

Hadleigh Community Primary School

Station Road, Hadleigh, IP7 5HQ

Inspection dates 3–4 June 2014

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

Summary of key findings for parents and pupils

This is a school that requires improvement. It is not good because

- Teaching requires improvement because it is not consistently good across the school. Teachers do not always have high enough expectations of pupils and activities provided are not always challenging or motivating. The pace of learning is sometimes too slow and as a consequence, pupils are unable to make rapid progress.
- Achievement is not good because not enough pupils make good progress from their starting points in reading, writing or mathematics.
- The quality of marking of pupils' work is not consistent. As a result, pupils do not always know how to improve their work.
- The school's improvement plans are not rigorous enough. The targets leaders set for the school are not sharply focused and do not have tight deadlines and measureable outcomes. