationships across the school are very good. Pupils show respect for one another irrespective of background, gender or ability.
- The school provides a very strong moral framework for its pupils, helping them to become highly responsible members of the community and able to distinguish right from wrong.
- The school's action to promote attendance is very good, though not yet fully effective.
- Attendance levels are below national averages and too many parents fail to ensure their children arrive for school on time.

Commentary

Example of outstanding practice

The school sets high expectations for pupils' conduct and works exceptionally hard to achieve them.

Teachers' dedication to politeness and good conduct means that pupils are amazingly polite and thoughtful to visitors, as well as each other. The school has a set of 7 "Golden Rules" that form the basis of all behaviour expectations and which emerged as result of consultations between staff, pupils and governors. The rules include conduct, social, moral and welfare aspects. Recently the school in partnership with others, undertook a behaviour self-audit that involved measuring the school's approach against a set of 10 focus areas. This process highlighted the strengths and weaknesses of the school's existing approach and resulted in several changes. The school has now developed a range of actions that have the full support of all staff and which are very strongly embedded in the daily life of the school. The key features leading to the school's success are:- Firstly, all pupils are made aware of the Golden Rules and are able to say what they are. Secondly, a deeper understanding is developed during circle time when pupils across the school are asked to reflect on why the rules exist. They also explain the negative results of ignoring the rules. For example, running in corridors. Thirdly, there is a relentless, yet fair, re-enforcement of the rules throughout the school day by all members of the staff including lunchtime supervisors. For example, in lessons teachers frequently refer to the rules when managing behaviour. Fourthly, there is a very strong focus on rewarding good behaviour in line with the rules. Staff keep a record of the number of yellow slips awarded for good behaviour and classes are collectively praised in assemblies. Pupils take enormous pride when improvements occur.

Over time the desired behaviour has become second nature to pupils and has become a positive part of the school's culture. An additional spin off is that pupils joining the school very quickly learn from their peers how to behave. The exceptional amount of time and effort by all staff is paying huge dividends in creating a harmonious, happy and secure learning environment in which pupils can progress well in both their academic and personal development.

7. Pupils' attitudes to school are very positive. The analysis of the questionnaires completed by almost all pupils show that the vast majority have very positive views about all aspects of school life. These findings support observations made during the inspection. From the start of the school day, when pupils show a real enjoyment for school when arriving, right through to the end of lessons, pupils show a marked enthusiasm and eagerness to take part in all school activities. A good example occurred in a Years 1 and 2 assembly when pupils' enthusiasm and enjoyment were evident in their singing and hand waving. In lessons they show good levels of concentration and try very hard. Many are pleased with their achievements and proudly show visitors examples of their work. Their attitudes to the school are best summed up by one pupil who, in response to the question, "*What I like most about the school*" had written in the questionnaire in large capital letters "*EVERYTHING*". Pupils with special educational needs have positive attitudes to school due to the positive approach of staff. Overall pupils' behaviour is good. In lessons and at breaktimes pupils keep to the "Golden Rules".
8. Relationships across the school are very good. During breaktimes pupils play very well together and there is little or no unkindness. There are high levels of mutual respect and all pupils, irrespective of background or ability, are gladly and fully accepted into the school community. Incidences of bullying are minimal although a few pupils describe some incidents of unkindness. Likewise no evidence of racism is evident. There has only been one recent occasion when a pupil was excluded for a short time. There were special circumstances for this action and it is not typical. Pupils rate their teachers highly and in lessons show them respect. Pupils say that they are treated fairly by staff. Boys and girls relate very well to each other. Pupils from minority groups some of which do not speak English as their first language are effectively integrated into the school and have very positive relations with others.

9. The provision for pupils' personal development is effective. Pupils' moral and social development are a significant strengths of the school. Teachers and pupils work together to develop a very strong moral framework for the school. A good playground buddies scheme helps to ensure that pupils feel safe in the school. Teachers are very good role models and pupils understand why some actions are wrong or hurtful. For example, in lessons teachers refer to the school's code for conduct carefully. Pupils show great respect for people and living things and the school celebrates the achievements of individuals and school teams well. An active school council helps pupils to understand the responsibilities of being a member of the wider community. Both social and moral developments are very well supported by the school's acts of collective worship. In a particularly good assembly pupils' moral development was supported by a very well-told story about heroes which linked well with the bible story of the "Good Samaritan". Pupils were made very aware that they to could become everyday heroes in the way they treat other people. Most children in the Foundation Stage achieve above average standards in personal, social and emotional development due to effective teaching.
10. Cultural awareness of pupils is good and is supported through careful curriculum planning in a range of subjects. Pupils appreciate the differences in people and value their ideas and beliefs. For example, the school ensures that material is prominently displayed to promote anti-racist attitudes. Pupils are satisfactorily prepared for life in a multicultural society. The youngest pupils in the school explore different cultures when, for example, they plot Barnaby Bear's holiday adventures in France. Spiritual development is satisfactory mostly because of the teaching of religious education where pupils develop good understanding and tolerance for other faiths. Spiritual development is also good when Year 6 pupils work collaboratively on an end of year production based on the story "Pilgrim's Progress" Teachers' planning, however, does not highlight opportunities to develop pupils' spiritual awareness and opportunities to spend time in lessons to think deeply about intangible ideas are not fully explored.
11. The importance of good attendance is a key value of the school and very high standards are set. Data from the school's electronic registration system is effectively analysed by senior managers to identify patterns of attendance both for individual pupils as well as classes and year groups. There are very effective working relationships with outside agencies and action is taken quickly to address attendance problems. The school also works closely with parents and, as a last resort the school supports the educational welfare services in taking legal proceedings. The school has a well established system for rewarding good attendance. This includes rewarding classes where standards are high as well as when improvements occur. Success is acknowledged during assemblies and pupils respond very enthusiastically when hearing about their achievements. Punctuality is also closely monitored and improvements sought from those parents whose children are persistently late.
12. Despite the school's best efforts attendance levels are as yet unsatisfactory. The school has only been in existence for a year and there is therefore no national comparative data on which to make a secure judgement. Based on the school data for the past year the overall attendance figure of 92.6 per cent is likely to be well below the national average. However, there is evidence to show that the school's efforts to improve attendance are having a positive impact. During the week prior to the inspection overall attendance had risen to 93.4 per cent. Unauthorised absences have fallen from 0.9 per cent during the previous twelve months to 0.7 per cent this month. Despite the school's considerable efforts there are a minority of parents who are not fulfilling their parental responsibilities for ensuring good attendance and punctuality or who do not give the school reasons why their children have been absent.

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	7.4	School data	0.9

National data	N/A*
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National data	N/A*
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The table gives the percentage of half days (sessions) missed through absence for the latest complete reporting year. At the time of the inspection this data was not available as the school has only been in existence for a year.

Ethnic background of pupils

Exclusions in the last school year

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	298	0	0
White – Irish	3	0	0
White – any other White background	11	0	0
Mixed – White and Black Caribbean	5	0	0
Mixed – White and Black African	3	0	0
Mixed – any other mixed background	10	0	0
Asian or Asian British – Indian	5	0	0
Asian or Asian British – Pakistani	4	0	0
Asian or Asian British – Bangladeshi	3	0	0
Asian or Asian British – any other Asian background	7	0	0
Black or Black British – Caribbean	9	0	0
Black or Black British – African	25	0	0
Black or Black British – any other Black background	10	1	0
Chinese	1	0	0
Any other ethnic group	1	0	0

The table gives the number of exclusions, which may be different from the number of pupils excluded.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided by the school is **effective** mainly because pupils receive good teaching in the Foundation Stage, from Year 1 to 2 and in Years 5 and 6. This enables most pupils to make good progress in their learning and achieve average standards even when they have started from a very low level of knowledge and understanding in many subject areas.

