



**HACTON**  
**PRIMARY SCHOOL**

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# **School Evaluation Form**

September 2021

## School Context

- Hacton Primary School is a larger than average primary school with 23 classes including two part-time Nursery sessions and one full time Nursery class. The school is currently expanding from two to three forms of entry and will be full in the academic year 2022-2023.
- In addition to our mainstream provision, we have a hearing-impaired unit where 24 pupils are currently registered. We were graded as outstanding for this provision at our last three inspections and we are particularly proud of our record of inclusion with these children, which was recognised in the report. Practice and outcomes for this provision continues to remain of an incredibly high standard since the last inspection.
- As we are inclusive by nature and ethos, all of the data which we produce in the first instance and which this SEF is based on is inclusive of these hearing-impaired children. This has an impact on our attainment data as between 4 - 16% of children in each cohort are profoundly deaf. In addition, a number of these children have a wider range of needs. As a result of this percentage, on top of the usual needs found in any primary school, we would therefore expect any outside validation of our practice to take this into account when making their judgements. The 2018-19 cohort of Year 6 pupils included 8 hearing impaired pupils (16%).
- Hacton Primary School joined the Empower Learning Academy Trust in 2018. ELAT currently consists of 3 Secondary Schools and 1 Primary School.
- Around half of our children start their Hacton journey in our Nursery setting but our Nursery serves a wide area and not all the Nursery children transfer to the Reception class in the following September.
- Many other children join our school in Reception from Private, Voluntary and Independent nursery providers. In 2021, 48% of our Reception pupils came from PVI settings.
- The proportion of pupils known to be eligible for free school meals is broadly average and our deprivation indicator is in the middle quintile suggesting that we serve a broadly average socio-economic community.

## Vision

At Hacton, each child is cherished, supported and empowered to achieve their full potential through our school's clear vision: Personal Excellence. We want our children to be: Happy, Ambitious, Confident, Tenacious, Organised and uNique young people.

- Happy
- Ambitious
- Confident
- Tenacious
- Organised
- uNique

## Values

- Excellence - excellence permeates all that we do.
- Inclusion - no matter what you look like, where you come from or what your needs may be, we are all part of the Hacton family.
- Respect - we respect each other, our belongings and our school.
- Integrity – we do the right thing even when no one is watching you.
- Kindness – in a world where you can be anything, just be kind.



## Overall Effectiveness

Overall Grade				
	Grade 1	Grade 2	Grade 3	Grade 4
	✓			
Reasons for Grade				
<p>Hacton Primary School continues to provide an excellent education to its pupils. It is a highly effective organisation, but will never be a complacent one. Leaders at all levels are relentlessly ambitious and consistently aim for excellent outcomes in all aspects of the school's work. The promotion of pupils' spiritual, moral, social and cultural development underpins all aspects of children's learning and the personalised experiences on the Hacton learning journey ensure they are prepared for the next stages of their education and the ever-changing society in which we live.</p>				

## The Quality of Education

Overall Grade				
	Grade 1	Grade 2	Grade 3	Grade 4
	✓			
Reasons for Grade				
<p>Everything we do at Hacton Primary School is designed to ensure that pupils will flourish: personally, socially and academically. Each child is cherished, supported and empowered to achieve their full potential through our school's clear vision: Personal Excellence.</p> <p>As a school we are passionate about teaching and learning, committed to children achieving their full potential and determined to provide innovative and inspirational learning opportunities to ensure that our pupils can become the best that they can be. Good manners and respect for one another are highly valued; we promote social awareness and provide clear moral guidance.</p> <p>The curriculum at Hacton Primary School is planned as an engaging, creative and progressive learning journey which stimulates a sense of awe and wonder at the ever-changing world in which we live. It is sequenced in a way that builds upon and deepens prior learning, ensuring cumulatively sufficient knowledge and skills for future learning. Detailed, knowledge-based curriculum maps ensure a sequential, progressive delivery of the curriculum with embedded opportunities for children to recall and recite prior learning as part of their daily routine. As a result, children are equipped with the knowledge required for new learning and can apply this to the skills required to excel in all subject areas.</p> <p>Children are encouraged to investigate, initiate, contribute and reflect as they progress along their unique learning journey. Our curriculum goes well beyond the expectations of the national curriculum to enrich learning, deepen knowledge, widen experiences and strengthen character. Teaching is pitched with high expectations to ensure that all pupils are challenged and achieve their fullest potential.</p>				

The quality of teaching and learning over time across our school is outstanding. This results in excellent outcomes for pupils in all key stages evidenced in data, high quality children's work and learning walks.

## Improvements since the Last Inspection

- Since our last inspection, the whole Hacton curriculum has been reviewed to ensure that it is progressive, sequential and provides ample opportunities to build upon prior learning and for knowledge recall. The introduction of knowledge organisers further supports the high-quality curriculum offer given to our pupils along with initiatives including the 'School of Life', 'Worldly Wise', 'Times Table Journey' and 'My Personal Best'.
- Our Science curriculum has been developed to ensure that children make excellent progress. Children are given regular opportunities to practically explore science and investigations are recorded in an age appropriate format. Lesson sequences draw upon prior knowledge and ensure pupils have the necessary experiences to make links between different units of work. This is evidenced in book looks and learning walks and is rigorously monitored by the Science team who are currently completing the Primary Science Quality Mark.
- To widen children's general knowledge, our 'Worldly Wise' initiative seeks to teach children 'a little about a lot'. This means that they are able to place events and ideas in context in a variety of different situations.

## Key Strengths

- All staff are empowered at different levels to monitor and evaluate the curriculum offer at Hacton. Subject leaders and year group leaders have responsibility for their subject and or year group curriculum. This ensures consistency of practise and that the standard of the curriculum offer is the same throughout the school.
- Subject leaders have detailed evaluations of their subject and write annual improvement plans to ensure that progress in their subject is sustained.
- Knowledge organisers are used to outline and test key knowledge associated with different subject areas. This ensures all parties are clear as to the knowledge required to be successful in any given unit of work.
- Curriculum mapping is clear, concise and knowledge based whilst identifying the subject specific skills outlined in the national curriculum. The impact of this is a sequential, progressive curriculum that builds upon prior learning.
- Regular moderation ensures that staff have very good expertise in assessment for learning and are clear about the expected standards for each year group. Data provided to staff enables them to have accurate knowledge of starting points/ targets and day to day assessments mean that learning objectives are challenging and extensions are focussed on next steps in learning.
- Differentiation for specific groups of learners within lessons complements the wide range of teaching styles our teachers use to enthuse and motivate their pupils, thus ensuring excellent outcomes from lessons and embedding resilience and independence in our learners.
- Pupil interviews within an observation show that children are able to make the distinction about what they are learning and what they are doing. Children are able to talk about their prior and current learning and they are also able to talk about their targets and the areas that they are specifically working on.
- Our high quality, focussed marking throughout the school impacts significantly on pupils' progress. It gives clear feedback to children and ensures that they sustain at least good progress and are aware of their areas of success and next steps for progression in learning and achievement. Over time this develops into a learning conversation between teacher and pupils which underpins progress, self-esteem and resilience.
- Teaching assistants and other adults are used highly effectively across the school to ensure that all groups of learners, including SEND children, are supported in making the best progress possible.

## Monitoring and Evidence of External Validation

- We have had considerable external validation of our efforts to improve teaching and learning through the LA. This consistently triangulates the school's judgements on teaching and learning and ensures that we are robust in ensuring that we present an accurate picture of our core purpose.
- Moderation with cluster primary and secondary schools ensures that standards are consistent and judgements made are accurate.
- As a result of the strength of teaching in our school, the LA have approached us to work with a number of vulnerable schools locally in order to raise the quality of teaching and learning for children outside of our own school.

