

# Hadnall CE (Controlled) Primary School

Inspection report

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<b>Unique Reference Number</b>	123478
<b>Local Authority</b>	Shropshire
<b>Inspection number</b>	359444
<b>Inspection dates</b>	10–11 November 2010
<b>Reporting inspector</b>	Charalambos Loizou HMI

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

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<b>Type of school</b>	Primary
<b>School category</b>	Voluntary controlled
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	76
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Neil Duxbury
<b>Headteacher</b>	Lynne Potts
<b>Date of previous school inspection</b>	9 October 2007
<b>School address</b>	Astley Lane Shrewsbury SY4 4BE
<b>Telephone number</b>	01939 210323
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## Introduction

This inspection was carried out by one of Her Majesty's Inspectors and an additional inspector. The inspectors visited ten lessons and observed the five teachers who were teaching at the time of the inspection. Meetings were held with some members of the governing body, staff and pupils, and inspectors spoke to some parents and carers. Inspectors observed the school's work and scrutinised the arrangements in place to safeguard pupils, the school's improvement plan and self-evaluation, as well as assessments and data that teachers use to monitor pupils' progress. Questionnaire returns from 46 parents and carers were analysed as well as returns from pupils and staff.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following.

- Are pupils making enough progress in writing, particularly in Key Stage 1, and in mathematics across the school?
- Do teachers use their assessments effectively enough to plan the right level of challenge for all pupils in mixed-aged classes?
- How well do the staff and governing body evaluate the impact of teaching and the curriculum on pupils' learning?

## Information about the school

This is a small school. There are three mixed-age classes, including one for children in the Early Years Foundation Stage who are taught alongside pupils in Years 1 and 2. Almost all pupils are of White British heritage and a very small number come from a range of minority ethnic backgrounds. The proportion of pupils with special educational needs and/or disabilities, including those with a statement of special educational needs, is similar to that of most schools. The main areas of additional need include pupils with moderate or specific learning, emotional or behavioural difficulties. The headteacher joined the school in September 2010. The school has a number of national accreditations, including the Healthy Schools, Eco and Artsmark 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: how good is the school?**

**2**

**The school's capacity for sustained improvement**

**2**

## Main findings

The very large majority of parents and carers are positive about the school. Their views are well founded as Hadnall is a good school whose pupils achieve well and demonstrate enthusiasm for all that the staff offer them. The school has made good progress since its last inspection. Attainment is above average by the end of Year 6 in English, mathematics and science, and is rising steadily. Behaviour is excellent and pupils thoroughly enjoy school, which is clearly reflected in consistently high attendance rates. Many pupils paid tribute to their teachers and support staff. For example, one stated that, 'I have noticed how well our teachers make learning fun,' and in the Early Years Foundation Stage a child said, 'I love playing with my friends and the teachers help me a lot.' The teaching is consistently good in all three classes and a significant amount is outstanding. Pupils of all abilities confidently apply their reading, writing and mathematical skills well in other subjects, although some lessons do not provide enough extension work for more able pupils to accelerate their learning towards higher levels.

Teachers' planning has improved since the school's last inspection, and they have devised a good, creative curriculum which is carefully tailored to meet the challenges of having mixed ages in each class. Assessment has improved as pupils are provided with learning targets. Teachers' marking includes improvement points that have clear objectives to help pupils understand the next steps in their learning. In a short time, the headteacher has worked hard with staff to build on the school's success by bringing together teachers' planning and assessments to sharpen the way they monitor the progress and performance of pupils. Past test results and assessments show that some more able pupils just fell short of their expected levels in reading, writing and mathematics. Improvements to the teaching and higher expectations are addressing this, although teachers are not checking pupils' progress regularly enough to ensure that all of the more able reach their targets.

Pupils are encouraged to be healthy and active and many participate in a good range of sporting and creative extra-curricular activities, including cooking club where pupils learn about healthy foods. The school council is very successful in representing pupils' views and acting on their suggestions. There are many opportunities for pupils to support others as playground pals. Pupils contribute to developing their school and local community through charitable fund raising or special Eco projects to improve the local environment. The staff are very committed to pupils' all-round academic and personal development, which is reflected in strong pastoral support and guidance. The school is particularly successful in caring for those whose circumstances cause them to become vulnerable, utilising its effective partnerships with other schools and support agencies. The curriculum is stimulating and pupils are offered many opportunities to broaden their learning and interests, including a range of visits and visitors and through international links when pupils write or e-mail their pen pals who attend a primary school in Kenya. Despite these activities, pupils do not have sufficient first-hand experience of communities beyond the

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school's locality so that their knowledge of ethnic, cultural and religious diversity in Britain is limited.

The headteacher has been successful in working with the school community to take the school forward and in a short time, has earned the respect and support of pupils, parents and carers. The governing body is supportive and diligent in exercising its statutory responsibilities, particularly in relation to pupils' health, safety and well-being. However, it is not as involved as it should be in checking the performance of staff and pupils. A good start has been made in creating stronger links between members of the governing body and staff who have responsibilities for managing subjects. Well-devised training and support for all staff have brought about significant improvements to standards and to the teaching. The school is well placed to improve further and provides good value for money.