Teaching and learning

The quality of teaching is **good** across the school with over half the lessons seen being judged good or better. Teaching in the Foundation Stage, Years 1 and 2, 5 and 6 is **good**. During the inspection three lessons out of sixty-five seen were judged to be unsatisfactory. Assessment procedures are **good**.

Strengths and weaknesses

- Good teaching of the youngest pupils who are under five years old leads to them making effective progress.

- Good teaching and learning in Years 1 and 2 as well as in Years 5 and 6 because of effective monitoring by senior teachers and the headteacher.
- Very high expectations for behaviour supported by all the staff in the school.
- Lesson planning is supportive of teachers and allows them to focus on what pupils have to know.
- Good subject knowledge, high expectations and very good relationships with pupils.
- In some lessons the use of time to engage in productive learning is limited.
- Planned use of teaching assistants to support assessment and learning in the beginnings and ends of lessons.
- Limited use of resources and ICT.

Summary of teaching observed during the inspection in 65 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0 (0%)	7 (11%)	32 (49%)	23 (35%)	3 (5%)	0 (0%)	0 (0%)

The table gives the number of lessons observed in each of the seven categories used to make judgements about lessons; figures in brackets show percentages where 30 or more lessons are seen. (Totals may not equal 100% due to rounding)

Commentary

- Teaching in Foundation Stage and infant classes is good and supports good progress for pupils. Teaching in junior classes is satisfactory overall. However, Years 5 and 6 pupils have good experiences in lessons where teachers demand much of them and have a sharp understanding of what they need to achieve to be successful. Boys and girls receive teaching which is carefully targeted to their interests. The school currently has two temporary teachers. These teachers taught two out of the three unsatisfactory lessons. However, they were also responsible for some of the very good practice seen.
- In the Foundation Stage teaching is mostly good. Many teachers use effective learning methods. For example, one uses open-ended questioning well when she asks, “*Who do you think that man is and what do you think he does at work?*” This allows children to learn to think about images and character roles in books. Good teacher knowledge and understanding mean that children learn to place objects in a line when they count them. Teachers’ positive approach means that children who are very shy when they start at school grow in confidence. The teachers’ high insistence on good behaviour ensures that children behave well.
- Teaching in those subjects inspected in depth is explained in the relevant subject section of the report. There are, however, factors of successful practice which are common to most of the good and very good lessons. Foremost in these are the high expectations by teachers that pupils will make progress and attain good standards in lessons. In a Year 2 maths lesson, for example, pupils were tasked with working with large numbers and rose to the challenge very well. In a PE lesson in Year 1, the teacher was clear about what pupils needed to do to be successful. The teacher then used very effective strategies to support all pupils in their throwing and catching. Gifted and talented pupils receive satisfactory teaching overall. The setting of pupils for literacy and numeracy lessons ensures that more able pupils have good teaching. More able pupils achieve well in sport and music due to extra-curricular activities and good teaching in most lessons. The very high quality relationships which teachers have with their classes also contribute to the effective acquisition of new knowledge. For example, in a Year 6 history group exploring Victorian child labour the teacher maintained a lively discussion and injected humour and pace into the lesson, although, the teacher never lost sight of the outcomes necessary for the lesson to be successful. Homework is a feature of many lessons and is well planned to support the standards achieved. This reflects the parents’ satisfaction with this feature. The teachers work hard to include everyone in the work of the school and this contributes to the very good ethos. Pupils’ attitudes and behaviour are a significant strength of almost all lessons and this is as a direct result of the hard work of all the staff in the school.

16. Pupils who speak English as an additional language achieve well in literacy, numeracy and science because of good teaching. The teachers' positive approach and their effective organisational skills enable pupils who do not speak English as their first language to take a full part in lessons. Teachers place high emphasis on explaining the meaning of special vocabulary which might not be easily understood. Pupils with special educational needs receive effective teaching. The teachers' planning ensures that activities are well matched to individual pupils' needs and this helps them to develop appropriate basic skills. Most teachers use classroom assistants satisfactorily during the middle part of lessons to work alongside pupils with special educational needs which helps pupils to concentrate fully on their work and make good progress. Teachers use questioning well to enable pupils with special educational needs to participate fully in lessons.
17. There is scope for the improvement in the use of teaching assistants in the classrooms. While they support small groups and individuals effectively in the main parts of lessons, they do not contribute to the assessment or learning of pupils during the whole class sessions. In a few of lessons the amount of work expected of pupils was limited. In these the writing of the date and learning objective for the lesson by some pupils occupied a majority of the time allowed for pupils to work. Teachers are also make very limited use of ICT as a teaching and learning tool in classrooms. This means that pupils' ICT skills in the upper school are under developed and lessons and pupils are denied a valuable learning tool.
18. Assessment is well developed. In English and mathematics, teachers know their pupils well and have a good understanding of their individual abilities. The assessment coordinator has worked hard to develop an effective system within the school that allows teachers to track pupils' progress effectively and set targets for individuals to succeed. This has given teachers the information they need in order to set challenging targets at appropriate levels for their pupils to work at. This system also gives the school the information that it needs in order to analyse strengths and areas for development within teaching and learning in mathematics and English. Parents are also involved in this process, and are, as a result, aware of what their children are striving to achieve. However, some pupil targets are not as specific as they could be. A significant strength of assessment strategies is in the very effective activities undertaken in physical education lessons. The school has developed assessment activities for all subjects and plans to improve these in the future.
19. The school's assessment arrangements for pupils with special educational needs are good and pupils' individual progress is carefully tracked each term. This means that pupils' individual education plan targets are closely matched to their specific needs. As a result teachers are clear about what pupils need to learn to improve. Effective assessment of pupils who do not speak English as their first language means that teachers are clear about pupils' language needs.

The curriculum

Curriculum provision is **satisfactory** overall. The school provides a broad range of worthwhile experiences that meet the requirements of the National Curriculum and of the locally agreed syllabus for religious education. The curriculum for the Foundation Stage is **good**.

Main strengths and weaknesses

- The curriculum for children who are under five years old is good because all areas of learning are well planned.
- The curriculum is enriched through a very wide range of high quality activities outside school hours.
- Provision for pupils' personal, social and health education is very good.
- From Year 3 to 6 the use of ICT to support subjects across the curriculum is unsatisfactory.
- Support staff are not always used efficiently.

Commentary

20. The curriculum for children in the Foundation Stage is good. Planning focuses regularly on all six areas of learning for children who are under five years of age. A high emphasis is placed on children learning through play and practical activities. Activities are carefully targeted to each child's needs because of teachers' effective use of assessment.
21. From Years 1 to 6, pupils benefit from a broad and balanced curriculum. Teachers make effective use of schemes of work that ensure that all aspects of the National Curriculum are covered in an organised and sequential manner. Although the length of the teaching week does just meet the minimum recommended the impact of this is that some subjects, notably design and technology and music are only covered adequately. In some subjects, particularly history and religious education, the lack of artefacts means that lessons are not always as interesting and relevant as they might be.
22. A notable strength throughout the school is the consistently high quality of personal, social and health education. A good range of strategies supports this aspect of the curriculum. These include an active School Council that gives pupils the chance to have a positive role in the routine life of the school, encouraging pupils to take responsibility and show initiative.
23. The school's mission statement makes a clear commitment to equality of opportunity and this is evident in all aspects of school life. Pupils who are learning to speak English as an additional language are well provided for and benefit from the effective support planned for them. Pupils who do not speak English as their first language are identified early and external agencies are notified and involved as required. Some pupils attend specific activity sessions as appropriate. Pupils from other backgrounds and those from minority ethnic groups are well integrated into all aspects of the curriculum. Provision for pupils with special educational needs is good. Pupils are fully included in all lessons and contributions are highly valued by class teachers. Support staff contribute to this during the main parts of lessons. The school works effectively with a wide range of external agencies, including specialists, who support pupils with special educational needs.
24. The curriculum is enhanced through extensive links with parents and the local community. Parent helpers support learning in many lessons and the curriculum is enhanced through a sound range of visits and visitors that effectively enliven pupils' appreciation of the arts. A school drama production called "The City of Gold" further enhances pupils' participation in the arts. A video of this production demonstrates that pupils really enjoyed this activity and put a great deal of effort into their speaking, singing and acting parts. Pupils confidently delivered their lines with humour and sensitivity. The school has effective links with local high schools and pupils are well prepared for the next stage of their education. The majority of pupils in Year 6 benefit greatly from an annual residential trip organised in the summer term.
25. The curriculum is greatly enhanced, especially for older pupils, by a very good range of activities outside school hours. These cover a wide range of sporting and musical events and are extremely well supported by pupils. Interviews with pupils confirm that these are much enjoyed and appreciated and make a significant contribution to pupils' curriculum experiences.
26. A significant weakness in curriculum provision across the school is the limited use of ICT to support learning. This shortcoming is much more apparent in the junior section of the school. The ICT suites are used productively to support ICT lessons, but rarely to enable ICT to enliven lessons in other subjects. Computers are used satisfactorily for word processing to support pupils' written work in English lessons, but classroom computers are rarely used.
27. The school has a good range of well-qualified teachers that clearly meets the needs of the National Curriculum. The accommodation is satisfactory, with some good features, such as two ICT suites, libraries and halls for both infants and juniors. The junior hall is very narrow

and this somewhat restricts older pupils opportunities for creative movements. Resources are satisfactory overall, although the size of pupils' furniture is not always suitable for the age range of the class.

Care, guidance and support

Pupils work in an environment that is safe and secure. The school takes **very good** care of their welfare and provides **very effective** guidance for their emotional development. Assessment procedures are **good** for pupils' academic and personal progress.

Main strengths and weaknesses

- The parents rate very highly the care and welfare of their children receive.
- The school presents a very warm, safe and secure learning environment. All staff show high levels of concern for the welfare and safety of pupils.
- Teachers have a very good awareness of individual pupils' needs. Good support is provided in lessons and good use made of specialist staff when needed.
- Almost all pupils value the trusting relationships they have with members of the school staff.

Commentary

28. Parents who answered the questionnaire or attended the parents meeting felt very strongly that pupils were well cared for. For instance, one parent whose child had special educational needs said that staff support was particularly thoughtful. Overall pupils with special educational needs are very well cared for throughout the school. They are fully integrated into all aspects of school life and are able to discuss any concerns they may have with teachers, support staff or lunchtime supervisors. They can also discuss any problems they are experiencing with the playground buddies on duty. Pupils who do not speak English as their first language are very well cared for and make good progress in their own personal development.
29. The school takes seriously its responsibilities for the well being of all its pupils. This aspect was highly rated by most pupils who completed the questionnaire and the views were again confirmed in discussions with pupils during the inspection. The school has in place appropriate policies relating to health and safety as well as effective child protection procedures.
30. All staff know the pupils well and are sensitive to changes in attitudes, behaviour or performance. A range of strategies are in place to help pupils feel welcome and to provide support if they are unhappy. For example, the "buddy" system of linking younger children with older pupils is well thought of. If additional support is identified this is quickly and effectively provided as a result of the close links with other agencies. Teachers monitor carefully how each pupil is progressing during the course of a lesson and provide help and reassurance if they are needed. Pupil progress is monitored well over time and this enables suitable targets to be set for continuous development. There are good assessment sessions which teachers use effectively to analyse pupils' attainment in English, mathematics and science.
31. Analysis of pupils' responses in the questionnaire show that almost all pupils indicate that there is at least one adult they trust. The inspection team judged the staff to be very approachable and that there are very good relationships with all staff.
32. Currently each pupil's views are not formally or systematically sought by the school although there are plans to do so. The views of all pupils are gathered as a matter of course at the school council which acts as the forum through which pupil views are sought. A recent decision that originated from the school council involves placing a post box in the playground enabling pupils to bring their views or problems to the attention of adults.

Partnership with parents, other schools and the community

The school has established and continues to develop **good** links with parents and the community. There are **effective** and productive relationships with other schools.

Main strengths and weaknesses

- The school very effectively seeks the views of parents both informally and by means of a parental questionnaire. Comments are taken seriously and, where possible, action is taken.
- Parents are seen as an important element in the educational process and most are reported as fully involved in their children's learning.
- Links with and involvement of the community are good.
- There are effective contacts with other schools that benefit pupils when joining the school or when transferring to secondary schools. There are strong links through sporting and other extra-curricular activities.
- Annual progress reports are inconsistent in style and content. Some do not help parents understand how well their children are doing.

Commentary

33. The school places a high priority on the successful involvement of parents in all aspects of their children's education. Teachers and senior staff are on hand at the start and end of the school day to deal with any concerns parents may have. All staff encourage the parents to make contact at any time if they wish to discuss progress or other issues. Parents meetings are well supported and enable parents to discuss progress and achievements. The home/school contact book is highly rated by parents and serves as a good method of daily contact with home. Parents are consulted about academic or behaviour targets and are supplied with copies of the details twice a year. Parents are made to feel welcome in the school and are actively encouraged to help in class. The school has developed a very good range of initiatives to help parents develop skills. These include setting aside accommodation as a parents' room, access to the school nurse, as well as courses in mathematics and computing. A toddler group has recently opened for parents and children. The school's parent, teachers and friends association, is very active and has the full support and involvement of the school including teaching staff. This group makes a good contribution to the work of the school especially funding the purchase of resources.
34. The school has taken an innovative and successful initiative to bring together a range of professionals from other community groups and this is now being used as a model by other local schools. By agreeing with other agencies how best outside services can be delivered the results are proving to be effective. Services provided include support in the classroom, staff training in a range of skills, anger management, pupil personal development initiatives and support for projects.
35. Effective links are established between the school and parents who have pupils who speak English as an additional language and those from other minority ethnic groups. Regular meetings with teachers, the co-ordinator and parents mean that everyone is kept well informed about pupils' progress. The school has established effective links with the parents of pupils with special educational needs. The views of both parents and their children are actively sought through regular meetings with teachers and the special educational needs co-ordinator. This means that parents are kept fully informed about the progress their children are making.
36. Several teachers are available to talk to parents or people from the community after school in the playground and this has allowed the school to very effectively gain the confidence of all communities. Links with other schools and the community are strong and continue to develop. There are good links through sporting activities, for example, netball, football and tag rugby. Furthermore, the school has recently established links with a local secondary school through

the DfES¹ School Sport Co-ordinator programme. The school is represented at senior management level on a forum of cluster schools which meets regularly to establish co-operation in order to meet particular needs, for example, when pupils transfer between school. As a result effective systems have been put in place to ensure that there is a good awareness of pupils' needs and effective administrative arrangements at the time of transition.