## Behaviour and Attitudes

Overall Grade				
	Grade 1	Grade 2	Grade 3	Grade 4
	✓			
Reasons for Grade				
<p>The behaviour expectations at Hacton Primary School are deeply rooted in not only creating a positive learning environment that is conducive to learning, but also in ensuring that all children feel safe and valued within their classroom and the wider school community. As a result of clear routines and engaging behaviour management strategies, the behaviour of our pupils is exemplary. Our pupils are committed to their learning journey and take pride in the work that they produce and their achievements. They understand the importance of attendance and punctuality and our curriculum offer, alongside our shared vision, values and ethos, ensures that our pupils become exceptional Hacton citizens who are held to account for their own behaviour and actions.</p>				

## Attitudes to learning

Evidence from classroom observations show that children's learning, behaviour and attitude to their learning is outstanding and highly conducive to learning. Children are almost always on task, engaged and motivated and virtually no learning is lost to disruption. Our children's behaviour, attitudes towards others and respect for young people and adults is exemplary. Children are proud of their work and their school.

## Behaviour

- Pupils learn appropriate behaviour towards others and effective strategies to handle conflict through our consistent PSHE and behaviour policy. This is regularly reinforced in our school assemblies and classroom circle time and our children can be seen to use them in their interpersonal relationships.
- Children are clear of the avenues to pursue if they are unhappy with any behaviour from a peer towards them. We have a zero tolerance to discriminative behaviour and are proactive in tackling any reports of such.
- Through a raffle ticket reward scheme, pupils are rewarded and celebrated for being excellent citizens of

Hacton. This could be through the demonstration of good manners, acts of kindness or going above and beyond the everyday expectations on behaviour.

- The large majority of parents tell us that behaviour is excellent in the school and this is a commonly held view in our community.
- Through pupil voice, children tell us that they feel safe in lessons because teachers are consistent and fair.
- Through consistent positive behaviour management and a well-developed reward system, children are supported in establishing polite, courteous, respectful behaviour to each other and to adults.
- Pupils are very tolerant of each other regardless of background or culture and are very welcoming to visitors.
- In circumstances of greater need, we have had support from the Educational Psychologist, Behaviour Support Workers, the school nurse, CAMHs and our locality Home / School worker.
- We have high expectations of our pupils at all times and encourage them to play an active role in monitoring behaviour. This is evidenced in our 'Boredom Buster' initiative where a number of our older children are trained to lead play-based activities at lunch time.

## Exclusions

Despite the fact that, as in every school, we have a number of children with complex social and emotional needs, we have had no permanent exclusions in the last fifteen years. We consider this to be powerful evidence of our commitment to inclusion and the consistency of expectation we have of our pupils' behaviour.

## Attendance

Attendance is consistently above the national average whilst persistent absence is well below the national averages. Absence is rare and it is rarer still that children are absent for reasons that are unavoidable. Our community is well aware of the need to fully attend school and the impact that this has on the quality of learning that their children receive. Therefore, punctuality is excellent and learning starts promptly at the beginning of the day with children well prepared and eager to get started.

	2018/19	2019/20	2020/21
Attendance	95.76%		96.49%
Persistent Absence	6.13%		9.49%

## Bullying

- Our children are very much able to protect themselves from bullying, racism and other discriminatory incidents. We take the view in our school community that in order to become good citizens and make a highly positive contribution to society, our children have to have a very good knowledge of what constitutes bullying and discrimination and be highly proactive in ensuring that they never tolerate it either against themselves or others. They have the right to be protected against all forms of discrimination but also the responsibility to never practise it against others or knowingly allow it to happen to others.
- Through our PSHE curriculum and anti-bullying work, our pupils show that they know what constitutes bullying, racism and other discriminatory incidents and they know how to report it if they were to witness or experience it. All staff, having been trained on anti-bullying procedures, child protection, prevent and FGM, are well-equipped to support children in staying safe.
- We have very low levels of bullying and racial incidents but the fact that they are reported means that children have the confidence and knowledge to report incidents immediately.

- As a result of positive relationships between staff and pupils and a warm, supportive environment, almost all pupils tell us that they feel confident and secure in sharing fears and concerns with staff in school and know that issues raised will be dealt with effectively. This is a view shared by almost all of our parents and wider school community.
- We are proactive in promoting Online Safety: it is an integral part of our curriculum and is constantly reinforced. We work closely with parents through a 'Wake Up Wednesday' social media post to educate and share the dangers possibly associated with online programmes and apps. This ensures that parents are aware of what their children could be exposed to online.

