

Hadleigh Junior School

Church Road, Hadleigh, Benfleet, SS7 2DQ

Inspection dates 11–12 December 2013

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|--------------------------------|----------------------|--------------|----------|
| Overall effectiveness | Previous inspection: | Satisfactory | 3 |
| | This inspection: | Good | 2 |
| Achievement of pupils | | Good | 2 |
| Quality of teaching | | Good | 2 |
| Behaviour and safety of pupils | | Good | 2 |
| Leadership and management | | Good | 2 |

Summary of key findings for parents and pupils

This is a good school.

- Pupils make good progress from their different starting points although it is yet to show in their published data. The current Year 6 pupils are on track to reach above-average standards by the end of the year.
- Rapid improvement to pupils' progress since the school became an academy is evident. In writing, this has partly been the result of some effective training for teachers.
- Teaching is mostly good, with a growing amount that is outstanding. This is the result of robust performance management and a lack of complacency. The teaching assistants are very effective in supporting teachers and pupils.
- Pupils feel safe in school. They behave well and have positive attitudes towards learning. This is having an impact on the good progress they are making and the effective relationships they have with adults.
- The school is well led and managed by the headteacher and other leaders which results in all staff having clear ambition to continue improving.
- The governing body's checking of the work of the school is outstanding. Because of this, they have a very good understanding of how to use the data to challenge the school. This has helped all leaders bring about rapid improvement in teaching and pupils' achievement.

It is not yet an outstanding school because

- Progress is not yet as rapid in mathematics as in reading and writing, although it is improving.
- Pupils do not have enough opportunities to solve practical problems or use their mathematical skills in a variety of other subjects.
- Teachers do not always have high enough expectations of the neatness and quality of presentation of pupils' work.
- In parts of some lessons, the work is too hard or too easy.
- There are not enough opportunities to share excellent existing practice between teachers.
- Pupils' targets are not demanding enough because pupils are not set a timescale for their achievement.

Information about this inspection

- The inspectors observed 24 lessons or parts of lessons in the school. Most of these were observed jointly with the headteacher and deputy headteacher.
- Meetings and discussions took place with the headteacher, governors, pupils, staff, parents and the school's external adviser.
- Samples of pupils' work were examined. Some pupils read books with an inspector.
- The inspectors analysed and took account of the 105 responses from parents and carers to the online survey, Parent View.
- Inspectors took account of staff questionnaires completed by the staff for the last two years.
- The inspectors looked at key documents, including performance data produced by the school, procedures for safeguarding, the school's own evaluations of its work, reports to the governing body and the plans for raising attainment.

Inspection team

Geof Timms, Lead inspector

Additional Inspector

Maria Rees-Johnson

Additional Inspector

Aileen Thomas

Additional Inspector

Full report

Information about this school

- Hadleigh Junior School is larger than the average-sized primary school. It converted to become an academy in 2011 before the previous inspection.
- The large majority of pupils are White British. The proportion of pupils from minority ethnic backgrounds is similar to that in most schools. There are no pupils who speak English as an additional language.
- The proportion of disabled pupils and those with special educational needs supported through school action is below average. An average proportion is supported at school action plus or with a statement of special educational needs.
- A below-average proportion of pupils is supported by the pupil premium which, in this school, provides additional funding for those known to be eligible for free school meals, or who are in local authority care.
- The school meets government floor standards, which set the minimum expectations for pupils' attainment and progress in English and mathematics.

What does the school need to do to improve further?

- Improve the rate of progress in mathematics by:
 - providing sufficient opportunities for pupils to use and apply their knowledge and skills in practical situations and to solve problems
 - providing more opportunities for pupils to use their skills in other subjects.
- Make more of the teaching consistently outstanding by:
 - raising teachers' expectations of the presentation and neatness of pupils' work
 - ensuring that the activities provided for pupils when the whole class is working together are neither too hard nor too easy
 - sharpening the effectiveness of pupils' targets by setting a timescale for their achievement
 - sharing the outstanding practice that exists more widely between all staff.

