

Hacton Primary School

Address: Chepstow Avenue, Hornchurch, Essex, RM12 6AU

Unique reference number (URN): 146136

Inspection report: 27 January 2026

Exceptional	
Strong standard	
Expected standard	
Needs attention	
Urgent improvement	

Safeguarding standards met

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, pupils are made safer and feel safe.

How we evaluate safeguarding

When we inspect schools for safeguarding, they can have the following outcomes:

- **Met:** The school has an open and positive culture of safeguarding. All legal requirements are met.
- **Not met:** The school has not created an open and positive culture of safeguarding. Not all legal requirements are met.

Strong standard ●

Achievement

Strong standard ●

Pupils achieve highly across the curriculum. The school's sharp focus on pupils' knowledge in reading, writing and mathematics ensures that they secure strong foundations for future learning. Across subjects, pupils produce high-quality work. They remember what they are taught in the long term and use subject-specific vocabulary accurately and confidently to explain their thinking.

Pupils are well prepared for their next steps. This is reflected in the school's published outcomes in national tests, where pupils' attainment in reading, writing and mathematics has remained above national averages for the past 3 years. Outcomes for disadvantaged pupils include periods of very strong performance. Leaders have thoroughly analysed the notable dip for this group in the most recent year and identified the specific factors that affected attainment. In response, leaders have reviewed and refined practice across the school to ensure that disadvantaged pupils continue to be well supported to achieve highly.

Attendance and behaviour

Strong standard ●

Pupils' attendance is a clear priority for the school. Leaders maintain close oversight of any absence and work in strong partnership with families to remove barriers to regular attendance. As a result, pupils attend well, with overall attendance above national levels over a 3-year period, including for pupils with special educational needs and/or disabilities (SEND). Although disadvantaged pupils have not attended as well over time, their attendance improved notably in the most recent year due to the school's targeted work and effective support for families.

Leaders have high expectations for pupils' behaviour and conduct. Pupils meet these expectations consistently because staff apply the school's behaviour policy with clarity and consistency. From the early years onwards, well-established routines help pupils understand what is expected of them. As a result, behaviour across the school is calm and respectful, creating a highly positive environment where incidents, including bullying or any discriminatory behaviour, are not tolerated. Pupils listen attentively and demonstrate consistently positive attitudes to learning. Without lowering expectations, staff make appropriate adaptations for pupils with SEND so that their needs are met and they can engage successfully in lessons.

Curriculum and teaching

Strong standard ●

Leaders have constructed an ambitious, coherently sequenced curriculum. It is meticulously layered and mapped so that pupils build knowledge securely over time. Leaders prioritise the teaching of foundational knowledge in reading, writing and mathematics. Staff identify gaps in pupils' basic skills quickly and put targeted support in place to help pupils catch up. Clear systems, such as the Hacton Rewind and regular knowledge quizzes, enable pupils to revisit and consolidate their learning so that it becomes secure.

Teaching is adapted effectively to meet the needs of pupils with special educational needs and/or disabilities (SEND). As a result, pupils with SEND are fully included in lessons and access the same ambitious curriculum as their peers. Support staff are deployed strategically and consistently enhance pupils' learning. Their work contributes positively to pupils' progress across the school.

Leaders have an accurate understanding of the strengths of the curriculum and the quality of teaching. They identify the right priorities for further improvement. For example, a current focus on oracy is strengthening pupils' language and vocabulary. Staff model precise language and intervene skilfully. This is improving pupils' writing and deepening their subject knowledge over time.

Staff benefit from robust, high-quality training that develops their subject expertise. As a result, teaching is underpinned by secure subject knowledge and a consistent use of strategies that promote effective learning for all pupils.

Early years

Strong standard 

Leaders have high expectations of what children in the early years can achieve. They have created an ambitious, well-sequenced curriculum with bespoke 'Hacton curriculum goals' that clearly map out progression across the early years.

Leaders and staff build positive relationships with families from the outset, so they can work together to help children achieve well. For example, regular 'sing and swing' sessions give parents and carers opportunities to engage in their children's learning while observing skilled staff model effective language-development strategies. Families also benefit from access to a range of experts through the school's 'family hub'.

