

Hadleigh Junior School

Inspection report

Unique reference number	137485
Local authority	N/A
Inspection number	386194
Inspection dates	5–6 March 2012
Lead inspector	Michael Sutherland-Harper

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Academy
School category	Non-maintained
Age range of pupils	7–11
Gender of pupils	Mixed
Number of pupils on the school roll	314
Appropriate authority	The governing body
Chair	Andrew Johnston
Headteacher	Debbie Allen
Date of previous school inspection	Not applicable
School address	Church Road Hadleigh Benfleet SS7 2DQ
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Age group	7–11
Inspection date(s)	5–6 March 2012
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Introduction

Inspection team

Michael Sutherland-Harper

Additional inspector

Fatiha Maitland

Additional inspector

Jane Richmond

Additional inspector

This inspection was carried out with two days' notice. The inspection team observed 22 lessons taught by 11 teachers and held meetings with members of the governing body, staff and groups of pupils. Inspectors took account of the responses to the on-line questionnaire (Parent View) in planning the inspection, observed the school's work, and looked at pupils' books, the school's improvement plan, assessment data, monitoring and evaluation records, arrangements for safeguarding, and a range of policies and procedures. Inspectors listened to pupils read. The inspection team analysed responses to questionnaires from pupils and 154 parents and carers.

Information about the school

Hadleigh Junior School is a larger than average-sized primary school serving the local community. The school has recently converted to academy status. The headteacher and deputy headteacher have been in post for 18 months. The very large majority of pupils are from White British backgrounds. The school meets the government's current floor standard, the minimum expectations for attainment and progress at the end of Key Stage 2 in mathematics and in English. The proportions of pupils known to be eligible for free school meals, and of disabled pupils and those who have special educational needs, including those with a statement of special educational needs, are below the national average. The proportion of pupils speaking English as an additional language is below the national average. The school has the Healthy Schools and bronze level ECO awards.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness	3
Achievement of pupils	3
Quality of teaching	3
Behaviour and safety of pupils	3
Leadership and management	3

Key findings

- Hadleigh Junior School is a satisfactory school. The headteacher, staff and governors are determined to improve the school. Spiritual, moral, social and cultural development is a growing strength. Progress rates are rising. The school is not yet good because rates of progress in English for some pupils have been too slow and because teaching is predominantly satisfactory.
- All groups of pupils achieve satisfactorily although progress is more consistent in mathematics than English. Pupils willingly take an active part in lessons, especially where good demonstration makes clear what they are learning and how to judge their own success.
- Teaching is satisfactory overall and improving as teachers begin to share best practice. Teaching meets the needs of all groups of pupils, including disabled pupils and those with special educational needs, boys, middle attaining pupils and the more-able, especially where expectations are high. Focused work on writing and reading is improving English results. Books are regularly marked but marking does not always indicate how to reach the next learning goals.
- Behaviour is satisfactory. Pupils enjoy secure relationships with each other and with adults. They have clear expectations of behaviour and want to help the school wherever possible. Pupils feel safe and parents and carers agree. Regular staff training ensures safeguarding procedures are effective.
- The headteacher, senior team, staff and governing body are working together to sustain school improvement. Middle managers have defined roles in leading teaching and learning and ensuring accountability. The curriculum offers pupils a variety of opportunities to engage with learning. Improved tracking and monitoring procedures give an accurate picture of progress. The reconstituted governing body offers increased support and challenge. The school recognises the need to improve communication with parents and carers so they are always well informed and concerns quickly resolved.

Schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

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What does the school need to do to improve further?

- Raise the quality of all teaching to good or better by December 2012 by:
 - sharing best practice, including in assessment
 - ensuring that pupils are very clear as to what they are learning and how they will know they have learnt it
 - raising expectations in lessons and increasing the pace and challenge.
- Improve attainment in writing, including in the different subjects across the curriculum, through increased monitoring of progress.
- Improve communication with parents and carers to help move learning on and to ensure that issues are quickly resolved, by:
 - providing further opportunities for parents and carers to work with the school
 - ensuring a rapid response to parent/carers concerns.

