

Serco Inspections
Cedar House
21 William Street
Edgbaston
Birmingham
B15 1LH

Ofsted
T 0300 123 1231
Text Phone: 0161 6188524
enquiries@ofsted.gov.uk
www.ofsted.gov.uk

Serco
Direct T 0121 683 3888



16 June 2011

Mrs D Allen
Headteacher
Hadleigh Junior School
Church Road
Hadleigh
SS7 2DQ

Dear Mrs Allen

Ofsted monitoring of Grade 3 schools: monitoring inspection of Hadleigh Junior School

Thank you for the help which you and your staff gave when I inspected your school on 15 June 2011, for the time you gave to our phone discussions and for the information which you provided before and during the inspection. Discussions with staff, members of the governing body, the pupils and the representative from the local authority were also very helpful in evaluating the progress the school has made. Please pass on my thanks to all concerned for the time they gave to talk to me and for the welcome I received.

Since the July 2009 inspection, the headteacher has left the school and an executive headteacher led the school until September 2010 when a new headteacher and deputy headteacher were appointed. There are eight new governors and a new Chair of the Governing Body. One teacher has left and a newly qualified teacher has joined the school. The administrative team has been reorganised.

As a result of the inspection on 1 July 2009, the school was asked to address the most important areas for improvement which are set out in the annex to this letter.

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

Attainment has risen since the last inspection to just above average overall. Higher proportions of pupils are now reaching nationally expected standards but too few are attaining the higher Level 5 by the time they leave school. Attainment is uneven across subjects. Strengths in reading have been maintained. Attainment in writing is still not high enough.



Pupils make broadly satisfactory progress from high starting points to above average standards at the end of Year 6. The school now tracks learners' progress carefully. Leaders use this information to identify pupils making slow progress and they support teachers in offering additional support. However, this has not had a significant impact on the progress of all pupils, particularly the more able. Progress is still variable between classes. Older pupils make the best progress because that is where teaching is strongest. Better progress is made in reading, and progress in mathematics is still slow. Leaders are developing the teaching of writing across the school and teachers now provide weekly opportunities for pupils to produce extended pieces of writing. However, this has not had sufficient impact on attainment in writing, particularly for the more-able pupils.

Strengths in behaviour have been maintained. Pupils are largely polite, friendly and confident. They are keen to learn and, even when occasionally they do not understand their tasks, they try hard and behave well. Pupils say they enjoy school and feel safe. Consequently, attendance has improved and is high. Thorough safeguarding records are routinely and accurately checked.

The school is calm and well-ordered. Staff have worked to enhance the learning environment. It is now stimulating and organised. During the inspection, pupils' spiritual development and awareness of how to stay healthy were enhanced through an engaging assembly about making choices, led by a member of the governing body.

Teaching, overall, has not improved since the last inspection. Leaders have concentrated on setting minimum expectations of lessons to ensure that, for example, pupils understand what they are expected to learn in lessons. Teachers now routinely plan for the needs of the different ability groups but this is more successful in some lessons than in others. Therefore, teaching remains inconsistent in quality. The best lessons feature careful teaching of the basic skills which some of the pupils have missed over time. Engaging activities support good learning along with the effective use of questioning to consolidate key concepts. Teachers do not always use assessment data well enough to plan appropriate activities for all pupils, and some lessons lack appropriate challenge for the more able. In these lessons, teachers do not check pupils' understanding regularly enough so that, sometimes, pupils are asked to complete tasks which do not build appropriately on prior learning. All pupils now have individual targets for mathematics and English but pupils' understanding of them is variable. Some older pupils were very clear about how they assess their own progress by identifying in their work occasions when they have demonstrated the required skills. However, some of the younger pupils were less aware of the impact targets have on their learning.

The curriculum is improving but, along with much else, is at an early stage of development. Pupils say they would like more opportunities to choose what they will learn and more time for lessons they particularly enjoy, including art and physical education.

The enthusiastic leadership of the headteacher is focused on raising standards and she is well supported by other recently appointed leaders in the school. One parent commented, 'Things actually get done now.' Since the previous inspection, the role of leaders and managers in checking the work of the school has improved. Leaders monitor teaching and provide useful feedback to teachers. This is beginning to be effective but has not improved all teaching to a consistently good quality or eradicated all inadequate teaching. New initiatives are checked to ensure that all teachers have taken them on board. However, the school is not monitoring all developments for quality. For example, the school is checking that teachers are implementing the marking policy but not evaluating the effectiveness of teachers' feedback to pupils. Leaders have identified appropriate priorities for development and are setting some whole-school targets but these are not always articulated effectively. For example, school improvement plans lack clear means of judging success. The role of the governing body in challenging the school has improved since the last inspection. Governors have been recruited for their particular skills and benefited from relevant training. The governing body is well organised. It now receives good information to hold the school to account, including the use of independent data to compare school standards with others locally and nationally. Improvements in the effectiveness of leaders indicate that they are well placed to secure further improvement. However, the school has not sufficiently addressed all of the areas of improvement from the last inspection.

The local authority has provided satisfactory support, focused principally on strengthening the school's strategic leadership.

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

Yours sincerely

Michelle Winter
Her Majesty's Inspector

Once the school has had 24 hours to report any factual inaccuracies, the post-inspection letter is copied as appropriate to the following:

- Appropriate authority - Chair of the Governing Body/Interim Executive Board
- Local authority – except for academies
- Contractor providing support services on behalf of the local authority - where appropriate
- Diocese – for voluntary aided and voluntary controlled schools
- The person or body responsible for appointing foundation governors if the school has a foundation.

The letters should also be copied electronically to:

each member of the inspection team,

A copy with editing marked up should be forwarded to the:

Lead inspector

Annex

The areas for improvement identified during the inspection which took place in July 2009

- Raise standards further, especially in mathematics and writing, by ensuring that all pupils make consistently good progress.
- Improve teaching and learning, especially in writing by raising expectations of what pupils, particularly those of higher abilities, can achieve.
- Develop the role of all leaders and managers in using best practice for checking the work of the school, planning and implementing improvements and evaluating the impact.
- Set more challenging whole-school targets, as well as for the pupils themselves, and help them to better understand what they need to do to improve.