37. The annual progress reports sent to parents are satisfactory. However, there are considerable inconsistencies in the style and content of the reports. Many reports do not include the National Curriculum topics that were covered or say what the pupil needs to do to improve. The school needs to review the reports to ensure consistency across the school.

LEADERSHIP AND MANAGEMENT

Overall the leadership and management are **good**. At the end of Hackbridge Primary's first year the leadership of the head teacher and senior management team is **good** and management is **effective**. The governance of the school is **good**.

Main strengths and weaknesses

- The leadership of the headteacher is very good and she is very committed to involving pupils and parents from all backgrounds in the school work.
- The senior management team leads the school well and has effectively managed the school through its first year.
- Governors are very supportive of the school and have enthusiastically managed the opening of the new school.
- Support for pupils with special educational needs and those who are learning to speak English as an additional language is well co-ordinated.
- Physical education is excellently led and managed.
- The role of the design and technology, geography, history, ICT and religious education co-ordinators are only satisfactorily established.

Commentary

38. A significant strength of the school is the leadership of the headteacher. She is responsible for setting up a school which aims to *"provide a secure environment in which all children and adults can learn and work together in a happy and caring community to enable everyone to achieve their best."* In just one year she has gained the respect of pupils, parents and staff by her unstinting effort to create a school that serves not only the pupils but also parents and the community effectively. Already a very good ethos and working atmosphere have been established. She has a very clear vision for the school which is to achieve high standards compared to similar schools and which also cares very effectively for pupils' emotional and personal development. Her drive with the support of all staff to achieve high standards means that most pupils make good progress.
39. Two deputy headteachers and three subject leaders form a good senior management team. The good teamwork and commitment to improvement that exist across the staff has enabled the school to establish a good school management and development plan. The senior management team works effectively to bring about improvement through self-evaluation, performance management and monitoring. Good teamwork among staff extends and reinforces the school's commitment to a positive atmosphere for learning, and to developing positive relationships among, and equal opportunities for, all pupils. The leadership and management of children under five are good. Children's achievements are carefully monitored and a broad and balanced curriculum is planned for them.

¹ DfES is the Department for Education and Skills

40. The governance of the school is good. Governors are well aware of the strengths and weaknesses of the school. They energetically supported its amalgamation and opening as Hackbridge Primary. The governors have helped to shape the aspirations of the school well in many aspects.
41. The financial management of the school is satisfactory overall. Money for pupils with special educational needs is used carefully to support their progress. The school's finance officer keeps good records of spending and provides the governors and headteacher with high quality information to enable them to manage the school's budget effectively. Best value for money is achieved satisfactorily through careful analysis of prices and estimates. The junior school was expected to have virtually no money left to pass on to the new school. Therefore, a rather restricted approach had to be taken to spending in the year before the new school opened resulting in a substantial budget 'underspend' which was brought forward from previous financial year. The school plans to spend this money on building a new community sports hall and further improving ICT resources. Pupils in the original juniors inherited a below average number of computers. It took six months for the school to create a working ICT suite for older pupils. There are plans to increase ICT resources for classroom use.
42. Subject leaders monitor the quality of teaching well with a member of the senior management team in English, mathematics, science, personal, social and health education and physical education. These co-ordinator roles are effectively developed. Findings from these observations inform the subject action plans written by each subject manager. There is a good system for appraising teachers, which underpins the school's performance management system satisfactorily. Teachers have individual targets, which are linked to their own professional development and the school's educational development plan. The headteacher and staff carry out effective induction training and work hard to keep new staff.
43. The co-ordinator for pupils who are learning to speak English as an additional language is good. Pupils' progress is effectively monitored against individual targets and is also linked to National Curriculum levels of attainment. Leadership and management of special educational needs are effective. The co-ordinator liaises well with staff to ensure that pupils receive appropriate levels of support so that they can make progress in their learning. The leadership and management of gifted and talented pupils are satisfactory.
44. A considerable strength of the school is leadership and management of physical education.

Example of outstanding practice

The co-ordinators enthusiasm means that the pupils are inspired to develop high standards and compete effectively in inter-school competitions.

Underpinning all this high quality provision is the excellent leadership of the subject co-ordinator. He has boundless enthusiasm and total commitment. Most of the after school activities and most of the school's successes in local competition are a direct result of his input. He has worked hard and with considerable effect to involve the local community in the sporting life of the school. Both Fulham and Crystal Palace Football Clubs have supported the school, as have Mitcham Rugby Club, The Sutton Pumas Basketball Club, Surrey County Cricket Club and the Cliff Richard Tennis Foundation. These organisations have provided expert coaching or have provided much needed materials. He has successfully encouraged sponsorship of the school teams so that all of them, for example, appear in smart school kits. The subject co-ordinator has had time to monitor teaching and to offer 'model' lessons to colleagues whose subject knowledge is not as comprehensive and these strategies have significantly contributed to the overall good quality of teaching throughout the school. His introduction of an assessment strategy for physical education is innovative, simple and highly effective, enabling teachers to identify exactly what each pupil can do and what they need to focus on in order to improve further.

45. The co-ordination of art and music is under developed because the subject leaders are new to their posts. All co-ordinators have analysed pupils' work. However, the subject leaders for

design and technology, geography, history, ICT and religious education are not clear about the standards pupils achieve or how to develop their skills in specific and achievable steps.

Financial information for the year September 2002 to March 2003

Income and expenditure (£)	
Total income	1 095 190.80
Total expenditure	973,686.86
Expenditure per pupil	2,617.44

Balances (£)	
Balance from previous year	121 503.96
Balance carried forward to the next	190,000.01

PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING AND SUBJECTS

AREAS OF LEARNING IN THE FOUNDATION STAGE

Provision in all areas of learning in Foundation Stage is **good**.

Main strengths and weaknesses

- Teaching is good which enables children to make good progress and achieve well in the Foundation Stage.
- Assessment of children is effective.
- Children quickly gain confidence and thoroughly enjoy their activities.
- Leadership and management of provision are good.
- More imaginative play activities could be developed for outside play areas.

Commentary

46. Overall children enter the Foundation Stage with well below average levels of knowledge and understanding in basic skills. Nearly half the children enter the school with rather limited understanding of language, literacy, numeracy and knowledge and understanding of the world. Children are carefully assessed when they start school and teachers and the teaching assistant regularly notes their achievements. Good record sheets track their progress throughout the nursery and reception classes. An analysis of children's work from last year demonstrates that children make good progress and achieve well in many areas of learning. Although children receive effective teaching a significant number of them do not achieve nationally expected standards for five year olds. So overall standards are below average when children leave the reception classes.

Personal, social and emotional development

47. Children attain good standards of personal, social and emotional development. Teaching in this area is good. The children who have only been in school a few weeks are often quiet and lack confidence in speaking to adults. One boy in the nursery class was particularly thoughtful to another child who was upset when he said, *"Come and play with me."* However, in the reception classes all children demonstrate a good degree of confidence in their approach to activities and daily routines. The majority of children show a good level of interest in their learning. For instance, they are keen to talk about the characters in a book about 'Kipper'. They settle quickly to their tasks and concentrate well for short periods of time. Most children behave well because of teachers' very high standards of discipline and management techniques. The majority of children are likely to achieve the expected goals for five year olds and standards are above average.