Main report

Achievement of pupils

Pupils' attainment is average. They enter the school with the knowledge and skills expected for their age and make satisfactory progress. Progress in mathematics and for most groups in English is satisfactory. Rates of progress for boys in writing, and sometimes reading, have been slower but the school's assessment data, and current work, indicate that gaps are closing. Focused provision, including one-to-one support, well planned activities like daily sustained quiet reading time, spelling reinforcement and opportunities for more extended writing, is improving reading and writing skills. Carefully chosen resources have increased boys' enthusiasm for reading and then writing about topics. Cross-curricular work is extending literacy skills. For example, a good Year 6 science lesson was used to improve presentation and handwriting skills through careful modelling of how to do it, and an ensuing practice session. Pupils, including disabled pupils and those who have special educational needs, make the same progress as their peers because support processes have been refined, with increased training for support staff. Progress is also getting better because the school makes effective use of 'talk partners' to promote learning and thereby increase pupil confidence, especially for middle-attainers and quieter pupils. Some lessons offer opportunities for pupils to reinforce skills through reporting back about their learning and how they reach conclusions, but these are used inconsistently. Pupils are confident readers who reach secure standards by the end of Year 6. They are able to use their skills in matching sounds and letters to decode words and are able to talk about the characters and context in their chosen books. Pupils are pleased to receive 'rapid reading' certificates as their skills levels improve.

Learning in lessons is satisfactory, and it is sometimes good. Pupils enjoy school and

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are increasingly clear about learning objectives. They respond well in class, settling quickly to independent work when expectations have been made clear, time limits applied and tasks are engaging. Regular access to information and communication technology reinforces pupils' skills through a variety of appropriate programmes. Most pupils know their academic targets. These are clearly displayed in exercise books with space for pupils and teachers to indicate and date when they think a target has been achieved. The very large majority of parents and carers feel that their children are making good progress and that the school helps them to support children's learning. A similar percentage of pupils say that they learn a lot in lessons and are helped to make progress.

Quality of teaching

Teaching is satisfactory. The very large majority of parents and carers feel that their children are well taught and most pupils agree with this positive view of lessons. Inspectors find that these views are justified in some respects, including with regard to subject knowledge and the use of resources in the classroom. The proportion of good teaching is rising. Teachers work with increasing care to ensure that the planned curriculum is delivered in ways which pupils will understand. Teachers make generally good use of questioning to assess their understanding and are secure in harnessing new technologies to promote learning opportunities. In good lessons in Years 3 and 6, for example, pictures from the link school in Ghana were used effectively to engage pupils and to encourage spiritual and cultural development by making them use their imaginations. This led to an increased enthusiasm for writing through the descriptive words produced by all pupils, including the more-able. Together with good social relationships in classes and a well-developed sense of right and wrong, such initiatives make spiritual, moral, social and cultural development a growing strength of the school.

There are some inconsistencies in the quality of teaching in, for example pace, challenge and expectations. In some lessons teachers talked for too long and did not provide sufficient opportunities for pupils to produce extended work; some activities went on for too long because time limits were not used to add extra challenge. Additionally, the modelling of what was required and the clarity of learning outcomes were inconsistently developed.

Lesson planning ensures that all groups of pupils, including boys, disabled pupils and those who have special educational needs, make similar and increasing progress. The school has worked carefully to ensure that teachers and support staff share common skills to improve learning.

The school has improved teachers' understanding of assessment procedures. Books are regularly marked and there is evidence of peer- and self-assessment, although comments often focus on positive features of the work rather than pointing towards next steps in learning. Some opportunities to assess pupils' progress in class are missed because teachers sum up the main points of the lesson rather than using questioning to elicit explanations.

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Behaviour and safety of pupils

Behaviour in lessons and around school is satisfactory with some examples of good behaviour, as in an assembly which considered ways pupils could support each other when they had any concerns. The assembly reinforced social skills, including through active pupil involvement. Behaviour has improved over time as expectations have risen. Older pupils willingly mentor younger ones and help them to address issues. Pupils are keen members of the school council and welcome opportunities to help the school to move forward. Respect is one of the school's core values. The large majority of parents believe that the school deals effectively with any cases of bullying. Pupils agree and say that whenever there is any possibility of bullying, it is quickly and effectively sorted out. They are clear about the various types of bullying. The very large majority of parents and carers believe that behaviour is good at the school and the large majority feel that lessons are not disrupted by bad behaviour. In most lessons pupils share their teachers' clear expectations of behaviour but where lessons are less engaging, behaviour is very occasionally less secure. The school has worked steadily to raise the quality of teaching and to ensure that behaviour is improving but recognises the need for better and quicker communication with parents and carers to ensure the rapid resolution of any issues.