### **What does the school need to do to improve further?**

- Ensure that the needs of more able pupils are met in all lessons to sustain the increase in standards in English and mathematics by:
  - providing more work that extends their learning to help them reach higher than their age-related levels
  - making more regular assessments of their progress and performance to intervene sooner if they are at risk of falling short of their targets.
- Develop plans that promote community cohesion beyond the school's immediate locality to provide pupils with a better understanding of communities from different cultural and religious backgrounds.
- Ensure that the governing body takes more responsibility for monitoring the progress and performance of pupils and staff to enable it to have greater influence on shaping the direction and effectiveness of the school.

### **Outcomes for individuals and groups of pupils**

**2**

Pupils achieve well in relation to their starting points, and standards are improving in reading, writing, mathematics and science. Work seen in lessons and workbooks shows that pupils have good opportunities to practise problem-solving skills by applying their knowledge of numbers, shapes and measures. Pupils' writing is consistently well formed and, as they move up the school, is increasingly accurate as they gain in confidence and ability when writing independently and at length.

Pupils' behaviour is excellent. The effective support provided by skilled teaching assistants also helps to improve the behaviour of those who have emotional difficulties or find learning particularly challenging. There is a strong sense of spirituality and moral responsibility throughout the school, which is underpinned by warm and trusting relationships between pupils and staff. Pupils respect each other's views and are keen to ask questions. They enjoy probing further with their studies. For example, pupils in Years 5 and 6 worked cooperatively during a highly effective science lesson when given the opportunity to investigate planetary orbits and the impact these have on variations in the intensity of sunlight. Outstanding teaching and learning such as this enable pupils to ask questions and engage in practical work that generates their own ideas and hypotheses.

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Some lessons, however, miss opportunities like this so that more able pupils do not always have the opportunity to extend their ideas further.

Pupils feel safe and trust that the staff will deal with any rare incidents of bullying. They know that their views are taken on board and their efforts valued and rewarded. Monitors and playtime buddies are mature and take their responsibilities seriously, for example, when caring for younger pupils. Elected school councillors are highly organised. Their involvement in representing other pupils is of enormous benefit to all pupils as they develop their understanding of living in a democratic and responsible community, so preparing them well for the future. Pupils have good opportunities to contribute to the church and local community although have less knowledge and understanding of ethnic, cultural and religious diversity in communities beyond the local area.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account: Pupils' attainment <sup>1</sup>	2
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>1</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>2</b>
Taking into account: Pupils' attendance <sup>1</sup>	1
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

**How effective is the provision?**

Pupils respond positively and are making good strides because there is a positive climate for learning in lessons and a shared ethos amongst staff which encourages everyone to do well. This was clearly the case when, for example, pupils in Years 1 and 2 improved their confidence and skills in an excellent English lesson when writing instructions and setting these out chronologically using time words and phrases to form time connectives. Similarly, pupils in Years 2, 3 and 4 made rapid progress with their letters and sounds (phonics) during an innovative lesson where the teacher combined an enjoyable game of

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musical chairs with random letter sounds and vowel digraphs to improve pupils' spelling. Most of the teaching is good, although some lessons miss opportunities to extend learning for more able pupils.

Teachers use interactive whiteboards well to focus pupils' learning by using illustrations and charts, as well as opportunities for pupils to learn through trial and error by setting out their thoughts on the whiteboard for others to see and evaluate. The school has improved its curriculum which is having a positive impact on pupils' academic, personal, social and emotional development. The creative and performing arts are a strength, and this is demonstrated in the high standard of artwork displayed around the school. There are good opportunities for pupils to link different subjects to broaden their experiences because teachers incorporate a range of interesting topics and projects. For example, older pupils enthusiastically recalled their experiences during a recent project about Roman Britain which, as one pupil put it, 'Brought history alive.'

The staff provide good care, guidance and support for pupils with clear plans in place that are carefully targeted to remove barriers for those who experience learning difficulties.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</b>
Taking into account: The use of assessment to support learning	2
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

## How effective are leadership and management?

The headteacher and staff are very good at listening to, and acting on the views of pupils, parents and carers. This accounts for the high level of parental satisfaction. The school has accurately assessed most aspects of its work. Some cautious self-evaluation reflects the high expectations the headteacher and staff set for themselves. There have been marked improvements to the leadership skills of teachers who manage subjects. This has contributed well towards a coordinated process of audit and review and improved the consistency and quality of the teaching since the school's last inspection. The headteacher is sharpening the process of review with more systematic moderation meetings between staff to ensure that they assess pupils' work consistently across classes. The governing body is committed and supportive and is beginning to use information and reports from staff to pose questions. It has been less inquisitive about the performance of different groups of pupils and the effectiveness of the teaching.

Staff morale is high. The headteacher leads by example and oversees the development and training of teachers and support staff. Pupil progress meetings and shared planning between teachers reflect the school's commitment to equal opportunities for all pupils, although reviews of pupils' performance are not regular enough yet to ensure that all more able pupils reach their expected targets. The staff are aware of this and are putting

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in place assessment systems to more efficiently help them to identify the rate of progress more able pupils are making.