There is a sharp focus on ensuring that children secure the basic skills needed for future learning. Reading is prioritised through regular storytelling sessions that children greatly enjoy. Phonics is taught consistently and systematically, enabling children to develop early reading skills quickly. When children need extra help, timely and targeted support helps them to keep up with expectations. Staff use every opportunity in the provision to reinforce key skills, such as establishing accurate pencil grip from the moment children start and deepening their understanding of number through well-planned activities and whole-class teaching.

High-quality interactions between staff and children are a notable strength. Staff consistently model and extend children's vocabulary, prioritising language acquisition and communication skills. As a result of this high-quality provision, children achieve well from their starting points and are very well prepared for Year 1.

Inclusion

Strong standard 

This is a highly inclusive school where pupils feel genuinely valued and welcome. Pupils from the hearing-impaired provision are fully integrated into mainstream classes and learn confidently alongside their peers. All pupils learn British Sign Language, which enables seamless communication across the school and strengthens its inclusive ethos.

Leaders identify pupils' needs quickly and put high-quality support in place without delay. They uphold ambitious expectations for every pupil, including those who are disadvantaged or pupils with special educational needs and/or disabilities (SEND). For many pupils, this work begins before they join the school, ensuring that necessary adaptations are in place from day 1. This proactive approach removes barriers and helps pupils to settle quickly and thrive.

Staff know pupils extremely well. Ongoing, high-quality training equips them with the expertise needed to meet a wide range of needs. Leaders use additional funding, including the pupil premium, effectively, so disadvantaged pupils and those with SEND receive precisely targeted support. This strengthens pupils' learning and promotes their wider wellbeing.

Leaders and staff work closely with families, external agencies and a local specialist provision to check that support is working as intended. They act swiftly when adjustments are needed so that pupils make sustained progress, and barriers reduce over time. This coordinated approach ensures that pupils with additional needs experience success and participate fully in school life.

Leadership and governance

Strong standard 

Leaders, including those from the trust and the local governance board, share a clear and ambitious vision for the school. They are united in their determination to keep improving the school so that every pupil benefits. The school is led with enthusiasm and purpose. Leaders at all levels are reflective, committed and focused on securing the best possible outcomes for pupils. They know the school well, including its strengths and areas for further development and use this knowledge to make carefully considered decisions.

Staff benefit from high-quality, evidence-informed training that helps them develop their skills and confidence. Coaching and targeted support are tailored to staff needs. Early career teachers receive clear guidance, enabling them to grow in their roles and contribute positively to the school's culture of continuous improvement.

The trust and the local governance board fulfil their statutory responsibilities effectively. Robust systems for oversight and information-sharing ensure that leaders are well supported and appropriately challenged. Deliberate recruitment of governors with varied expertise strengthens this work and ensures that governance remains a strategic force for improvement.

Staff are proud to work at the school. Leaders give careful thought to workload when designing and implementing policies. They take effective steps to minimise unnecessary tasks so that staff can focus on what has the greatest impact on pupils.

The 'Hacton family' includes a highly positive and supportive community of parents and carers. They greatly value the education and opportunities provided for their children. This highly effective partnership removes barriers and enables pupils to flourish and reach their full potential.

The school's provision for pupils' personal development is woven through every aspect of school life. It is underpinned by leaders' determination to ensure that pupils become well-rounded individuals who are prepared for their next steps and for life beyond school. Life-skills teaching and the school's 'worldly wise' approach are integrated into learning and wider experiences. The impact of this work is evident in the confidence pupils display from the early years onwards.

Pupils' academic journey is enriched by a deliberate and well-planned programme of wider activities and experiences. Pupils record these proudly on their 'boarding cards', and leaders ensure that all pupils access this offer by providing financial support for disadvantaged pupils where needed. Cultural visits to galleries, museums, theatres and musical events are regular features of pupils' school experience and broaden their understanding of the world.

The school's personal, social, emotional and relationships curriculum is comprehensive. It teaches pupils how to build positive relationships, understand their emotions and keep themselves safe, both online and offline. Opportunities are mapped clearly so that pupils learn about cultural diversity, equality and fundamental British values. For example, pupils visit places of worship across major world religions. Pupils celebrate difference, value what makes them unique and understand that families come in many forms. They experience democracy first hand through applying for and being elected to roles of responsibility.

Pupils' wellbeing is supported through warm relationships, inclusive practice and a strong emphasis on communication, confidence and emotional security. Pupils feel safe, respected and listened to. They show resilience, cooperation and pride in being part of the 'Hacton family'. Leaders choose resources carefully so that pupils can articulate their emotions and have safe spaces to share any concerns or worries.

What it's like to be a pupil at this school

Pupils at Hacton Primary are very proud of their school. They arrive happily in the morning and are warmly greeted by staff, who know each pupil well. This helps pupils to feel safe. They know that there are trusted adults they can approach if they have any worries and that any concerns, including bullying, will be dealt with quickly.

Pupils take great delight in welcoming and speaking to visitors with confidence. This stems from the school's deliberate work to prepare pupils for life beyond Hacton. For example, the 'Hacton School of Life' equips pupils with practical skills that they will use in the future, such as greeting others, making a bed and eating in a restaurant.

Pupils achieve highly across the curriculum and are very well prepared for their next stage in education. They are keen, diligent learners. In lessons, they are attentive, engaged and enjoy the well-considered curriculum on offer.

Pupils behave very well. The school's values underpin clear expectations for behaviour and conduct. Pupils relish earning 'Hacton Dollars' for demonstrating these values or receiving a

‘Hacton raffle ticket’ for respectful and considerate behaviour, such as holding doors open for others.

Pupils are empowered through a wide range of responsibilities. For example, ‘language ambassadors’ support younger pupils in developing their French, and ‘wellbeing ambassadors’ look after others during social times. Digital leaders, house captains and school council members also contribute positively to school life. Pupils’ talents and interests are developed further through a broad range of enrichment opportunities, including varied activities and sports clubs. These include specialist events for pupils with special educational needs and/or disabilities, such as those from the school’s hearing-impaired provision.

Next steps

- Leaders and those responsible for governance should build upon and continue to strengthen the school's provision so that all pupils continue to achieve highly and are well prepared for their next steps.
-

About this inspection

This school is part of Empower Learning Academy Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Simon London, and overseen by a board of trustees, chaired by Keith Butcher.

Inspectors carried out this full inspection under section 5 of the Education Act 2005.

Following our renewed inspection framework, all inspections are now led by His Majesty’s Inspectors (HMI) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

Inspection activities:

Inspectors spoke with the headteacher and other members of the school leadership team, including the designated safeguarding leader and special educational needs coordinator during the inspection. Inspectors also spoke to teachers, support staff and pupils and representatives from the trust and governing body.

The inspectors confirmed the following information about the school:

The school includes provision for up to 14 hearing-impaired pupils.

The school uses no alternative provision.

Headteacher: Emily Leslie

Lead inspector:

Julie Wright, His Majesty's Inspector

Team inspectors:

David Bryant, Ofsted Inspector

David Worrall, Ofsted Inspector

Rupinder Bansil, Ofsted Inspector

Facts and figures used on inspection

The data was used by the inspector(s) during the inspection. More recent data may have been published since the inspection took place.

 This data is from 27 January 2026

School and pupil context

Total pupils

635

Well above average

What does this mean?

The total number of pupils currently at this school and how this compares to other schools of this phase in England.

National average: 272

School capacity

624

Well above average

What does this mean?

The total number of pupils who can attend the school and how this compares to other schools of this phase in England.

National average: 300

Pupils eligible for free school meals (FSM)

6.43%

Well below average

What does this mean?

The proportion of pupils eligible for free school meals at any point in the last six years.

National average: 26.3%

Pupils with an education, health and care (EHC) plan

5.98%

Above average

What does this mean?

The proportion of pupils with an education, health and care plan. This covers pupils with more support than is available through special educational needs support.

National average: 3.5%

Pupils with special educational needs (SEN) support

5.83%

Well below average

What does this mean?

The proportion of pupils with reported special educational support needs at the school.

National average: 15%

Location deprivation

Below average

What does this mean?

Based on the English Indices of Deprivation (2019) and the school's location, we have calculated whether the school is located in a more or less deprived area.

Resourced Provision or SEND Unit (if applicable)

Resourced provision

What does this mean?

Whether school has Resourced Provision or SEND unit (if applicable).