Attendance is above average. Pupils are punctual to school and at lessons. Movement around the school is quiet and efficient. The very large majority feel safe and a similar proportion of parents and carers agree. Pupils feel they can solve issues themselves or by talking to others, but equally that there is always an adult to whom they can turn for support and advice. Pupils are aware of how to stay fit, healthy and safe, including e-safety. The school reinforces safety procedures as part of the curriculum through personal, social and health education sessions. Transition arrangements are thorough and effective. Secure arrangements are in place to meet the needs of pupils whose circumstances might make them vulnerable.

Leadership and management

Since the arrival of the experienced headteacher, senior leaders, staff and the governing body are working with increased efficiency to improve the school and raise attainment following a period of turbulence. They have a clear vision of a school where every child fulfils his or her potential and is valued as an individual. Staff now work effectively as a team and are clear about their responsibilities for the progress of groups they teach. Careful training is developing the roles and understanding of support staff. Middle managers have increased roles in monitoring and evaluating progress and are supported by the frequent collection and analysis of data. Challenging pupil targets are regularly reviewed at achievement team meetings. A range of support systems have been put in place to ensure any remaining gaps are narrowing. The reconstituted governing body is well organised and now offers effective challenge and support. Links with local schools are strong and have been strengthened with the partner infant school through shared moderation of results. The school has a satisfactory and growing capacity to improve because its self-

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evaluation has accurately identified those areas requiring further improvement and how to proceed with them. Responsibilities have been appropriately allocated and accountability reinforced.

Classrooms are inclusive communities with learning at their centre. Equality of opportunity is stressed and no form of discrimination is tolerated. Safeguarding meets all current requirements including through regular training in safety and safer recruiting. The curriculum is broad, balanced and carefully planned. It offers many possibilities for linking different subjects, including work on the Olympics and on the recent centenary of the school, as well as through the close links the school has made with a partner school in Ghana. Pupils relish the opportunities afforded by a range of visits and visitors to develop their perceptions of the world around them. All these links serve also to reinforce pupils' spiritual, moral, social and cultural understanding, which is a growing strength of the school.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	46	46	8	0
Primary schools	8	47	40	5
Secondary schools	14	38	40	8
Special schools	28	48	20	4
Pupil referral units	15	50	29	5
All schools	11	46	38	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 31 August 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add exactly to 100.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Attendance	the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.
Behaviour	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the governors and headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.
Safety	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



7 March 2012

Dear Pupils

Inspection of Hadleigh Junior School, Benfleet, SS7 2DQ

Thank you for welcoming us to your school and for helping us to form our views during our recent visit by talking to us and completing questionnaires.

Hadleigh Junior School is a satisfactory school. Here are some of the things that your school does well.

- You like being at school. Your school encourages you to help each other.
- You feel supported in your lessons and know that you can always ask the teachers for help.
- Your school is working hard to develop all your skills in reading, writing and mathematics. As a result, your progress is improving.

The headteacher, staff and governing body are all determined to make your school better and to reinforce its core values of respect, achievement, confidence and enthusiasm. To help them improve, we have asked them to develop a few areas.

- Make sure that all teaching and learning is good or better. Ensure that the comments they make when they mark your work tell you how to become better too, especially at writing.
- Ask teachers always to demonstrate the way you should do your work and indicate how you will know you are being successful.
- Improve communication with your parents and carers so they can help advance your learning and quickly resolve any concerns.

The inspectors believe that your willingness to help the school whenever you can and the way you work so well together can help the school to improve. You can also help by always telling your teachers when you have a difficulty and agreeing with them how to tackle it.

Yours sincerely

Michael Sutherland-Harper
Lead inspector

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