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26 May 2010

Mrs Jacqueline Fairhurst
The Headteacher
Hackbridge Primary School
Hackbridge Road
Wallington
Surrey
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Dear Mrs Fairhurst

Ofsted monitoring of Grade 3 schools

Thank you for the help which you and your staff gave when I inspected your school on 20 May 2010, for the time you gave to our phone discussion and for the information which you and your senior leaders provided before and during my visit.

Since the last inspection, staffing at the school has stabilised and the school has significantly increased in size. The school has taken an additional 30 pupils into the Reception Year both in summer term of 2009 and 2010, with three-form entry set to be a permanent expansion. In addition, there have been an exceptionally high number of in-year admissions across the school and a smaller number of pupils have left, mostly due to moving out of the area. This has significantly increased the proportion of pupils from minority ethnic backgrounds, several of whom are in the early stages of speaking English.

As a result of the inspection on 4 and 5 June 2008, the school was asked to:

- raise standards, particularly in English, mathematics and science in Years 3 to 6.
- ensure the needs of all pupils are met effectively and consistently in lessons
- improve attendance
- develop leadership and management roles and responsibilities at all levels.

Having considered all the evidence, I am of the opinion that at this time the school has made good progress in making improvements and good progress in demonstrating a better capacity for sustained improvement.

Pupils join the school at below average starting points and they make good progress both in the Early Years Foundation Stage and in Years 1 and 2. At the last inspection attainment at the end of Year 6 was significantly below the national averages in both mathematics and science, and broadly average in English. As a result of improved teaching and careful tracking of pupil progress, attainment rose considerably in 2009 to be broadly in line with national averages. Pupils made better progress in English than in mathematics and science.



Pupils are set challenging targets and tracking of their progress has been further refined so that any potential underperformance in subjects or pupil underachievement are identified early with well-targeted interventions and support put in place, for example in writing across the school. As a result, the large majority of pupils currently in Years 3 to 6 make good progress in their learning. Current school data suggest that attainment in Year 6 in 2010 will be lower than in 2009 but not significantly so. This is due to the high levels of pupil mobility and a less able year group who made slower progress when they were in Years 3 and 4.

The quality of teaching has improved as a result of regular programmes of lesson observations that inform the school of the strengths and areas for development. This has led to targeted training and support for teachers. Lessons are carefully planned and consistently take account of the needs of almost all pupils. Occasionally, there is insufficient challenge for a very few pupils, in particular the most able. Teaching assistants are used well to support the learning of specific groups and individual pupils both in and out of lessons. Pupils commented that lessons are now much more interesting and enjoyable. Most pupils know their targets and exceptionally consistent practices in marking helps inform pupils of their learning achievements, although the levels they are working at are not always made clear. Pupils receive good guidance on how to improve their work through written comments and the use of the comment stickers.

The school, with the support of the local authority, works tirelessly to improve attendance through the use of a very wide range of appropriate strategies and interventions. Despite this, attendance remains below the national average. The school gives a clear and consistent message to parents and pupils about the importance of attending school and the link with achievement. The number of pupils who are persistently absent has reduced. However, high levels of mobility among pupils mean that the school frequently has to implement procedures with new families.

Senior leaders have an exceptional focus on improving the outcomes for every pupil regardless of any barriers they may have to their learning. Leadership roles at all levels have been clearly established and middle leaders increasingly take on responsibility for their areas in driving improvement. This increased capacity underpins the improvements across the school. The local authority has worked effectively with the school to support its journey of improvement by providing training and consultancy as well as external validation of the school's work.

I hope that you have found the visit helpful in promoting improvement in your school. This letter will be posted on the Ofsted website.

Yours sincerely

Angela Corbett
Her Majesty's Inspector