

# Hacton Primary School

## Inspection report

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<b>Unique Reference Number</b>	102277
<b>Local Authority</b>	Havering
<b>Inspection number</b>	286325
<b>Inspection dates</b>	24–25 May 2007
<b>Reporting inspector</b>	Mary Summers

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

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	417
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr S Aitkin
<b>Headteacher</b>	Mr N Emes
<b>Date of previous school inspection</b>	2 July 2001
<b>School address</b>	Chepstow Avenue Hornchurch RM12 6AU
<b>Telephone number</b>	01708 443991
<b>Fax number</b>	01708 443991

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<b>Age group</b>	3–11
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## Introduction

The inspection was carried out by four Additional Inspectors.

## Description of the school

This large primary school serves pupils from the local community. Most pupils are from White British families and the remainder comprises a wide range of minority ethnic backgrounds. Few of these pupils are in the early stages of learning the language. There are more pupils with learning difficulties and disabilities than found in most schools because the school has a unit which supports those with hearing impairment. These pupils travel to the school from all over the borough.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 2

Hacton Primary is a good school with some outstanding features. Pupils make good progress and leave the school at the end of Year 6 with levels of attainment which are above those expected for their age. Raising standards in writing has been a priority for the school over the past year and the strategies introduced are showing signs of success.

Teaching is good. Teachers set clear targets for individual pupils in writing and mathematics. Pupils relish these challenges and work hard to achieve them. They concentrate well because teachers present lessons in interesting ways, often using computer technology to help them. Behaviour is good. Pupils cooperate well in class and play together happily in the playground.

The school cares for its pupils well, helping those with medical and emotional problems as well as those with learning difficulties and disabilities. Outstanding support is provided for pupils with hearing impairment and they are able to take a full part in everything the school offers. Provision in Nursery and Reception is good. Children enjoy a wide range of interesting and often exciting experiences, and a good balance between activities they choose for themselves and those led by adults.

Staff have worked very hard this year to develop more links between subjects and this has resulted in an outstanding curriculum which enthuses and excites the pupils. Pupils really enjoy all the visits and activities organised for them. Most attend regularly but there is a significant number of pupils who are taken out of school during term time for extra holidays. This means that they miss important parts of their education.

A good system has been introduced to track pupils' progress systematically as they move between Years 1 and 6. This is helping to identify pupils who are underachieving or those who are capable of higher levels of challenge. The school is in the process of extending this system to the Foundation Stage so that children's needs can be identified and met even more effectively than at present.

The senior leaders have built a cohesive and enthusiastic staff team that is committed to developing provision so that standards can continue to rise. They have an accurate view of the school's performance and show a good capacity to improve in the future. Excellent links with parents and outside agencies contribute greatly to pupils' good progress. Governors support the school's work well and fully meet their statutory responsibilities. Parents appreciate all the school's efforts on behalf of their children. As one parent wrote, 'Hacton isn't just a school - it's a community. I am a very proud parent of Hacton.'

### What the school should do to improve further

- Work with parents to reduce the number of authorised absences.
- Extend the systems in place in Years 1 to 6, to track pupils' progress more effectively in Nursery and Reception.

## Achievement and standards

### Grade: 2

Children start in the Nursery at levels which are in line with those expected for their age. They achieve well throughout the school. They receive a good start to their education in Nursery and Reception and transfer to Year 1 at levels which are above those expected for their age.

Pupils continue to make good progress in subsequent years and reach standards in Year 6 that are generally above those expected nationally. Standards in writing are average, although these are beginning to rise. The school identified that boys were not making as much progress in writing as they might and has introduced strategies to make literacy teaching more relevant and interesting to them. More pupils than in most schools reach the higher levels in the national tests in Year 6, especially in reading, mathematics and science.

Pupils with learning difficulties do well. This is borne out by their results in national tests which are much higher than for their counterparts in schools across the country. Pupils with hearing impairments often make outstanding progress because of the support they receive from specialist staff and from class teachers generally. The few pupils for whom English is an additional language also achieve well. They often do better than their English speaking peers, especially in Year 6.

## **Personal development and well-being**

### **Grade: 2**

Pupils' personal development and well being are good. Pupils really enjoy school, participating enthusiastically in the wide range of activities on offer. They are polite, friendly and trustworthy. They develop high levels of independence and maturity, helping the school to run smoothly, and taking an active part in supporting the local and wider communities. Older pupils, for example, act as 'boredom busters' and as monitors around the school.

Pupils' spiritual, moral, social and cultural development is good. Their cultural development is supported very well through the curriculum, visits and visitors. Pupils' excellent understanding of healthy lifestyles is reflected in their enthusiastic and energetic participation in physical activities, including those at lunchtime and after school, and in their choice of snacks and lunches. Playtimes are very happy, sociable occasions and pupils are not afraid to take measured risks. They know exactly what to do if bullying occurs although they say that such instances are rare. Pupils' very good work habits, social skills and basic skills means they are well prepared for their future education. Although attendance has improved in recent years, and is now satisfactory, too many pupils take term time holidays.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

Teaching and learning are good. Teachers have high expectations of what pupils can achieve and manage their classes well. Calm working environments and clear guidelines for acceptable behaviour mean that little time is wasted and pupils are able to concentrate fully on their work. Teachers plan their lessons well and present them enthusiastically, quickly engaging pupils' interest and attention. In Year 1 for example, skilful teaching and lots of praise and encouragement helped pupils to retell the story of 'The Three Little Pigs' to their classmates in French and British sign language. Teachers' effective use of computer technology adds extra interest to lessons and provides a good visual resource for those learning English as an additional language and those with hearing impairments.

