

# Hatfeild Primary School

## Inspection report

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<b>Unique Reference Number</b>	102632
<b>Local Authority</b>	Merton
<b>Inspection number</b>	286445
<b>Inspection dates</b>	13–14 February 2008
<b>Reporting inspector</b>	Alison Thomson

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	488
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr M Bradshaw
<b>Headteacher</b>	Mrs A Richards
<b>Date of previous school inspection</b>	7 October 2002
<b>School address</b>	Lower Morden Lane Morden SM4 4SJ
<b>Telephone number</b>	020 8337 1332
<b>Fax number</b>	020 8330 0859

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<b>Age group</b>	3–11
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## Introduction

The inspection was carried out by three Additional Inspectors.

## Description of the school

Hatfeild is a larger than average primary school. The number of pupils eligible for free school meals is low. The percentage of pupils from minority ethnic groups and those who do not have English as their first language is high. The percentage of pupils with learning difficulties and disabilities is lower than average, although the proportion with a statement of special educational need is high. The school has had considerable disruption recently due to flooding.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 2

Hatfeild Primary is a good and improving school. The vast majority of parental comments are positive and their views are captured by the comments, 'Hatfeild is a school which is at the heart of the community' and 'Hatfeild is a brilliant school both for pupils and parents'.

Pupils achieve well during their time in school regardless of their background or prior attainment. Standards are improving and are now securely in line with those seen nationally by the end of Year 6. This represents good progress overall as attainment on entry is slightly below that expected of that age group. Children get off to a good start in the Foundation Stage, because of the well thought out curriculum, good teaching and the good care and support they get from adults. Progress, however, is not uniform throughout the school and is satisfactory overall, rather than good, during Years 1 and 2. Progress in reading is good and improving. However, progress in mathematics is less strong in these years because of the limited opportunities for problem solving.

Throughout the school, pupils' personal development, including their spiritual, moral, social and cultural development is good. They have good relationships with teachers, behave well and work well together in class. They have a good understanding of the importance of being healthy, they feel safe, and know that their opinions and views are valued. They appreciate the opportunities they have to take on responsibility. When asked to describe their school, pupils commented, 'A friendly school', 'Excellent because we get our say and the teachers are really helpful and nice' and 'It's great, it's fun and there is good food'. All pupils receive good care, support and guidance. The curriculum is good and tailored well to the needs of all pupils. The overall quality of teaching and learning is good, but in a minority of lessons the work is not always well matched to the needs of all pupils. The school is aware of where teaching is less effective and is taking steps to share good practice. Teaching assistants are used well to support pupils with learning difficulties, those with disabilities and those pupils for whom English is not their first language.

The school has undergone considerable upheaval following a flood in July 2007. This has presented it with huge challenges which it has worked hard to overcome. This has been managed very well so that the disruption to learning has been minimal. The headteacher, ably assisted by her deputy, has brought about changes to the organisation of the senior leadership to ensure a whole-school focus on improvement. Whilst many strategies are in their early stages, there is already some evidence of impact. For example, progress seen in lessons during the inspection was judged to be good. However, there is not a clear enough focus on the use of assessment to ensure that all pupils know how well they are doing and how they can do even better work. Assessments in the Foundation Stage are not monitored well enough to check that they accurately measure how well the children are doing. Governors provide effective support for the school, particularly in managing change. The school is not complacent and there is a common purpose amongst staff in wanting to raise standards and provide the best possible education for the pupils.

## Effectiveness of the Foundation Stage

### Grade: 2

Parents recognise and appreciate the good quality of provision in the Foundation Stage and the fact that children get off to a good start in school. Children start the Foundation Stage

with levels that are slightly below the levels expected for their age. By the end of the reception year, standards have risen and most children are working at the levels expected for their age. They make good progress because there is a committed and dedicated staff team that ensures children are well looked after and have access to an enriched curriculum which keeps them purposefully engaged. Children benefit from the provision of valuable learning opportunities which facilitates their awareness of number operations, early reading skills and an awareness of living things around them. Children behave well and they are confident and articulate. They develop good social skills and interact well with each other. This was seen to particularly good effect during an exciting Chinese restaurant role play session. The teachers in the Foundation Stage support each other well; however, no-one has a specific responsibility for assessment. This means that there are not secure procedures to check the accuracy of assessments and to use the information to monitor children's progress.

### **What the school should do to improve further**

- Raise attainment in mathematics in Years 1 and 2, particularly in relation to problem solving.
- Embed the use of assessment with a clear focus on ensuring all pupils know how well they are doing and how they can do even better work.
- Ensure that there is moderation of Foundation Stage assessments and that the information is used to check children's progress.

## **Achievement and standards**

### **Grade: 2**

Pupils make good progress during their time in school, and this includes pupils with learning difficulties and disabilities and those from minority ethnic groups. Attainment on entry to the school in the Nursery is slightly lower than usual for this age group. Children make good progress in the Foundation Stage. By the end of the Reception year, the majority attain the expected goals for their age, in most of the areas of learning. Pupils make satisfactory progress in Years 1 and 2 and by the end of Year 2 standards overall are in line with those seen nationally. Compared to standards in reading and writing, standards in mathematics are less strong. This is due to limited opportunities for real life problem solving and some shortcomings in matching work with pupils' needs in some classes. The school is already working on the planning for mathematics so that it contains more opportunities for investigation and problem solving. Progress from Year 2 to Year 6 is good. Standards at the end of Year 6 have been steadily improving over the last two years. Overall, they are securely in line with those seen nationally, with standards in science that are higher than average. Pupils are well prepared for the next stage in their education.