Inspection judgements

The achievement of pupils is good

- Pupils typically start at the school with attainment in reading, writing and mathematics that is broadly average. Current progress made from pupils' different starting points is above that expected throughout the school and pupils are making good gains in their learning.
- Over recent years, progress has been well below that expected and the legacy of that was still evident in the Year 6 results in 2013. Even so, because of the rapid improvements made to the quality of teaching and the leadership since the school became an academy, the Year 6 pupils made better than expected progress in reading and mathematics and almost two years' progress in a single year in writing. This included a period when the school had to close for some weeks and pupils had to work in temporary accommodation at a local secondary school.
- There is a wide range of ability in the school and the staff work to address the learning needs of each individual. Because of this, and regular checks on achievement by senior leaders, the progress made by all different groups of pupils is above that expected. For example, the most-able pupils in the current Year 6 have made above-average progress since they joined the school in reading, writing and mathematics. This is due to the often outstanding teaching in these subjects.
- Current standards in reading are above those expected. Pupils read a wide range of books and talk happily about the ones they particularly enjoy. Standards in writing, particularly for boys, have been a focus for improvement. Recent training for teachers has resulted in the better development of pupils' speaking skills. Pupils are extending and deepening their vocabulary and this is having a positive impact on the quality of their writing. In Year 6, for example, pupils were able to question a member of staff in role as a survivor of the Great Fire to help inspire their written work.
- Basic calculation skills in mathematics have improved over the past two years. However, the school is aware that not enough is done to encourage pupils to use these skills when solving problems and in practical situations. In addition, pupils do not have sufficient opportunities to use their mathematical knowledge and skills in other subjects.
- The pupils eligible for the pupil premium, as with their classmates, have made inconsistent progress in the past. In 2012, these pupils were around a term ahead of their peers. However, the small number of pupils in Year 6 in 2013 make it impossible to report their attainment without risk of identifying individual pupils. However, teachers are working to make sure that any gaps in achievement are rapidly closed. Currently these pupils are making at least the progress they should and the school's data show that many of them are making around four terms progress in one year. In Year 5, they have made better than expected progress in reading and mathematics and, in all year groups, eligible pupils are currently making progress in writing that is above that expected.
- Disabled pupils and those who have special educational needs make good progress because they are very well supported and their individual needs are well met. The school has effectively improved the social and emotional provision for these pupils and this is having a positive impact on their achievement.

The quality of teaching is good

- The good quality of teaching has a positive impact on pupils' learning. A growing amount of the teaching is outstanding and the inspection evidence supports the school's view that more than 80% of the teaching is good or outstanding.
- There have been significant changes to the teaching staff since the school became an academy. The current team of teachers are working effectively together. They are positive about how extra training has helped to improve their skills and has resulted in the greatly improved quality of teaching now evident. Teachers work closely with staff from other schools in the local area and this has had a positive impact on the teaching of literacy and numeracy and on teachers' skills in assessing pupils' progress.
- Although teachers work together and share good practice, this is not yet done regularly enough to spread more of the exceptional teaching which was observed during the inspection. At times, teachers' expectations of the way pupils present their work, and the neatness and care they take in their books, are too low. In a small number of lessons, the activities provided for the whole class are too hard or too easy for some of the pupils.
- The teaching assistants are very effectively deployed by the teachers so their time is used well. This has an impact on how well teachers are able to assess which pupils are taking a full part in lessons, for example. Teaching assistants provide very effective support for different groups, such as the most able, as well as those needing more support with their learning. They have also built very strong relationships with those pupils who find behaving well more challenging.
- Where the teaching was outstanding, the lessons were imaginative and creative, requiring pupils to develop their thinking skills. For example, in a physical education lesson, Year 5 pupils made excellent gains in the moral and social understanding by devising ways of adapting games so that they could be played by people with disabilities.
- Teachers' assessments show they have a good knowledge of how well their pupils are learning. Pupils talk very positively about their work and what they enjoy learning. A clear marking system enables pupils to understand what they have done well and what they need to do to improve next. Teachers provide clear targets to help pupils understand what they need to do to reach their next level. However, many of these do not have a timescale in which they should be achieved and this limits their effectiveness in accelerating progress.

The behaviour and safety of pupils are good

- Staff establish strong and positive relationships with pupils when they start at the school. Transition arrangements between the infant and junior schools have improved and are good. This supports pupils' attitudes to school and learning. Parents and carers talk very positively about how well their children have settled into school life. A very large majority of the parents and carers say their children are happy and safe at the school.
- Pupils have positive attitudes to learning in lessons throughout the school. In one lesson in Year 3, for example, pupils joined in enthusiastically and all were fully engaged in creating sentences using specific key words. Because of this, their learning was good.
- Disruption to lessons is uncommon. Pupils respond very strongly to responsibility. They talk very enthusiastically about their role as prefects and of the different ways they raise money for a number of charities.
- Attendance is above average when compared with similar schools. There are few persistent

absentees and the school works to encourage full attendance. When necessary, the Learning Mentor works with families facing challenging circumstances and this has a very positive impact on attendance and punctuality, and therefore on the pupils' learning.

