

# Hacton Primary School

Chepstow Avenue, Hornchurch RM12 6AU

## Inspection dates

24–25 November 2015

## Overall effectiveness

**Outstanding**

Effectiveness of leadership and management	Outstanding
Quality of teaching, learning and assessment	Outstanding
Personal development, behaviour and welfare	Outstanding
Outcomes for pupils	Outstanding
Early years provision	Outstanding
Overall effectiveness at previous inspection	Good

## Summary of key findings for parents and pupils

### This is an outstanding school

- The headteacher provides exceptional leadership. This enables all pupils to flourish personally, socially and academically.
- Other leaders ably support him. Together, they ensure the school provides an outstanding education for all pupils.
- Governors have a comprehensive knowledge about the school. This enables them to challenge and support leaders. As a result, the school has improved considerably since the previous inspection.
- Teaching ensures that all pupils engage in their learning. They make excellent progress during lessons. Science teaching is good, but not yet as exceptional as other subjects.
- Pupils' academic outcomes are high compared with pupils nationally, including most-able and disadvantaged pupils.
- Pupils with hearing impairment make rapid progress due to the highly specialist teaching they receive.
- Provision for the early years is outstanding. This enables children to acquire new skills, knowledge and understanding very well.
- Pupils enjoy coming to school. They are punctual and attendance rates are high.
- The curriculum stimulates pupils' curiosity in all subjects. Guidance about learning expectations is communicated very clearly to pupils, parents and staff.
- Pupils have wonderful opportunities to develop their spiritual, moral, social and cultural development through a wide range of educational trips, special events and workshops.
- Pupils' behaviour is exemplary. They have commendable attitudes to each other, the staff and their work. This contributes to their excellent academic progress.
- The schools' work to safeguard pupils is effective. Pupils' welfare and safety are given high priority. Pupils with complex medical needs are supported very well indeed.
- Daily life at the school promotes fundamental British values. Pupils have a mature appreciation of tolerance, mutual respect and democracy.
- Parents are overwhelmingly positive about the school. One parent said, 'The school delivers high expectations. My children take pride in what they do here.'

## Full report

### What does the school need to do to improve further?

- Leaders and managers should ensure that pupils make the same excellent progress in science as they do in other subjects.

## Inspection judgements

### Effectiveness of leadership and management is outstanding

- The headteacher is ambitious for everyone at the school. He is highly focused on all pupils achieving the school's vision for 'personal excellence', socially and academically. His expectations are communicated consistently and effectively throughout the school to pupils, parents and staff. The website, entrance hall, displays and communication with parents, including the online blog, maintain this vision on a daily basis.
- Under the inspirational leadership of the headteacher, all leaders have secured significant improvements in the quality of teaching and pupils' academic progress since the previous inspection.
- Leaders have an accurate understanding of the school's effectiveness. Their extensive knowledge is informed by regular evaluation of the progress pupils make, supported by the views of teachers and parents. This approach has been pivotal in securing and sustaining the school's improvement. Developments, including staff training to further improve learning in science have been correctly identified and planned for this year.
- The quality of teaching, including in the early years, is excellent. The effective use of assessment information ensures that teachers have detailed knowledge about each pupil's strengths, interests and areas for development. This understanding is used to make sure that learning activities meet all pupils' needs. This practice is a strength at the school. Consequently, leaders host training and development events for other schools in the local authority.
- Additional funding provided by the pupil premium is carefully targeted to provide extra support for some pupils. As a result, no pupils fall behind in their learning, including most-able and disadvantaged pupils. Outcomes for all pupils are above the national averages and have risen year on year.
- Staff training has been a significant factor in strengthening teaching quality. All staff have individual targets for improvement. These are linked to relevant training. Teachers evaluate their own performance against a set of standards that exemplify the school's expectations. This encourages teachers to participate in professional debate about the way they teach. This approach is currently being used as a model for other schools in the local authority.
- Pupils say they enjoy their learning at Hacton. The curriculum design takes into account the National Curriculum and wider experiences available in the locality. Consequently, pupils develop a very broad range of skills, knowledge and understanding. Guidance for pupils, parents and teachers explains clearly what is expected for pupils at each stage of their 'Hacton Voyage'. This is set out in the 'pupil passports' for each year group and includes the excellent range of children's literature that pupils experience. The school provides subsidised places for disadvantaged pupils so they can access the full range of trips and educational visits on offer, including a theatre trip to London's West End last term.
- Pupils' spiritual, moral, social and cultural development is a strength at the school. One of the highlights is 'language and culture week'. For example, pupils worked with an artist to explore Australian animals and their significance in Aboriginal stories and art. The school also visited the French café, set up by Year 6 pupils. Here they sampled cuisine and practised speaking French, the foreign language taught at the school.
- Pupils say their school encourages them to respect people from other backgrounds and to treat everyone equally. They say the 'Hacton prayer' with gusto in assemblies. It reflects the school's values about tolerance and mutual respect in line with fundamental British values.
- The school encourages pupils' physical health in a number of ways. Physical education lessons are high quality, regular and enable very good progress. Due to this, when Hacton pupils participate in competitive events, they perform very well. In the recent running event, all participating pupils finished in the top half, and the school football team won their 2015 borough league. The school uses the additional sport funding to provide a very good range of sporting activities after school, run by qualified sports coaches. Places are subsidised to ensure equal access for all pupils. This has increased participation rates significantly over recent years, including for disadvantaged pupils.
- **The governance of the school**
  - Governors are extremely knowledgeable about the school. Regular reports provided by school leaders enable them to check that improvements to teaching, pupils' well-being and progress are sustained. They are very clear about the school's next stage, including plans to further improve science teaching.