Communication, language and literacy

48. Children achieve well and make good progress in acquiring communication, language and literacy skills because of effective teaching and good provision. The teachers plan a wide range of opportunities for children to talk to adults and each other. Teachers take every opportunity to discuss moral issues such as being fair and sharing things. Effective methods are used when children take it in turn to say what they could do to help someone in the playground who cannot find any friends. Teachers interest children with 'Big Books' such as "Don't forget the Bacon" so that they learn to listen and concentrate well on learning to read. Resources are used effectively when children learn to write the letter 'C' by painting it and modelling the letter in plasticine. A reception teacher sets high expectations of children when she explains how they can write orders down on white boards in a pretend café. Although

most children are likely to attain the national expectations for five year olds a significant number will not. Therefore, standards are likely to be below average.

Mathematical development

49. Children make effective progress in mathematical understanding due to good teaching and effective provision. The teachers plan lots of practical activities to promote children's mathematical development. Every opportunity is taken by the teachers to reinforce children's counting skills and check their mathematical understanding through well-directed questions and assessment activities. Teachers use effective methods when they ask all children in the class to say the name of three-dimensional shapes aloud. Good use of open-ended questioning means that children learn to describe shapes using mathematical vocabulary. Although the majority of children are likely to achieve the national goals for mathematics a considerable number will probably not. So standards are below average in the Foundation Stage.

Knowledge and understanding of the world

50. Children's knowledge and understanding of the world develops well because the teaching of this area is good. They learn about the properties of materials such as sand, water and paint by handling and working with them regularly. Children learn how to attach materials together due to their experiences with glue and paper. Resources are effectively utilised when children in the reception class use the ICT suite for an hour a week. Good teacher knowledge means that children learn to use the computer mouse to draw pictures of toys, changing the colour of their brush effectively. A significant number of children find it difficult to identify similarities and differences between objects and activities they are working on. Although most children are likely to attain national expectations for five year olds a significant number are unlikely to. Therefore, standards are likely to be below average in reception and nursery classes.

Physical development

51. Provision and teaching are satisfactory. Children enjoy regular opportunities to be active in physical education lessons. Resources are used well when children move around the hall and learn to change speed when they hear a particular sound. Children make satisfactory progress when they learn to roll a large ball accurately to each other. They have satisfactory opportunities for outdoor play because they have two fenced playgrounds for children who are under five years of age. However, the range of equipment they use is rather limited and teachers do not plan imaginative activities for outside play areas. Although the majority of children's physical development meets national expectations for their age a considerable number of children do not and so standards are below average.

Creative development

52. Standards of children's creative development are average. The majority of children are in line to reach nationally expected levels for five year olds as a result of effective teaching and good provision. They enjoy listening to music and learning songs such as 'Sing a Song of Sixpence'. They confidently paint and create pictures. For instance, children explore colour and texture when they paint beautiful glove puppets of Humpty Dumpty. Creative skills are well developed when children create pictures of themselves in the reception class. Effective learning methods are used when children learn to combine materials to make a picture frame for a portrait. Inside the classroom teachers ensure that a good range of activities are planned to develop children's creative development. Activity corners in the reception classes are used particularly effectively. For instance, in one classroom a café is set up for children to play in.
53. The leadership and management are effective at developing a self-evaluating department.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision in English is **satisfactory** overall.

Main strengths and weaknesses

- The quality of teaching in Years 2, 5 and 6 is good.
- Assessment procedures and the tracking of pupils' progress are being well developed and the school is well placed to use these effectively for targeting additional support where it is most needed.
- The school has correctly identified that there are significant weaknesses in writing and the development of pupils' literacy skills which are impacting on standards and the achievement of pupils from Year 3 to 6.
- The satisfactory teaching observed in Years 3 and 4 is unlikely to bring about the necessary rate of progress in pupils' learning to impact on standards.

Commentary

54. Although standards are below national expectations in Year 6 there are signs of improvement as a result of the good and very good teaching pupils receive during Years 5 and 6, when they make good progress. The school has taken positive action to improve pupils' achievement by grouping them according to ability, so that teaching can be targeted more closely to pupils' needs. Standards in Year 6 are below average. The below average standards in Year 6 are because there are increasing numbers of pupils entering the school with poorly developed skills in language and communication and high numbers of pupils with special educational needs. Many of these pupils come from other schools during the year. The school is aware of this; they make good provision for pupils with special educational needs by identifying specific needs early and providing additional support to help pupils make good progress. However, the school is not yet meeting the needs of lower attaining pupils in Years 3 to 6 who do not fall into the category of special educational needs and who are capable of achieving higher standards. This is an area for development. The consistently good teaching in Year 2 ensures that pupils achieve well and as a result standards meet national expectations in both reading and writing.
55. There have been improvements in pupils' speaking and listening skills. The school is aware that speaking skills are underdeveloped and appropriate action has been taken to change this. Additional lessons for speaking and listening are in place and already there is some improvement. Increased use of drama to further develop pupils' skills has been correctly identified as a next step. Many pupils speak confidently. However, their limited range of vocabulary impacts on their ability to express themselves clearly which sometimes means that they are reluctant to participate in oral discussions. Class teachers consistently apply the school's system for rewarding good achievements. Teachers' records indicate that there has been effective progress in most classes speaking skills. However, all pupils are not consistently prepared to listen to their teachers and each other.
56. Many pupils were heard reading in lessons across the school which showed that standards are broadly in line with national expectations in Years 2 and 6. The school is working hard to improve pupils' reading skills. There is appropriate provision for pupils to read on a daily basis. Teachers set clear expectations that reading books are to be taken home and read regularly. Although guided reading sessions are well embedded in Years 1 and 2, this is not yet the case higher up the school and remains in the early stages of development. More able and average ability pupils read well. For instance, they are fluent, accurate and use expression effectively for meaning. Occasionally pupils will attempt to cover part of a word to help them. Lower attaining pupils do not have the skills to decode unfamiliar words and this extends to their not knowing, or showing insecure knowledge of, initial sounds and letter blends.

57. Standards of writing are average in Year 2 but below average in Year 6. The school has correctly identified writing as the key area for development. Pupils of all abilities from Year 3 to 6 have significant gaps in their knowledge of basic punctuation, grammar and spelling and standards are below average. The school recognises that missed opportunities to develop pupils' writing in other subjects is also impacting on pupils' achievement. Extended literacy sessions put in place to address identified weaknesses in writing are not yet having the desired impact. This is because some teachers in Years 3 to 6 are not fully up to speed in their knowledge of extended writing. Lower attaining pupils still do not have the necessary basic skills in order to move forward. The good questioning techniques used by teachers in Years 5 and 6 show that higher attaining pupils are being appropriately challenged in their use of complex sentences. However, the greatest barrier to learning is the inadequate amount of work produced by pupils of all abilities in many year groups. This is the result of rather low expectations on the part of class teachers. Handwriting and presentation are good overall. Good assessment sheets have been developed to enable teachers to set targets for pupils which are linked to National Curriculum levels of attainment. The co-ordinator has also produced some useful writing frameworks for pupils. Handwriting shows the development of a neat script and pupils' books are generally well cared for.
58. Assessment and tracking procedures are developing effectively, so that teachers, as well as senior managers, are able to track pupils' progress closely over time enabling accurate targets and predictions to be made. This is particularly useful regarding pupils requiring additional learning support. Regular assessments are carried out in reading, writing and spelling and outcomes are used to set and review termly group targets. However, there was limited evidence of these being used to direct teaching and pupils in lessons. When asked, pupils were not clear about their targets and are therefore not yet fully involved in their own learning. Marking is variable, and shows different expectations, which is not yet helping pupils to know how they can improve. Some marking provides very good support and challenge. For instance, in Year 2, appropriate evaluative comments and helpful suggestions guide pupils' progress well. Teachers evaluate lessons and are becoming confident in revisiting learning which is not secure; this is supporting pupils' learning effectively.
59. The subject leader is a good role model for all staff. She is a quality practitioner and offers clear leadership and effective management of English. She has a good knowledge of her subject area and understands fully what the issues are and how to bring about improvements. The school is well placed to take the next steps in raising pupils' achievement and standards across the school.