## The Effectiveness of Leadership and Management

Overall Grade				
	Grade 1	Grade 2	Grade 3	Grade 4
	✓			
Reasons for Grade				
<p>Leadership and management at Hacton Primary School continues to be exceptional. Leaders are relentless in maintaining high expectations whilst also ensuring that Hacton is a great place to work. Senior leaders, including those responsible for governance, monitor and evaluate the work of the school frequently and robustly. Rigorous self-evaluation at all levels (including Governors and the Trust Board) creates a culture that enables staff and pupils to excel and ensures that any weaknesses are rapidly identified and proactive systems (e.g. focused pupil progress meetings, robust teacher and teaching assistant appraisal, effective mentoring of NQTs) are in place to respond. Leaders at all levels ensure that there is coherence and consistency across the school which allows all pupils to receive the same high expectations and curriculum offer. The workload and wellbeing of staff is always held of high importance and every staff member knows the value and positive contribution that their role and performance brings to effectiveness of the Hacton team. Safeguarding is highly effective and permeates through all that we do at Hacton.</p>				

## Staff Development

- School leaders are effective in ensuring that all staff have regular opportunities to continue their professional development and access to a wide range of training opportunities through The National College and borough courses.
- Annually, staff complete career stage expectations grids as part of their appraisal to identify areas for support and progression.
- Since our last inspection, a number of staff members have been promoted. This includes two members of staff to Headteachers, two to Deputy Headteachers and three to Assistant Headteachers. As well as this, a number of teachers have also been promoted within the school to year group leaders.

## Staff Workload and Wellbeing

- Staff consistently report high levels of support and care for their wellbeing and workload.
- There is a low mobility of staff and those that do leave Hacton do so for promotion.
- Pastoral support is readily available through an employee assist programme.

- HR are readily available for support where necessary.

## Off-rolling

- We do not allow off-rolling at Hacton Primary School.

## Governance

- Following academisation with The Empower Learning Academy Trust in September 2018, our governors are now a 'Local Governing Committee' who have a representative on the Trust Board.
- The LGC and Trust Board challenge the school SLT and hold them fully to account to ensure high standards.
- Governors have an acute understanding of their responsibilities and regularly monitor and evaluate the school's strengths and areas for development as outlined in the school improvement plan.
- Through frequent formal and informal visits, they are aware of the quality of teaching and how it relates to pupils' progress and play an active role in the development of their curriculum area.

## Safeguarding

- Safeguarding is paramount and permeates through all that we do at Hacton.
- Almost all of our children tell us that they feel safe and well cared for in school. We question them regularly and ensure that they have a clear line of communication in reporting any concerns that they have to an adult in the school.
- Our school safeguarding team consists of three people who attend regular safeguarding briefings and have weekly team meetings.
- Training for staff and governors in child protection and safer recruitment has been thorough and is up to date. All stake holders attend regular update training and are clear of their role in the child protection process, who to go to with concerns and what to do if their concerns are not appropriately dealt with in the school environment.
- My Concern is used to log all safeguarding concerns which ensures all staff are accountable for safeguarding.

## Personal Development

Overall Grade				
	Grade 1	Grade 2	Grade 3	Grade 4
	✓			
Reasons for Grade				
<p>Personal development in our school is exceptional. Through carefully planned experiences and extra-curricular opportunities we ensure our pupils have a wide and rich learning journey. The way we develop pupils' character is exemplary and is evident in the carefully planned curriculum offer and the way children present themselves around school. At Hacton, we provide an inclusive environment which encourages all pupils to thrive together.</p>				



## Spiritual Development

- As a result of our diverse and topical RE curriculum, along with carefully planned assemblies, Hacton pupils can talk confidently about both their own and other people's beliefs, feelings and values. The ethos of our school encourages children to be proud of who they are and what they believe in whilst showing respect to those who hold different values than that of their own.
- Throughout the school, children enjoy finding out about the world around them and about different world and religious festivals. These are celebrated ensuring that children have an appreciation of life in modern Britain.
- Our approach to behaviour management encourages children to make the right choices and to reflect on decisions that they make. Our questioning challenges children's creativity and celebrates children who have thought deeply about their responses to different situations and ideas.
- Children regularly share their interests and experiences in our 'Let's talk about...' assemblies and have the opportunity to respond to new ideas through reflective assembly tasks. Within the classroom, children are encouraged to be creative in their learning and to reflect on their own and other's life experiences when tackling problems.