- The governing body has been reconstituted since the previous inspection. Following this, governors have undertaken audits of their skills to ensure that their training and development matches the school's priorities. This helps them to continually check progress against the priorities and fulfil their statutory duties effectively.
- Governors make a significant contribution to school life. They make formal and informal visits regularly. This enables effective communication between staff and governors. Their work to challenge and support the school is recognised and appreciated by school leaders and the local authority.
- The arrangements for safeguarding are effective.
  - The governing body have appointed a link governor to oversee this aspect of the school's work. This ensures that all safeguarding arrangements meet requirements.
  - All staff have received relevant up-to-date training, including about spotting any signs of extremism, radicalisation or female genital mutilation. These issues are kept high on the agenda and revisited regularly during staff meetings.
  - Pupils speak with confidence about the approaches they have learnt to keep themselves safe. For example, pupils are acutely aware of current issues in the news. When they told inspectors about the recent tragic events in Paris, they were able to articulate their understanding about extremist views. They are clear about how to be safe when using the internet and at other times. They are very clear about the role and contact details of a range of emergency services. This information is also displayed in a child-friendly way around the school.

### **Quality of teaching, learning and assessment is outstanding**

- Teachers throughout the school are highly skilled at motivating pupils to learn exceptionally well. Their excellent subject knowledge and the school's curriculum enable pupils to make very good progress during lessons. Due to this, the majority of pupils are working at the expected stage of development in all year groups. Many are working beyond this, particularly in English and mathematics.
- Teachers explain clearly what is expected during lessons. All pupils have aims at the beginning of their exercise books. This helps them to understand what they are working towards. Pupils confirm that 'Teachers make sure everyone understands things in lessons.'
- Teachers plan lessons carefully, based on careful assessments to identify what pupils need to do next. This is a particular strength in mathematics. For example, in Year 6, pupils are methodically taught to use a compass effectively. The teacher systematically checked pupils' skills and understanding, emphasising the need for precision and safety, before moving the activity on. As a result all pupils were confident to have a go. Technology was used effectively to enhance the teaching by ensuring that pupils could see the teacher's helpful demonstration on the interactive whiteboard.
- The school's approach to verbal feedback in lessons and written feedback in workbooks is highly effective. It celebrates pupils' success and identifies what pupils need to do next in their learning. The approach is common throughout the school. Teachers also use prompts to challenge pupils. Pupils regularly respond to their teachers' feedback, making improvements or rising to new challenges.
- There is a daily commitment to teaching early reading skills throughout the early years and Key Stage 1. Consequently, pupils acquire phonics (the sounds that letters make) skills and knowledge quickly. This enables them to develop reading fluency by the end of Year 1. Daily teaching of reading in other year groups builds on this success. Due to this, pupils develop their fluency and comprehension skills to a high level. By the time they leave school, they have read a broad range of poetry, fiction and information books, including classic children's literature by significant authors. Many pupils go on to reach very high standards in their reading.
- Teachers are accomplished in teaching writing. They provide regular lessons for pupils to practise skills including grammar, spelling and punctuation. In Year 3, a pupil correctly demonstrated his understanding about metaphor to his teacher. He explained that 'My dad says I am a diamond, that's a metaphor.' Pupils go on to apply their learning in their own writing, including in other subjects. Humanities books show a wide range of writing for different reasons and audiences. As pupil progress through the school, they quickly develop a fluent and confident writing style.
- Teaching for pupils with special educational needs and/or disabilities is outstanding. It is characterised by specialist knowledge and high expectations for pupils. Consequently, these pupils, including those with

hearing impairment, make very good progress.

