

Inspection of school: Hackbridge Primary School

Hackbridge Road, Wallington, Surrey SM6 7AX

Inspection dates:

20 and 21 February 2024

Outcome

Hackbridge Primary School continues to be a good school.

Hackbridge is a happy and positive learning community. Pupils enjoy being at school, attend and achieve well. They embody the core rules 'be safe, be ready, be kind'.

Leaders have high expectations for pupils, including children in early years. Pupils work hard and want to do well. They behave sensibly, are polite and show positive attitudes towards their learning. Pupils understand their responsibility to behave with kindness and respect. They said that bullying is not tolerated. On the rare occasions that bullying does happen, staff deal with it quickly. This helps to ensure pupils are kept safe and feel safe in school.

The school's 'above and beyond' enrichment offer includes visits to museums and galleries, as well as speakers that help to bring the curriculum to life. For example, pupils recently enjoyed a science presentation about endangered species featuring a life-size talking orangutan.

Pupils are successfully prepared for their next steps at secondary school. This is because the curriculum is typically well designed and implemented. By the end of Year 6, pupils have a well-developed body of knowledge in a range of subjects.

What does the school do well and what does it need to do better?

All pupils, including those with special educational needs and/or disabilities, learn a curriculum that matches the breadth and scope of what is expected nationally. The curriculum in most subjects is well designed. From early years onwards, leaders have considered the knowledge that they want pupils to learn. This helps to ensure pupils secure important foundations. Learning builds in carefully planned opportunities for pupils to revisit knowledge. This helps pupils to embed important ideas and be well prepared for future learning. In mathematics and phonics, for example, pupils regularly recap prior learning. This helps them to tackle more complex ideas later on.

In a few subjects, the curriculum is at an earlier stage of development. In these

instances, leaders are in the process of making sure that pupils secure the building blocks of knowledge that they need to learn successfully. This affects how consistently pupils' knowledge builds over time. As a result, some pupils find it more difficult to recall and explain their learning in these subjects. Leaders are in the process of completing this work. They have appropriate plans to check how well the changes they make are working in practice.

Leaders prioritise reading from the moment children start school. The early reading curriculum is well structured and ambitious. As a result, the large majority of pupils develop the phonics knowledge they need to read confidently and accurately. Leaders make sure that books and other reading materials are carefully matched to the sounds that pupils learn. Teachers are able to identify and support any pupils who are falling behind. Reading is well resourced, including having librarians who help to develop pupils' reading habits. Pupils enjoy reading, and by the end of Year 6, they have read a wide range of books and texts.

Leaders provide teachers with helpful and regular training to support them to deliver the curriculum. This enables teachers to develop secure subject knowledge. While assessment is used to identify and tackle pupils' misconceptions, this is not done consistently. Sometimes teachers do not use what they know about pupils' learning to ensure that they build on what they have previously been taught. When this happens, it makes it harder for pupils to deepen their understanding successfully. Leaders rightly identify this as an area for further development.

Staff expect pupils to behave well and to concentrate on their work. Any off-task behaviour is managed quickly and effectively. This ensures classrooms are calm and positive places to learn. Rates of attendance are positive. This is because leaders have effective systems in place to ensure pupils come to school regularly and on time.

Leaders provide a breadth of experiences to support pupils' wider development. These often link directly to the curriculum. Staff offer a wide range of after-school activities, including sports and creative clubs. Pupils enjoy attending these as they help them to explore their different talents and interests. Pupils know that staff care about their well-being. Promoting positive relationships is a strength of the school.

Leaders and governors help staff manage their workload effectively. They promote staff well-being with great thought and care. Staff said that they appreciate the support provided by school leaders.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- A few subjects are at the earlier stage of design and implementation. In these

instances, assessment is not used precisely to check what pupils know. As a result, errors are not consistently identified or addressed, and this leads to gaps in some pupils' understanding. The school should ensure that staff have sufficient subject knowledge across the curriculum to check pupils' understanding so that adaptations can be made where needed.

Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the second ungraded inspection since we judged the school to be good in March 2014.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	102969
Local authority	Sutton
Inspection number	10293252
Type of school	Primary
School category	Community
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	793
Appropriate authority	The governing body
Chair of governing body	Carole Cook
Headteacher	Emma Walford
Website	www.hackbridgeprimary.sutton.sch.uk/
Date of previous inspection	17 July 2018, under section 8 of the Education Act 2005

Information about this school

- This is a larger-than-average-size primary school. It has been growing since the previous inspection to have four forms of entry throughout.
- A second site has opened since the previous inspection to accommodate this increase in numbers. Pupils in Years 3 and 4 are based on a separate site located at London Road, Mitcham Junction, Mitcham, CR4 4HS.
- The school is federated with Spencer Nursery School. The school also has its own Nursery provision.

Information about this inspection

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with school leaders and have taken that into account in their evaluation of the school.
- The inspectors held meetings with the headteacher, senior leaders and subject leaders, including those responsible for safeguarding. They also met with members of the

governing body.

- The inspectors carried out deep dives in these subjects: reading, science, history and art. These involved discussions with curriculum leaders and teachers, visits to lessons, scrutiny of pupils' work and discussions with pupils. Other subjects were also considered as part of the inspection.
- To evaluate the effectiveness of safeguarding, the inspectors reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- The inspectors gathered the views of pupils, parents and carers, and staff through both discussion and their responses to Ofsted's online surveys.

Inspection team

David Boyle, lead inspector

Ofsted Inspector

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