English across the curriculum

60. Opportunities to develop pupils' basic literacy skills in other subjects are being missed and this also affects the quality of learning in these subjects. Planning for teaching and application of literacy across the curriculum is underdeveloped. Frequently, support is given to lower attaining pupils so that their need to read and write is reduced. Across the curriculum, pupils write too little which further limits the practice of these skills and depresses achievement. There is appropriate emphasis within subjects on teaching vocabulary, but pupils' understanding and ability to express their ideas are not routinely underpinned within lessons.

MATHEMATICS

The provision for mathematics is **good**.

Main strengths and weaknesses

- Standards in Years 2 and 6 are average because of good teaching. Pupils achieve well.
- In Year 2 pupils' understanding of addition and subtraction is good.
- In Year 6 pupils use their multiplication skills effectively.
- Mathematics is effectively led and managed.

- Pupils' skills in data handling and use of ICT are underdeveloped.
- Teachers do not often give pupils time to reflect on what they have done well or consider how they could improve.

Commentary

61. Pupils enter Year 1 with below average levels of understanding in numeracy. As a result of effective teaching they make good progress and achieve well. This enables them to gain average standards in Year 2. Standards are average in the infants for problem solving, number, shape, space and measurement. A significant strength of pupils' knowledge is in their ability to use addition and subtraction. In the fourth week of the autumn term more able and average pupils investigate different ways to make twenty and thirty utilizing addition and subtraction well. An analysis of pupils' work from last year demonstrates that by the end of Year 2 the majority know their 2, 3, 4 and 5 times tables. Most Year 2 pupils can find half of a number of objects satisfactorily. The majority of Year 2 pupils measure accurately in centimetres and estimate amounts of liquid in millilitres. Pupils including those who are learning to speak English as an additional language and those from minority ethnic groups make good progress and achieve well.
62. Already in the fourth week of the autumn term average and above average Year 6 pupils use addition and subtraction skills well to solve two-step money problems to two decimal places. They use calculators well to check their answers. An analysis of last year's work shows that by the end of Year 6 pupils achieve well and gain average standards in all aspects of numeracy. A significant strength in pupils' knowledge is in their abilities to use multiplication. Most pupils multiply measurements accurately by two digits. The majority of pupils multiply lengths well to find the areas of complex shapes. More able pupils solve problems using ratio and proportion well. Less able pupils accurately solve simple division problems and identify properties of three-dimensional shapes. More able pupils measure and draw angles to one or two degrees of accuracy. Average pupils effectively measure angles to five degrees. Pupils with special educational needs achieve well and are supported effectively. Although most pupils use tally charts accurately, their understanding of data handling is underdeveloped. ICT is rarely used to support the teaching of mathematics.
63. Throughout the school teaching and learning are good. There are significant strengths in teaching. These include teachers' high expectations of pupils and the planning of lessons which make sessions interesting. For example, a Year 6 pupil leads the mental warm up and effectively takes the role of the teacher. This allows pupils to learn how to subtract large numbers accurately. Very effective learning methods are used when pupils record their written methods, discuss ideas with a partner and check their answers with a calculator. The teacher's high expectations in a Year 2 lesson mean that all pupils are well integrated into the session when they are asked to find as many ways as they can to calculate twenty. Pupils behave well, concentrate on tasks and co-operate with others due to teachers' high standards of discipline and management skills. However, there are few opportunities at the ends of lessons for pupils to reflect on their achievements or on how they could improve their work in the future.
64. Mathematics is well led and managed. The co-ordinator with the support of all staff is responsible for establishing good assessment activities. These enable pupils to make effective progress in numeracy and achieve above average standards compared to similar schools according to school self-evaluation. Even with an above average number of pupils with special educational needs, in most year groups, average standards are achieved in Year 2 and 6. An effective system of monitoring pupils' progress is established. The quality of teaching has been observed and evaluated effectively.

Mathematics across the curriculum

65. Numeracy skills are used satisfactorily in other subject areas. In Year 4 science work pupils measure the distances accurately when they investigate whether longer legged people jump further than short legged. In Year 1 pupils create an effective graph to show their favourite pets. Good links are developed between design and technology and numeracy when Year 2 pupils design and make a mathematical game.

SCIENCE

Provision in science is **good** overall. The subject was not a main focus for inspection, but evidence shows that the curriculum is covered effectively throughout the school and that teaching is good overall.

66. Teacher assessments of attainment of Year 2 pupils in 2003 were lower than the national average. However, from analysis of pupils' books and other inspection evidence, standards are currently average in Years 1 and 2. Standards are higher this year because of greater emphasis on oral and investigative work for the present Year 2 pupils. From the work in the pupils' books, standards meet national expectations in investigative activities, life and living processes, materials and physical processes. Pupils take pride in their work, and have particularly enjoyed carrying out investigations. For example, in one successful lesson, the pupils had to make and test various electrical circuits. They made good predictions as to which one would work.
67. Attainment in the national tests at the end of Year 6 in 2003 was above average. Indeed, the number of pupils reaching the higher Level 5 was good. Progress of pupils in the junior school is particularly effective. Planning and examples of pupils' work show that coverage of the subject is broad and well balanced. Previous learning is effectively built upon, and a variety of teaching methods are used to sustain the pupils' interest and motivation. Pupils now need to use information and communication technology more widely, to further challenge thinking and extend learning. Standards of work seen indicate that teaching and achievement are good.
68. Satisfactory use of literacy skills is made, and the majority of the pupils present work neatly. The teachers carefully plan work, in order to ensure that pupils of all abilities are continually challenged in their learning. Although individual output varies sometimes, their work is marked helpfully, with teachers' comments assisting individual pupils to move on in their learning and extend their thinking.
69. The subject is led and managed well with enthusiasm and expertise, and the development plan is appropriately detailed. Recently, some of the areas for development have been highlighted and subsequently improved, as in the case of practical investigations. The school is now working towards developing a more effective assessment system for science that will allow both pupils and teachers to track their progress on an individual basis.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in information and communication technology (ICT) is **not satisfactory**.

Main strengths and weaknesses

- Significant weaknesses in resourcing when the school opened have been successfully addressed.
- The subject is satisfactorily led and managed overall, but the new co-ordinator is particularly knowledgeable.
- Standards are below national expectations in Year 6.
- Classroom computers are underused throughout the school.

