



Hook Lane Primary School

Inspection Report

Unique Reference Number 101409
Local Authority Bexley
Inspection number 286052
Inspection dates 11–12 October 2006
Reporting inspector Peter Thrussell

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Primary	School address	Faraday Road
School category	Community		Welling
Age range of pupils	3–11		DA16 2ET
Gender of pupils	Mixed	Telephone number	020 8303 3839
Number on roll (school)	396	Fax number	020 8298 0313
Appropriate authority	The governing body	Chair	Mr S Brooks
		Headteacher	Mrs C Richmond
Date of previous school inspection	15 April 2002		

Age group 3–11	Inspection dates 11–12 October 2006	Inspection number 286052
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Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

Hook Lane is a larger than average primary school. Almost a third of the children attending the Nursery transfer to another local school at the end of their nursery education. The majority of pupils are from British White backgrounds, with an average percentage from minority ethnic groups. The proportion of pupils with learning difficulties and disabilities is above average.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 2

Hook Lane provides a good standard of education for its pupils. This reflects the clear vision and hard work of the headteacher, deputy and senior management team which promotes both personal and academic success. Pupils achieve well to reach above average standards.

From the time they start in the Nursery, and throughout the school, pupils show a high level of enjoyment. This is down to lessons 'being fun'. One parent commented, 'They are happy and so am I'. Enthusiasm and positive attitudes to learning are promoted through a well planned and enriched curriculum. A highlight of the week is the time on Friday afternoon when all take part in a range of activities such as cooking, gardening, sports and challenges, which pupils say 'seem difficult at first'. Pupils value the fact that they are fully involved in the life of the school. Excellent work done by the school council on behaviour rules has contributed to pupils' very good behaviour. They are encouraged to be involved in their own learning. Pupils mostly know their individual targets and understand how these help them to improve their work. Children in the Nursery are delighted when their successes are shown on an 'I can do' display. Where pupils have particular needs, whether personal, social or academic, the school provides a very high level of care and support, enabling these pupils to be fully included in the life of the school. This support draws effectively on the school's strong links with parents and other agencies. A strong focus on pupils' personal development, including a good understanding of healthy and safe lifestyles, contributes well to their academic success and preparation for later life.

When pupils enter the Nursery, they generally have weak personal and social skills. They very quickly settle into school. Through well organised and stimulating activities, which provide opportunities for personal choice and exploration, they quickly develop these and other skills. At the end of the Foundation Stage the majority of children have achieved the learning goals expected at this age. This good progress continues in Years 1 and 2 and by the end of Year 2 standards are just above average. Progress has been slower in Years 3 and 4 where some weaker teaching has been identified. Very good teaching in Years 5 and 6, characterised by good pace and well planned work has enabled pupils of all abilities to make up lost ground. By Year 6, standards overall are above average, showing good achievement from their Year 2 results. Effective leadership has ensured that action taken since the last inspection has raised standards in English. Well structured guided reading sessions and the introduction of a phonic programme have raised standards in reading; better planning and preparation for writing, regular checks on pupils' writing and topics of interest to boys have improved writing standards and helped to address the weaker progress of boys. Standards in mathematics are not as high, with pupils not achieving as well as in English. More recent well planned action to remedy this has yet to show significant improvement. Weaker teaching has been identified and further support and training given, particularly by the leading mathematics teacher now working in Year 3 alongside other new teachers in Years 3 and 4. A more practical approach to the subject is being encouraged.

Given the school's good monitoring and evaluation procedures, and its effective action, it currently has a good capacity to improve.

What the school should do to improve further

- Carefully monitor the actions planned to raise standards in mathematics to ensure that they are fully effective.

Achievement and standards

Grade: 2

Overall standards are above average and achievement is good. Children make good progress in the Foundation Stage and in Years 1 and 2, so that by Year 2 standards in reading, writing and mathematics are just above average. Progress has been variable in Years 3 to 6 although by Year 6 pupils have achieved well and reach above average standards in English and science. There is a weakness in mathematics where pupils do not perform as well as in other subjects, attaining only broadly average standards. Year 6 pupils met their English and mathematics targets in 2006. More challenging targets have been set for 2007 and if met will show good achievement in both English and mathematics. Challenging and well focused teaching is keeping them on track to achieve these. Action taken to raise standards in English has been effective. Progress in mathematics is now being more carefully monitored and planned actions are beginning to bring about improvements, particularly in the quality of teaching mathematics in Years 3 and 4.

Personal development and well-being

Grade: 2

Personal development and well-being are good. Pupils thoroughly enjoy school, behave very well and are confident. Attendance is average and the school continues to work to improve this. Incidents of bullying are rare and pupils feel safe and secure. They know how to keep safe and that any unpleasantness is dealt with swiftly and fairly. Spiritual, moral, social and cultural development is good. Assemblies are well planned, provide a sense of occasion and a time for reflection; pupils find out about and learn to understand people who are different from themselves. Many responsible jobs are undertaken by pupils such as the Games Gang where 'we make sure that the little ones have someone to play with'. There is some involvement in the wider community through activities such as the yearly entertainment put on by year 6 for local senior citizens. Pupils understand and start to adopt healthy lifestyles through topics on health, school meal choices and the wide variety of sports offered, including football where pupils benefit from professional coaching. Pupils effectively develop the skills and qualities that prepare them well for later life.