## Moral Development

- At Hacton, we have clear expectations of behaviour throughout the school. All children are aware of the school rules and the consequences of making the wrong choices and these are evidenced around the school environment.
- Children are clear about the difference between right and wrong. They are encouraged to talk through difficult decisions and to discuss alternative solutions when problems have arisen.
- All children are valued and achievements are celebrated in classes, assemblies and on our school website.
- Pupils are taught the value and reasons behind laws, that they govern and protect us, the responsibilities that this involves and the consequences when laws are broken. Visits from authorities such as the Police and Fire Service and local magistrates help reinforce this message.
- Within school, pupils are actively encouraged to make choices, knowing that they are in a safe and supportive environment. As a school we educate and provide boundaries for young pupils to make choices safely, through provision of a safe environment and empowering education.
- Pupils are encouraged to know, understand and exercise their rights and personal freedoms and advised how to exercise these safely, for example through our Online Safety and PSHE lessons. Whether it be through their choice of behaviour, or their choice of participation in our numerous extra-curricular clubs and opportunities, pupils are given the freedom to make meaningful choices.
- We celebrate Anti Bullying Week where the Schools Council presents an assembly on the expectations for our school. Bullying is regularly discussed in assemblies and classes and there is a clear zero tolerance to bullying throughout the school. Children learn that their behaviours have an effect on their own rights and those of others.

## Social Development

- The behaviour of our pupils and their attitude and willingness to work with others is exemplary.
- At Hacton, our pupils having many opportunities for their voices to be heard. Democracy is celebrated throughout the school and children enjoy participating in both house captain and school council elections. The importance of Laws, whether they be those that govern the class, the school, or the country, are consistently

reinforced throughout regular school days, when dealing with behaviour as well as through school assemblies.

- All members of the school community treat each other with respect. Children regularly participate in deaf awareness lessons and are given the opportunity to attend numerous language clubs.
- Children volunteer in a number of ways at Hacton and do great things for their school community. Whether it's cleaning up the environment or volunteering at lunchtime, the community spirit and enthusiasm of our pupils really makes a difference.

## Cultural Development

- Children at Hacton are proud to be members of our school community and are aware of the part they have to play in making our school a happy and safe place.
- Planned visits to different local places of worship along with discussion both in class and in assemblies about global and local news ensure that our children appreciate the vast and ever-changing cultures in modern Britain.
- Our Worldly Wise initiative introduces pupils throughout the school to a diverse range of topics and gives them the opportunity to talk about how countries, cultures and religions may vary.
- Through our extensive extra-curricular programme, children have the opportunity to participate in sporting, artistic, musical and cultural clubs which extends the work that they are doing in the classroom.

## British Values

- Pupils are strongly aware and proud of our British Values. This develops their understanding of democracy, the rule of law, individual liberty, tolerance and respect. This is evidenced through school council and house captain elections, our school ethos and the way in which we celebrate world religions and faiths.
- We promote equality of opportunity and diversity through a carefully planned assembly calendar as well as themed weeks and religious celebrations.
- No form of discrimination is tolerated at our school. As a result, all stakeholders feel secure in their identity and comfortable to challenge stereotypes.

## Healthy Living

- Each class in the school has a Wellbeing Ambassador. They have the responsibility to share the voice and opinions of our pupils and meet regularly with our Mental Health Lead. This means that all pupils voices are heard and current issues are discussed and resolved.
- We have two fully trained, exceptional ELSA members of staff who work with children throughout the school ensuring they are equipped with the necessary tools to deal with different aspects of their life.
- Throughout the school year, pupils are given the opportunity to plan and prepare healthy meals discussing healthy lifestyles and choices.