Commentary

70. Provision is satisfactory in Years 1 and 2. Despite some significant improvements in the last six months, provision in Years 3 to 6 is unsatisfactory. When the new school opened the number of computers in the juniors was well below average and insufficient to fully deliver the National Curriculum. This shortcoming was compounded by considerable difficulties staff faced in getting these computers to work. Indeed, for the first six months of the new school, the juniors' computer suite was out of use. Since then the computer-suite has been brought into action and new computers purchased, bringing the number of computers up to the level required to fully cover the National Curriculum. One impact of these difficulties is that the present Year 6 pupils are now covering the work normally expected of Year 5 pupils.
71. Standards throughout the school are not as good as they could be because teachers rarely use the computers that are available in every classroom. During the inspection there were many lost opportunities for pupils' knowledge and understanding to be extended through the use of ICT.
72. In Year 2, pupils know how to enter data and can save their work. They operate the mouse and cursor with skill and confidence. More able pupils retrieve their work and give instructions in order to make things happen. Pupils use word processing confidently, often developing ideas as they work. They present simple poems and make birthday party invitations. A feature of work in Year 2 is the inventive use of 'dazzle' to produce pictures in the style of famous artists such as Mondrian and Jackson Pollock.
73. The below average standards in Year 6 reflect the lack of hands-on experience pupils have had of using computers over an extended period. Keyboard skills, for example, are well below the standards normally seen in Year 6. Pupils in Year 6 use data handling to present accurate bar and tally charts. Pupils that took part in a residential trip at the end of last term made an impressive short digital film involving sound and animation, but opportunities of this quality are far too infrequent. Interviews with pupils in Year 6 indicate a limited knowledge of how to use the internet and e-mail and a narrow range of skills across all aspects of the subject.
74. Teaching during the inspection was satisfactory. Lessons in the ICT suites are well organised and proceed at a lively pace. Teachers' recent training in ICT is put to effective use as pupils' questions are answered with confidence and clear explanations. As a result, pupils in Year 6 make rapid progress in knowing how to operate spreadsheets and show increasing confidence in using different operations. A scrutiny of pupils' work, however, shows some shortcomings in teaching. Although there are some positive examples of ICT being used to support learning in other subjects, such opportunities are too infrequent.
75. Leadership is satisfactory. The recently appointed subject co-ordinator has a good grasp of the subject and is well aware of some of the present weaknesses. She is determined to tackle these shortcomings and has already improved both the resourcing of the subject and given colleagues the confidence to move forward. Provision has improved over the last six months and the school is well placed to continue this upward trend.

Information and communication technology across the curriculum

76. Whilst ICT is used occasionally to draw graphs in connection with mathematical work it is under used in other subjects.

HUMANITIES

History

77. Provision for history is **satisfactory**. During the inspection three history lessons were observed and pupils' work and displays around the school were analysed. Pupils reach national expectations in Year 2 and 6, developing satisfactory knowledge and understanding of the periods they study. In the junior school pupils are developing satisfactory skills in interpreting historical evidence and using primary source material, but this is underdeveloped in infant classes. Teaching observed during the inspection was satisfactory overall. There are strengths in Year 6 classes where teachers' good subject knowledge, high expectations and good support allow pupils to develop good attitudes to history. The teaching of history suitably develops writing skills, but insufficient use is made of ICT to present or research information. History makes a satisfactory contribution to pupils' social and cultural development. The subject leader holds the post on a temporary basis and is satisfactory overall.

Geography

78. Provision for geography is **satisfactory**. However, pupils' books in infant classes indicate that limited time is spent on some topics. Standards are therefore below the national expectations for pupils in Year 2. Pupils reach national standards in Year 6, but specific skills associated with maps are less strongly developed. Teaching is satisfactory overall. Many teachers use effective resources to develop pupils' geographical skills and support their learning with good subject knowledge. For example, pupils in a Year 2 class use aerial photos of the local area well to think about similarities and differences between Hackbridge and Camber Sands. The subject supports a satisfactory provision of pupils' social and cultural development. The subject leader for geography has satisfactorily monitored pupils' work, but has yet to investigate the quality of teaching through classroom observations.

Religious education

79. The provision for religious education is **satisfactory** across the school. Pupils explore a suitable range of faiths and develop positive attitudes to the cultural differences in our society through these lessons. Standards in the work seen and lessons observed meet the expectations for the locally agreed syllabus for pupils in Year 2 and Year 6. The depth of pupils' discussions in junior classes is sometimes good. Teaching is satisfactory overall with some **very good features**. In a Year 6 class, for instance, the teacher's very good specific knowledge about Jewish worship and use of a very good range of artefacts enabled pupils to learn well. This develops in pupils very good respect for, and tolerance of, other peoples' faiths. Religious education makes a suitable contribution to the development of literacy skills; however ICT skills are not used sufficiently to investigate topics or to present information. Religious education makes an important contribution to the spiritual and social development of pupils. It makes a very good contribution to the moral and cultural development of pupils. Religious education teaching plays a key part in the very good relationships that exist between the pupils, promoting respect for others and tolerance of differences. The subject leader for religious education has monitored pupils' work and has a satisfactory knowledge of the work being tackled. She has, however, not been able to monitor the teaching of the subject.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Art and design

Provision in art and design is **not satisfactory** overall.

Main strengths and weaknesses:

- Pupils enjoy art and design.
- Pupils in Years 1 and 2 make good progress and achieve well.
- Teaching in Years 3 to 6 lacks confidence and sound subject knowledge and as a result pupils are not making sufficient progress in developing basic skills over time.
- Standards in art are not sufficiently high across the school.

Commentary

80. Although art does not have a high profile throughout the school due to other recent priorities recently pupils clearly enjoy the practical nature of the subject and participate well.
81. The art and design curriculum is appropriately planned. There are some links with other subject areas, such as design and technology, history and music, but these need strengthening so that the subject is contributing appropriately to pupils' development and achievement across the curriculum.
82. In Year 2 pupils achieve well and standards are in line with those expected nationally. Good teaching with high expectations ensures that work is well annotated and dated so that progress can be tracked over time. Pupils learn a range of skills and techniques systematically which enables them to apply their knowledge well when working in different media, such as weaving in different formats, representing leaves in crayon, tissue paper and rubbings. There is less emphasis on self evaluation.
83. The good learning in Years 1 and 2 is not sufficiently developed in Years 3 to 6 and as a result standards of work seen are below average in Year 6. Pupils are not making satisfactory progress in their skills development; still life pencil sketches of a plant show underdeveloped observational drawing skills, pencil use and shading. Self portraits show insufficient teaching of facial proportions and attention to detail and as a result many drawings are immature and border on cartoons. Sketchbooks are not being used appropriately. Pupils are not being given opportunities to plan their work, to experiment and to evaluate their own work or that of famous artists; presentation is scrappy and work is generally undated and untitled, there are no notes or annotation of any consequence, self evaluation is limited, and marking is unsatisfactory, ranging from very limited to none at all. As a result sketchbooks do not provide an accurate and valuable record of work covered over time or demonstrate progress pupils are making. This indicates underdeveloped subject knowledge, lack of confidence and low expectations on the part of teachers.
84. Leadership and management of art is not yet well developed because the subject manager is inexperienced and very new to the role. She is enthusiastic and keen to develop the subject across the school. Assessment procedures are developing in line with whole school procedures but these are not yet fully embedded in practice so as to help teachers understand how well pupils are performing.