- Pupils' behaviour around the school is good. The vast majority of pupils spoken to during the inspection are all positive about how any poor behaviour or bullying issues that may arise are dealt with. They are confident that there are adults at the school, especially the Learning Mentor, who they trust and could turn to if worried about anything. Pupils say that bullying rarely occurs in school. They are confident that if there was any it would be dealt with well by staff. They have a good awareness of how computers and mobile phones can be used for bullying purposes, and how to tackle this.
- The school works closely with outside agencies, including a recent link with a local child support centre, to make sure that all pupils are safe and well cared for at the school.
- Behaviour and safety are not outstanding because there remain a small number of low-level incidents, and a few staff, parents and carers have reservations about how consistently well the few incidents that do occur are dealt with.
- Most parents and carers are positive about behaviour and most agree that the school manages behaviour well. A small number of parents and carers have some concerns about occasional behaviour issues. The inspection evidence would show that these are largely historical issues but still of concern to parents and carers.

The leadership and management are good

- The headteacher and deputy headteacher have provided very strong leadership since they took up post and the school became an academy. The success of this is now evident in the high quality of much of the teaching and the rapidly improving pupil progress.
- They are very ably supported by a very effective senior leadership team and by knowledgeable subject and other leaders. Everybody has a clear and well-focused ambition for the school to become outstanding. The excellent way leadership and responsibilities have been shared among staff has had a very positive impact on raising standards and improved behaviour.
- The school has improved since the previous inspection, when it had just taken on academy status. Since then, the headteacher has built a closer working relationship with parents and carers. Even parents with a complaint about some aspect of the school are very positive about the headteacher and the work she has put in to improve their school.
- The headteacher, senior leaders and subject leaders monitor teaching and learning by observing lessons and checking pupils' work and teachers' planning. In addition, pupils' progress and attainment are carefully tracked in meetings so that the performance of individuals and groups can be analysed. Because of this, the school is effective in its work to ensure equality and a lack of discrimination.
- Teachers' performance is checked carefully to identify their strengths and weaknesses. The challenging targets set for teachers are based appropriately on improving pupils' progress, the priorities in the school improvement plan, and individual professional development. The success of this work is evident in the greatly improved quality of teaching including the growing amount that is outstanding.

- The funding available through the pupil premium is used effectively to fund extra staff support and to help eligible pupils to take a full part in school life. The progress made by these pupils is monitored closely by the headteacher and governors, and any gaps in attainment are narrowing.
- The school has good plans in place for the money it receives to fund more sporting activities. This is being used to bring in good-quality coaches and instructors and to provide training for teachers. The school has an effective subject leader who has plans to measure the impact of this funding on rates of participation and the quality of teaching.
- The curriculum provides a good range of activities and these promote pupils' spiritual, moral, social and cultural development well. Effective use of outside expertise, as well as visits locally and further afield, enhance and enrich the curriculum. This was evident from the good-quality singing and orchestral playing for volunteer helpers and governors held during the inspection.
- **The governance of the school:**
 - The governing body has created an efficient committee structure to support its work. A major strength is the outstanding knowledge and understanding governors have of the quality of teaching and the pupils' performance. This is due to the excellent information made available by the staff, including detail regarding assessment data which governors use to challenge the school. However, it is also due to the governors' own monitoring activities. For example, one governor visits the school on a weekly basis to talk to pupils eligible for the pupil premium funding and to look at their work with them. This is outstanding practice. Governors have an appropriate understanding of the school's management of teachers and how this has been used to improve teaching. Decisions about teachers' pay are closely linked to performance and responsibilities, so the school's systems for this meet requirements. Governors know what the school is doing to tackle underperformance. Governors track finances well and support the school in deciding how to spend the money to support pupils eligible for the pupil premium. The governing body ensures that arrangements for pupils' safeguarding meet the current regulatory requirements.

What inspection judgements mean

| School | | |
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| Grade | Judgement | Description |
| Grade 1 | Outstanding | An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment. |
| Grade 2 | Good | A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment. |
| Grade 3 | Requires improvement | A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection. |
| Grade 4 | Inadequate | <p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p> |

School details

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| Unique reference number | 137485 |
| Local authority | Essex |
| Inspection number | 425316 |

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

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| Type of school | Junior |
| School category | Academy converter |
| Age range of pupils | 7–11 |
| Gender of pupils | Mixed |
| Number of pupils on the school roll | 310 |
| Appropriate authority | The governing body |
| Chair | Andy Johnston |
| Headteacher | Debbie Allen |
| Date of previous school inspection | 5 March 2012 |
| Telephone number | 01702 558619 |
| Fax number | 01702 552908 |
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