Quality of provision

Teaching and learning

Grade: 2

Teaching and learning are good. Despite the school's regular monitoring of lessons, some variation still remains in the overall quality. Enjoyment and participation by all pupils are key elements. They are sometimes bursting with enthusiasm to answer questions. Every pupil has a learning partner and discussion is seen as an important part of learning. Teachers plan lessons well and provide clear learning objectives. These are shared well with pupils and bring out links to reinforce previous learning. Lessons are generally fast-moving and well-structured, keeping a hold on pupils' interest and concentration throughout. In many lessons interactive white boards are used well and help to keep pupils engaged. Activities are generally well prepared and fully involve teaching assistants; they challenge different ability groups, enabling all to make good progress. Teachers have good relationships with their pupils, with a firm hand on classroom management. Where lessons are linked to real situations, for example work on percentages linked to VAT, this adds relevance to learning. Teachers assess pupils' progress well during lessons and use this information to adapt future plans.

Curriculum and other activities

Grade: 2

The curriculum is good and meets the needs of all the children. Particular attention has been paid to literacy and numeracy. Planning for these is fully in place and regularly reviewed. The school is moving towards a more creative curriculum which develops pupils' skills across subject boundaries but has more work to do on this. For example a year 3 class wrote a report on teeth, linking their learning in science and English, after a visit from a dentist. Good attention is given to pupils' personal development both through lessons and the opportunities to take a full part in the life of the school. A good range of well attended clubs provides good opportunities for social development and further enjoyment. Many visits and visitors and themed weeks, such as an International and Citizenship week help to bring learning to life. Links with other schools provide French tuition and an active sports partnership.

Care, guidance and support

Grade: 2

Care, guidance and support are good. Very good care helps pupils to feel secure and to value themselves and each other. For some this starts with the early morning breakfast club. Staff are vigilant about safeguarding pupils and procedures for child protection and risk assessments are fully in place. The support for pupils with learning difficulties is good and well-managed. Early identification and well prepared individual plans enable these pupils to make good progress. Those with social and behavioural difficulties are also well supported. A nurture group helps to maintain some very needy children in mainstream schooling. Pupils are guided well in their learning. All from the

youngest have targets for improvement. Where these are known by pupils and referred to in lessons, they encourage pupils to do their best.

Leadership and management

Grade: 2

Leadership and management are good. The school carefully monitors its work and accurately evaluates this, identifying appropriate areas for improvement. Pupils' progress is regularly monitored and challenging end-of-year targets set for all pupils to achieve. This monitoring enables the school to provide further support where pupils are falling behind and to look at reasons for this, including the quality of teaching and learning. Regular classroom observations provide teachers with areas for improvement as well as listing their strengths but this has yet to fully eliminate some weaker teaching. Good opportunities are provided for professional development. Weaknesses in teaching in Years 3 and 4 have resulted in planned staff movement, which is already redressing the situation. Governors are supportive of the work of the school and have a good understanding of its performance, enabling them to ask searching questions. The school has good links with parents who are encouraged to take a full part in their children's learning.

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Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2
How well does the school work in partnership with others to promote learners' well-being?	2
The quality and standards in the Foundation Stage	2
The effectiveness of the school's self-evaluation	2
The capacity to make any necessary improvements	2
Effective steps have been taken to promote improvement since the last inspection	Yes

Achievement and standards

How well do learners achieve?	2
The standards ¹ reached by learners	2
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and disabilities make progress	2

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2
The extent of learners' spiritual, moral, social and cultural development	2
The behaviour of learners	2
The attendance of learners	3
How well learners enjoy their education	2
The extent to which learners adopt safe practices	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	2
How well are learners cared for, guided and supported?	2

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively performance is monitored, evaluated and improved to meet challenging targets	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Text from letter to pupils explaining the findings of the inspection

I am writing to let you know what we found when we visited your school. Thank you for taking part in the inspection. We spoke to many of you during our visit and you were always interesting to talk to and helpful. You spoke enthusiastically about enjoying school and all of the things you take part in. We decided that Hook Lane is a good school.

We liked these things the most:

- You do well in your work, particularly in reading and writing.
- You really enjoy school, feel safe and are interested in all the things you do.
- The school is very caring and looks after you well.
- You understand the importance of eating the right things and taking plenty of exercise.
- The school provides many clubs and other enjoyable activities for you to take part in.
- The school listens to you when you suggest how things could be better.
- You value being given responsibilities. We were impressed with the Games Gang. One of you commented, 'Its great. You help the little ones to play games and help them if they're on their own'.
- Your headteacher and other staff are doing a good job.

We have asked the school to work on this now:

- Check that the actions it is taking to help you do better in mathematics are working well.

Thank you again

Yours sincerely

Peter Thrussell

Lead Inspector