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

### **Grade: 2**

Pupils like their school because they enjoy their lessons and feel their teachers help them a lot. One parent summed up the views of many saying, 'Hatfield is a caring and friendly school. Another parent said her son was 'so happy he runs into school'. Pupils relate well to each other and to staff because there is a shared ethos of respect. Pupils behave well, enjoy learning and take a pride in their school and in their work. They understand how to stay safe and healthy. Good opportunities are provided for them to contribute to life in school and they undertake responsibilities such as monitors with pride. Playground buddies and learning buddies are much valued and they provide friendship and support to other pupils when needed. Pupils' spiritual,

moral, social and cultural development is good. They are encouraged well to learn about other cultures and ways of life around the world as well as exploring the history and culture of their own country and local community. Attendance is monitored well and the school works diligently to encourage all pupils to come promptly and regularly to school.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

There is much good practice within the school, which is now beginning to be shared. Teachers show enthusiasm for their subjects and plan their lessons well with appropriate and varied activities. Information and communication technology (ICT) supports learning well, particularly the use of the interactive white boards. There are good relationships between the pupils and the teachers, and the large majority of pupils show respect for each other. Appropriate emphasis on developing language in all subjects helps pupils to understand the main topic while improving their literacy skills. Teaching assistants work well with pupils who have learning difficulties and disabilities and those who do not have English as their first language, so that their achievement matches that of their peers. In a minority of lessons, where teaching leads to learning that is less secure, there is a lack of pace and challenge and the work is not always matched well to the needs of all pupils. Whilst marking is carried out regularly, it does not always inform pupils clearly about how to improve their work. In an excellent lesson on the Warsaw Uprising, pupils were guided to assess their own learning, that of their peers and to focus on specific points for improvement.

### **Curriculum and other activities**

#### **Grade: 2**

The curriculum provides a wide range of interesting and exciting learning experiences that enhance the pupils' academic achievement and their overall development. Increasingly, there are innovative links between subjects that allow good opportunities for pupils to make lively creative responses through writing, music, arts and sports. This was seen to particularly good effect in the improvement in boys' writing. ICT is used effectively to support learning across all subjects. The curriculum is carefully adapted to match the needs of all pupils whatever their ability or prior attainment, but this is not implemented consistently by all teachers. Pupils benefit from a wide range of enrichment activities, such as educational visits to museums and galleries. They enjoy the specialist visitors to the school. Many pupils participate in the good range of lunchtime and after-school clubs. 'We've even got allotments and judo', said one pupil. Many pupils participate in local sporting events which promote strong community links.

### **Care, guidance and support**

#### **Grade: 2**

Pastoral care is good. Pupils are well known to staff and their care is a high priority. Pupils know they can confide in an adult and that their concerns will be treated seriously. Clear behaviour boundaries encourage pupils to behave well but rare instances of poor behaviour are managed well by staff. All safeguarding requirements are met well. Links with outside agencies are very good so extending the effective care provided in school for pupils. Guidance for pupils with learning difficulties and/or disabilities is carefully organised and monitored so they make the same good progress as other pupils. Staff work well in curriculum teams to

ensure better consistency throughout the school to improve the quality of marking and identify areas for improvement. Guiding pupils in their academic progress, although at an early stage, is becoming increasingly effective. Most pupils have a range of targets to help them make better progress. However, not all pupils have a clear enough understanding of how well they are doing and what they need to do to improve their work.

## **Leadership and management**

### **Grade: 2**

The school has moved forward considerably under the strong leadership of the headteacher and is in a good position to improve further. The school has managed the impact of being flooded particularly well to minimise disruption to the pupils' welfare and their learning. This echoes the school's ethos that, 'no matter how difficult times can be, the care of the children remains the most important duty for the community.' The headteacher, along with her senior leadership team, has instilled a culture of self-reflection and common purpose amongst all the staff to raise standards. Whilst there are good systems in place for assessing pupils' progress, the school acknowledges an area for development is more effective monitoring of assessments in the Foundation Stage. Targets set are increasingly more challenging. The school has recognised areas where improvements need to be made and works very well in partnership with outside agencies to promote the learners' achievement and well-being. Parental response indicated a high level of support for the school's work and demonstrates the confidence they have in the school. Governors are very supportive and work well in partnership with the school, playing a leading role in bringing about improvements.

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## Annex A

## 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
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	2
The effectiveness of the Foundation Stage	2
The capacity to make any necessary improvements	2

### Achievement and standards

How well do learners achieve?	2
The standards <sup>1</sup> reached by learners	3
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 extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	2
How well learners enjoy their education	2
The attendance of learners	2
The behaviour of learners	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

<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 leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	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**

03 March 2008

Dear Pupils

Inspection of Hatfeild Primary School, Morden, SM4 4SJ

Thank you very much for welcoming us into your school. We enjoyed talking to you and seeing all the interesting work that you do.

Here are some of the things that we liked best.

- You enjoy school and you behave well.
- You are developing good personal skills that will help you to have a successful adult life.
- You know how to stay healthy by eating the right food and by taking plenty of exercise.
- Adults in school ensure that you are safe and well cared for.
- Your teachers make your lessons interesting and you have lots of exciting clubs and activities.

There are three things that we have asked the school to improve.

- The standards you reach in mathematics by the end of Year 2 could be better.
- Whilst you make good progress in the Nursery and Reception classes, the school should check more carefully how well you are learning.
- You need to work more closely with your teachers to find out how well you are doing and how you can improve your work.

We enjoyed our visit to your school. Thank you once again.

Best wishes for the future,

Alison Thomson

Lead Inspector