- A wide range of technology is used to transform teaching and enhance pupils' learning, including homework. In the Reception class, pupils take home a digital recorder to detail their play and learning at home. They present their recordings to their classmates. In doing so, they develop their confidence and communication skills.

## **Personal development, behaviour and welfare is outstanding**

### **Personal development and welfare**

- The school's work to promote pupils' personal development and welfare is outstanding.
- The highly positive culture for learning across the school contributes to pupils' self-assurance. Pupils take pride in all aspects of their learning. One pupil chose to share her pyramid construction with the inspectors. The model was intricate and contained a mummified doll. Her explanation was detailed, demonstrating her deep understanding about ancient Egyptian life.
- Pupils' attitudes to all aspects of their learning and play are positive. This contributes to their excellent academic progress. They know the school will recognise their achievements and hard work. Examples of 'personal excellence' are shared on the website and in newsletters, and displays around the school depict winners of the 'E for Effort' awards.
- Pupils can explain accurately and confidently how to keep themselves healthy through exercise and positive eating habits. In lessons, pupils have the opportunity to plan, devise and evaluate the contents of a healthy meal. Participation rates at physical education clubs after school are high and improving.
- Leaders work with other agencies, including the school nurse, to ensure that pupils' welfare is given high priority. Some pupils have complex medical needs. Detailed care plans and assessments are undertaken to make sure that these pupils can access all aspects of school life safely.
- Pupils and parents say the school is a safe place to learn and play, that bullying is rare and they know who they can talk to should they have any concerns. Worry boxes are available for pupils to raise their concerns privately and confidentially.

### **Behaviour**

- The behaviour of pupils is outstanding. Pupils move around the school sensibly and learn alongside each other happily. They are respectful towards each other and the staff. Pupils also confirm that teachers encourage them to be friendly towards other pupils.
- The older pupils are excellent role models. In Year 5 and Year 6 pupils are trained to become 'boredom busters'. In these roles, they play with younger pupils, teaching them games at playtime.
- Leaders ensure that rewards for excellent behaviour and sanctions are applied fairly. The school 'house point' system motivates pupils to work together and achieve the school's overall aim of 'achieving excellence'. This contributes to the calm, orderly and purposeful atmosphere at the school.
- Pupils willingly take on additional responsibilities. The school council representatives contribute to school life, feeding back their actions to other pupils. Recently they visited the deputy mayor at the council chambers to learn about the rule of law. They reported back to their peers, linking their findings to the school's behaviour code and values.
- Pupils and families value the education provided. Attendance rates are high. This contributes to the pupils' excellent progress. The school has highly effective systems in place to sustain very good levels of attendance.

## **Outcomes for pupils are outstanding**

- By the end of Reception, the proportion of children achieving a good level of development has continued to improve. Outcomes in 2015 were high compared with the national average.
- Early reading skills are taught effectively through daily phonics lessons. The proportion of pupils who reach the expected standard by the end of Year 1 continues to improve. In 2015, outcomes were significantly above the national average, with nearly all pupils meeting the expectation.
- Pupils, including the disadvantaged and most able, make good progress in English and mathematics. A

very high proportion of pupils make excellent progress. Due to excellent progress, pupils excel in their learning. When they leave school, pupils' attainment is above national averages. Consequently, pupils are equipped for their next stage at secondary school. Most-able pupils reach extremely high standards, particularly in mathematics.

- Pupils rapidly develop key skills to support their writing development. In Reception, children are taught to hold pens and pencils correctly. Lessons in handwriting continue throughout the school and ensure that pupils develop a confident, fluent style. Similarly, grammar, punctuation and spelling are taught very well. In 2015, Year 6 outcomes were very high compared with other pupils nationally.
- The school's assessment information confirms that achievement in reading, writing and mathematics is outstanding in all other year groups. This was also seen by inspectors in pupils' current workbooks. In science, progress is not as exceptional as in other subjects.
- Disabled pupils and those who have special educational needs make outstanding progress from their individual starting points. Pupils with hearing impairment quickly develop fluency in British sign language. This contributes to their overall excellent academic progress.