At the time of the inspection all safeguarding requirements were being met well. There are good arrangements in place to ensure that only suitable adults come into contact with pupils. The school's contribution to community cohesion is satisfactory overall with well-established links and partnerships with the church and local community. The staff have yet to incorporate and plan ways to broaden the scope of work the school does to reach further than its locality so that pupils gain a better understanding of different ethnic, cultural and religious communities.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	2
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>3</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>3</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

## Early Years Foundation Stage

Children make good progress in Reception, having started with skills and aptitudes that are in line with those expected of four-year-olds. Attainment is above that expected of five-year-olds in all areas of learning by the time they start Year 1. The staff provide a stimulating range of activities that broaden children's knowledge and understanding, laying secure foundations for their learning and development. The children make a good contribution to the class when tidying away or caring for and sharing books and equipment, some even bringing their own toys into school to share with others. The children make rapid progress linking letters and sounds to words and this improves their reading and writing skills very well. The staff are highly skilled at making learning fun as the children count and identify shapes and different ways of measuring, for example, when predicting and testing which containers might hold a litre of water. Relationships are warm and trusting. Each child is valued and rewarded for their behaviour and effort. Assessments are carried out and children's work is checked to ensure progression, although this is not routine enough yet to ensure that all children of higher ability remain



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on course to reach their predicted targets. Children explore and develop their physical and creative skills well using different textures when colour mixing, drawing and painting, or when sculpting shapes with wet sand. They have good opportunities to initiate their own ideas which improve their confidence and independence. The Early Years Foundation Stage is led and managed well, and the staff are very committed to their role in supporting and managing children's welfare. There are positive relationships with parents and carers and the school utilises opportunities to engage with its local community and local pre-schools.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

## Views of parents and carers

The very large majority of parents and carers who returned inspection questionnaires hold positive views of the school and this constitutes over 95% of all parents and carers. They believe that this is a caring, open and supportive school. Inspection findings support these views. Despite a very small number of concerns about the progress their children are making, most parents have commented that they have noticed significant improvements to the teaching which are raising standards. Inspection findings agree with these views.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Hadnall CofE Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school. The inspection team received 46 completed questionnaires by the end of the on-site inspection. In total, there are 76 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	36	78	10	22	0	0	0	0
The school keeps my child safe	31	67	15	33	0	0	0	0
My school informs me about my child's progress	26	57	18	39	1	2	0	0
My child is making enough progress at this school	26	57	16	35	4	9	0	0
The teaching is good at this school	27	59	16	35	3	7	0	0
The school helps me to support my child's learning	23	50	20	43	2	4	0	0
The school helps my child to have a healthy lifestyle	28	61	18	39	0	0	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	26	57	16	35	2	4	1	2
The school meets my child's particular needs	30	65	13	28	3	7	0	0
The school deals effectively with unacceptable behaviour	22	48	20	43	1	2	1	2
The school takes account of my suggestions and concerns	22	48	20	43	2	4	0	0
The school is led and managed effectively	25	54	17	37	0	0	0	0
Overall, I am happy with my child's experience at this school	36	78	7	15	1	2	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## 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	58	36	4	2
Primary schools	8	43	40	9
Secondary schools	10	35	42	13
Sixth forms	13	39	45	3
Special schools	33	42	20	4
Pupil referral units	18	40	29	12
All schools	11	42	38	9

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2009 to 31 March 2010 and are the most recently published data available (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)). Please note that the sample of schools inspected during the autumn and spring terms 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on 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 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:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
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.

**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.**



12 November 2010

Dear Pupils

**Inspection of Hadnall CofE Primary School, Shrewsbury, SY4 4BE**

You were all so welcoming when the inspectors visited your school. We enjoyed talking to many of you, including the school council who were extremely mature and helpful. Inspectors have judged that you go to a good school. Your behaviour is excellent and we found you to be courteous, polite and sensible in lessons and at other times. You are making good progress in lessons and are now doing much better in English, mathematics and science because your teachers and support staff provide you with good lessons and an exciting curriculum. Many of you told us that your work is fun because of the opportunities you have to go on visits or learn interesting things. You also have good opportunities to undertake exciting art and design work, ICT, music and a range of activities like the cooking club, sports and fund raising like the one you organised for the Pakistan flood appeal. The headteacher, staff and governing body are continually improving the school and have successfully made many improvements since the last time your school was inspected three years ago.

Your reading, writing and mathematics work is improving well, but inspectors have judged that some of you should be doing a bit better so have asked your teachers to make more regular checks to ensure that all of you reach your learning targets. Inspectors know that you have good links with the church and local community and have asked the staff and governing body to plan to extend these further so you can learn more about other cultures and religions that exist in communities across Britain. The governing body meets regularly to support your school and many of you may have met some governors from time to time because they really care about you and your school. The inspectors have asked the governing body to step up the work it does and work more closely with the staff to check how well you and your teachers are doing.

You can all help too by keeping up your excellent attendance and behaviour. I wish you, your parents, carers, staff and governors the very best.

Yours sincerely

Charalambos Loizou

Her Majesty's Inspector

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