DESIGN AND TECHNOLOGY

Provision in design and technology is **not satisfactory** overall.

Main strengths and weaknesses:

- Pupils make good progress in their learning and standards are above average by the end of Year 2.
- Standards in Years 3 to 6 are below average.

Commentary

85. No design and technology lessons were seen during the inspection. Standards in Year 2 are above national expectations. Pupils are gaining good experience in designing and making and work shows sound understanding of the process. Examples of outstanding stick puppets and pull-along vehicles show good skills teaching, good attention to detail and high expectations of the finished product. Good teaching ensures that some very good planning is carried out on well designed worksheets, which include labelling diagrams and instructions, and self evaluation sheets, both of which are helping pupils to develop their writing skills. Marking and annotation are excellent and very supportive for pupils so that they know how well they are performing.
86. The good progress made in Years 1 and 2 is not well developed in Years 3 to 6. Sketchbooks show no evidence of a quality design process, planning of work lacks notes, annotation or any experimentation, there is no evidence of systematic self evaluation and presentation is scrappy. This indicates low expectations and ineffective teaching. As a result progress is limited and standards are below average.
87. The recently appointed subject manager has not yet had the opportunity to develop the role fully. Although pupils' literacy skills are satisfactorily used when younger pupils are writing evaluations, this aspect of their work is not well developed. The poorly developed use of sketch books does not make it easy for the manager to monitor planning, evaluation, presentation and marking undertaken so that strategies can be put in place to bring about the necessary changes. The school is aware of the need to further extend opportunities for cooking and the use of ICT in design and technology.

MUSIC

88. Provision in music is **satisfactory**. In singing, pupils' standards meet expectations. They enjoy singing, and do so tunefully and enthusiastically. Pupils have satisfactory opportunities to sing in different styles, and some are able to sing successfully in unison. The pupils also enjoy performing songs in school productions, and for the local pensioners. Some teachers' knowledge of the subject is good, which means that pupils are actively involved in lessons and motivated. Pupils listen thoughtfully to a range of musical styles, and are encouraged to discuss their feelings about what they hear. During the inspection, a number of lessons were observed where pupils were encouraged to think carefully about how and why music was written. Dance activities are well linked to music. The music scheme, which has been recently introduced, offers a wide selection of pre-recorded music representing different cultures and styles. Incidental music is played at the beginning and end of assemblies, creating a calm and reflective atmosphere, but teachers rarely discuss the pieces with pupils. In less successful lessons, teachers' lack of knowledge with regard to notation hinders overall progress. Opportunities to record pupils' work, ideas and subsequent progress in music need to be developed. Pupils' standards in composition are below average. The school wind band provides good support in assemblies, and pupils can learn to play a variety of instruments. A newly appointed music co-ordinator has clear ideas about how the subject should be taught. He is keen to monitor and evaluate standards within music as well as the effectiveness of the music scheme.

PHYSICAL EDUCATION

Provision is at least **good** throughout the school and **very good** for the oldest junior pupils.

Main strengths and weaknesses

- Standards in Year 6 are well above average in games and above average in dance.
- Leadership of the subject is excellent.
- A wide range of high quality activities outside the school day enriches pupils' learning.

Commentary

89. Pupils make a good start to their development in physical education in Years 1 and 2. In Year 1, for example, they learn to throw and catch a ball with skill and accuracy showing a clear awareness of correct techniques. In a dance lesson in Year 2, pupils move thoughtfully, adjusting their movements to the music and showing good control. Pupils achieve well and, despite a below average starting point, standards in Year 2 are in line with national expectations.
90. Pupils in Years 3 to 6 build on this positive start and good levels of achievement in each year group mean that, in Year 6, standards are well above average in games and above average in dance. Standards in gymnastics are somewhat constrained by the accommodation. Although the school has two halls, plus a further hall that is used as a gymnasium, all these halls are small and limit some gymnastic movements. Standards in swimming are average.
91. The high standards in Year 6 are exemplified by the school's outstanding success in local competitions. In all, the school won 14 trophies last year! These successes came in a wide variety of games including football, rugby, athletics and netball. A feature of these games is the equal participation of boys and girls. These high standards reflect the consistently good quality of teaching throughout the school, the wide range of after-school activities, superb support from the local community and the outstanding leadership of the subject co-ordinator who is the centre of all the school's good work.
92. Teaching is at least good and often very good. Teachers are effectively guided by a detailed scheme of work that ensures that pupils cover all aspects of the subject as they move through the school, gradually developing their skills. Lessons are well organised, very well resourced and proceed at a lively pace. Pupils' positive attitudes and determined approach contribute to the high quality of their learning. Pupils with special educational needs are actively involved in all activities and achieve as well as others.
93. The leadership and management of physical education are excellent.

PERSONAL, SOCIAL AND HEALTH EDUCATION

The provision for personal, social and health education is very good.

- Standards of personal, social and health education are above average from Year 1 to 6.
 - After-school activities are very effective at allowing pupils to socialise as well as develop healthy lifestyles.
 - Pupils make good progress due to effective teaching.
 - The leadership and management of personal, social and health education are good.
94. The school provides a very wide range of after-school activities that enable pupils to develop their social skills and extend opportunities for taking responsibility. The extensive number of team games that are organised gives older pupils the chance to meet and interact with pupils from other schools. Physical education has a high profile in the school, especially for older pupils and makes a very positive contribution to pupils' personal, social, health and citizenship

education. The school has a satisfactory policy that ensures that sex and relationship education as well as drug and alcohol abuse are adequately covered.

95. Standards are above average in Year 6 due to good teaching. In a good lesson a Year 2 teacher used imaginative methods when she asked pupils to talk to a partner before they spoke to the class. This means that pupils learn to speak confidently about bad behaviour. Moral provision is very effective when these sessions are used to teach pupils about what is good and bad behaviour. One Year 2 pupil demonstrated above average awareness of moral development when he said, "If someone hurts you, it's not a good idea to hurt him or her back". Most Year 2 pupils could draw and write about a variety ways that people behave well and badly in school.
96. Personal, social and health education is well led and managed. The co-ordinator has effectively established this subject in just a year as a very important aspect of the curriculum. She has monitored the curriculum well and analysed pupils' books. All teachers have been given effective guidance on how to teach the subject and a good scheme of work ensures that pupils are suitably challenged from the youngest to oldest pupils.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	3
How inclusive the school is	2
How the school's effectiveness has changed since its last inspection	N/A
Value for money provided by the school	3
Overall standards achieved	4
Pupils' achievement	3
Pupils' attitudes, values and other personal qualities	3
Attendance	5
Attitudes	2
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	3
The quality of education provided by the school	3
The quality of teaching	3
How well pupils learn	3
The quality of assessment	3
How well the curriculum meets pupils needs	4
Enrichment of the curriculum, including out-of-school activities	2
Accommodation and resources	4
Pupils' care, welfare, health and safety	2
Support, advice and guidance for pupils	2
How well the school seeks and acts on pupils' views	4
The effectiveness of the school's links with parents	3
The quality of the school's links with the community	3
The school's links with other schools and colleges	3
The leadership and management of the school	3
The governance of the school	3
The leadership of the headteacher	2
The leadership of other key staff	3
The effectiveness of management	3

Inspectors make judgements on a scale: excellent (grade 1); very good (2); good (3); satisfactory (4); unsatisfactory (5); poor (6); very poor (7).