### The early years provision

### is outstanding

- Children make excellent progress in early years. The majority start school with skills typical for their age. By the end of Reception, the proportion of children achieving a good level of development is high compared with the national average. Furthermore, a good proportion of children exceed the early learning goals.
- Leaders ensure that all practitioners have high expectations about children's development. Important routines to develop children's social and emotional skills are established quickly. This helps children to settle in to school life. Children are encouraged to listen, share and take turns. Practitioners model this consistently in their work.
- The school encourages partnership working between families and staff. This supports children's learning and development. For example, staff undertake home visits to gather information about children's strengths and interests before they start school. They organise 'stay and play' sessions and a wide range of workshops for parents.
- The curriculum focuses on developing children's abilities and achievements in all areas, including their foundation skills in reading, writing and number. Daily sessions for small groups enable teachers to analyse progress and plan the next stage in children's development. Progress is outlined clearly for parents including in other aspects of learning. This includes going on regular walks, having picnics, visits to the library and seaside, and performances, including at the Christmas concert.
- Children are kept busy and engaged because teachers plan exciting learning experiences, including outdoors. They enjoy using the clipboards when they keep count and record the number of circuits their friends complete on tricycles.
- Classroom resources are selected carefully to build on children's interests and motivate learning. They enjoy visiting 'the three bears' writing hut' or 'the castle' to choose a book to read on their own. The story of 'Owl babies' has captured the children's imagination and inspired them to write their own animal stories.
- Staff provide excellent models of speaking and listening when they play alongside the children. Communicators are highly effective in their use of British sign language to support children with hearing impairment. Consequently, children's communication skills develop rapidly.
- Leaders have successfully secured improvements since the previous inspection to meet high standards in all areas of learning, including outdoors. Assessment is recognised as a model of effective practice by the local authority. Due to this, staff provide training for other schools.

## School details

<b>Unique reference number</b>	102277
<b>Local authority</b>	Havering
<b>Inspection number</b>	10001204

This inspection was carried out under section 8 of the Education Act 2005. The inspection was also deemed a section 5 inspection under the same Act.

<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	424
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Tim Steel
<b>Headteacher</b>	Nigel Emes
<b>Telephone number</b>	01708 443991
<b>Website</b>	<a href="http://www.hacton.havering.sch.uk">www.hacton.havering.sch.uk</a>
<b>Email address</b>	<a href="mailto:Hacton.havering@lgfl.net">Hacton.havering@lgfl.net</a>
<b>Date of previous inspection</b>	27–28 September 2010

## Information about this school

- This is a larger than average-sized primary school, with 16 classes.
- There are 60 places in the school's Nursery. All children attend on a part-time basis.
- Approximately one fifth of pupils are known to be eligible for the pupil premium. This is below the national average. The pupil premium is additional funding the school receives from the government to provide additional support for pupils looked after by the local authority or pupils known to be eligible for free school meals.
- The proportion of pupils attending from a range of minority ethnic groups is lower than the national average.
- The proportion of pupils who speak English as an additional language is low compared with the national average.
- The proportion of disabled pupils and those with a statement of special educational needs or an educational, health and care plan is significantly higher than the national average.
- The school meets the government's floor standards, which set out the minimum expectations for pupils' attainment and progress in reading, writing and mathematics by the end of Year 6.
- The school has a specially resourced hearing-impaired unit with 20 pupils currently on roll.

## Information about this inspection

- Inspectors observed learning in all year groups, including in the hearing-impaired unit.
- Inspectors observed pupils at other times of the school day, during play and lunchtimes, in the dining hall and during assembly.
- Inspectors held conversations with pupils to gain their views about their school.
- Meetings were held with the headteacher, deputy and other leaders with significant responsibilities, including the staff members responsible for child protection, safeguarding and attendance.
- Inspectors took account of the 114 responses to Parent View, the online questionnaire for parents. They also spoke to parents at the start of the school day.
- Meetings were held with members of the governing body.
- Inspectors reviewed a range of documents provided by the school including plans for improvement, assessment information, teaching quality and staff performance.
- A meeting was held with a representative from the local authority.
- A range of work by pupils was considered, including in their current exercise books, work on display and the profiles for children in the early years.

## Inspection team

Kirstie Fulthorpe, lead inspector	Her Majesty's Inspector
Jo Jones	Ofsted Inspector
Denise James-Mason	Ofsted Inspector
Raj Mehta	Ofsted Inspector



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