Type of specialist provision (if applicable)

HI - Hearing Impairment

What does this mean?

The type of Special Educational Needs provision provided at the school (if applicable).

All pupils' performance

Pupils reaching the expected standard in reading, writing and mathematics

The percentage of pupils meeting the expected standards in a combined reading, writing and mathematics measure.

Year	This school	National average	Compared with national average
Latest 3 year average	85%	61%	Above
2024/25 (revised)	83%	62%	Above
2023/24 (final)	86%	61%	Above
2022/23 (final)	87%	60%	Above

Pupils reaching the expected standard in reading

The percentage of pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	89%	74%	Above
2024/25 (revised)	88%	75%	Above
2023/24 (final)	90%	74%	Above
2022/23 (final)	90%	73%	Above

Pupils reaching the expected standard in teacher-assessed writing

The percentage of pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	89%	72%	Above
2024/25 (revised)	85%	72%	Above
2023/24 (final)	91%	72%	Above
2022/23 (final)	91%	71%	Above

Pupils reaching the expected standard in mathematics

The percentage of pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	93%	73%	Above
2024/25 (revised)	92%	74%	Above
2023/24 (final)	94%	73%	Above
2022/23 (final)	94%	73%	Above

Disadvantaged pupils' performance

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	68%	46%	Above
2024/25 (revised)	36%	47%	Close to average
2023/24 (final)	93%	46%	Above
2022/23 (final)	67%	44%	Above

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	80%	62%	Above
2024/25 (revised)	55%	63%	Close to average
2023/24 (final)	100%	62%	Above
2022/23 (final)	80%	60%	Above

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	73%	59%	Above
2024/25 (revised)	36%	59%	Below
2023/24 (final)	100%	58%	Above
2022/23 (final)	73%	58%	Above

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	78%	60%	Above
2024/25 (revised)	45%	61%	Below
2023/24 (final)	93%	59%	Above
2022/23 (final)	87%	59%	Above

Disadvantaged pupils' performance gap

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after. The school disadvantage gap is the difference between the performance of the school's disadvantaged pupils compared to the performance of all non-disadvantaged pupils nationally.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics, including the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	68%	68%	0 pp
2024/25 (revised)	36%	69%	-33 pp
2023/24 (final)	93%	67%	25 pp
2022/23 (final)	67%	66%	0 pp

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	80%	80%	0 pp
2024/25 (revised)	55%	81%	-26 pp
2023/24 (final)	100%	80%	20 pp
2022/23 (final)	80%	78%	2 pp

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	73%	78%	-5 pp
2024/25 (revised)	36%	78%	-42 pp
2023/24 (final)	100%	78%	22 pp
2022/23 (final)	73%	77%	-4 pp

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	78%	80%	-2 pp
2024/25 (revised)	45%	81%	-35 pp
2023/24 (final)	93%	79%	13 pp

Year	This school	National non-disadvantaged score	School disadvantage gap
2022/23 (final)	87%	79%	7 pp

Absence

Overall absence

The percentage of all possible mornings and afternoons missed due to absence from school (for whatever reason, whether authorised or unauthorised) across all pupils.

Year	This school	National average	Compared with national average
2024/25 (2 term)	4.6%	5.2%	Close to average
2023/24 (3 term)	4.7%	5.5%	Below
2022/23 (3 term)	5.1%	5.9%	Below

Persistent absence

The percentage of pupils missing 10% or more of their possible mornings and afternoons.

Year	This school	National average	Compared with national average
2024/25 (2 term)	10.5%	13.3%	Close to average
2023/24 (3 term)	11.8%	14.6%	Close to average
2022/23 (3 term)	11.6%	16.2%	Below

Our grades explained

Exceptional

Practice is exceptional: of the highest standard nationally. Other schools can learn from it.

Strong standard

The school reaches a strong standard. Leaders are working above the standard expected of them.

Expected standard

The school is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention ●

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement ●

The school needs to make urgent improvements to provide the expected standard of education and/or care.

The Office for Standards in Education, Children's Services and Skills (Ofsted) inspects services providing education and skills for children and learners of all ages, and inspects and regulates services that care for children and young people.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at <https://reports.ofsted.gov.uk>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted
© Crown copyright 2026



© Crown copyright