Teaching assistants are an invaluable asset to the staff team. They are well trained and extremely competent and play a large part in helping pupils with learning difficulties and disabilities take a full part in lessons and in school life generally. They are well briefed by teachers and very clear about their role within the learning process.

Staff across the school have been working hard to ensure that they use the good levels of ongoing assessment information to help them plan lessons which meet the widely differing needs of pupils in their classes. This aspect of teaching is currently satisfactory. However the school has rightly identified this as a continuing priority in its drive to raise standards even further.

## **Curriculum and other activities**

### **Grade: 1**

The curriculum is outstanding. It is imaginative, relevant and stimulating, and captures the interest of all the pupils in the school. This is as a result of a strong push this year to link subjects, and provide as many opportunities as possible for pupils to practise their literacy skills within meaningful situations. In Year 4 for example, pupils wrote sensitive poems about 'The Story of the Willow Pattern,' after studying aspects of China. They designed their own plates to depict the story, carefully depicting the scenery and characters in the traditional Chinese style.

Very good use is made of visits and visitors to make the curriculum even more exciting and increase pupils' motivation. Special weeks such as the 'Language and Culture' week bring learning to life through music, art, drama and dance. Provision in sport and French are particular strengths within the school curriculum and make a positive contribution to pupils' health and cultural development. A significant number of pupils attend the extensive range of clubs and activities available to them outside the normal school day. Staff and parents give willingly of their time to run these clubs, showing high levels of commitment to the school.

## **Care, guidance and support**

### **Grade: 2**

Care, guidance and support are good. Staff are vigilant in ensuring pupils' safety and this contributes to pupils' readiness to learn. Excellent support is provided for vulnerable pupils, including those who attend the unit.

There are good procedures in place to monitor pupils' progress and this information helps teachers identify pupils who are underachieving or are capable of higher levels of challenge. These systems are not yet in place in Nursery and Reception and make it difficult for the school to accurately check children's progress and take appropriate action. There are good systems for encouraging pupils to behave well and work hard and pupils are regularly rewarded for their efforts and successes. Systems to monitor attendance are good but not enough is done to discourage parents taking their children out of school during term time.

## **Leadership and management**

### **Grade: 2**

The school is well led and managed. Senior staff have a clear and accurate view of provision and where it needs to develop. They have created a strong culture of self-improvement amongst staff which has led to some successful innovations in the past few years. A major focus on developing the curriculum, for example, has led to outstanding range of opportunities for the pupils. Subject coordinators have contributed well to this by gaining a clear view of provision and giving good levels of advice and support to colleagues. They are now beginning to evaluate the impact of their work on raising standards. Governors perform an effective role, gaining

good levels of information which enable them to hold the school to account by asking questions about different aspects of provision.

The headteacher provides a very effective lead, but there are also great strengths in the coordination of assessment and the provision for pupils in the hearing impaired unit. Improved assessment procedures are beginning to have a good impact on pupils' achievement, especially in Years 1 to 6. However, the lack of such systems in Nursery and Reception makes it difficult for senior staff to monitor the progress that children make in these classes and ensure that their different needs are identified and met effectively.

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## Annex A

## Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	<b>School Overall</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	2
How well does the school work in partnership with others to promote learners' well-being?	1
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

<b>How well do learners achieve?</b>	2
The standards <sup>1</sup> 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

<b>How good is the overall personal development and well-being of the learners?</b>	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	1
The extent to which learners adopt healthy lifestyles	1
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

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	2
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	1
<b>How well are learners cared for, guided and supported?</b>	2

<sup>1</sup> 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.

## Annex A

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	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

11 June 2007

Dear Pupils

Inspection of Hacton Primary School, Hornchurch, RM12 6AU

Thank you all so much for your very warm welcome during our recent visit. The other inspectors and I really enjoyed spending time in your school, watching you working in lessons and chatting with you in the playground and the dining hall. Everything we saw convinced us that you go to a good school.

These are some of the things that we especially liked.

- You all work very hard and achieve well - the standards you reach in the Year 6 national tests are higher than in most schools.
- The teaching is good and helps you to learn lots of new skills.
- You are growing up as confident, polite, well-behaved young people who enjoy learning and know how to keep safe and healthy.
- Teachers and other adults take great care of you and give you help if you need it.
- Adults organise lots of exciting events and activities for you to enjoy, including all the clubs at lunchtimes and after school.
- The people in charge do a good job in running the school.

There are a couple of things we think that could be even better.

- Attendance rates need to be higher. Too many children miss important parts of their education because they take extra holidays during term time.
- Adults need to check the progress of children in Nursery and Reception just as carefully as they do in the rest of the school to ensure that they are making enough progress.

I know that you all get on really well with your teachers and will do all you can to help them make the improvements we have suggested.

Yours sincerely

Mary Summers Lead Inspector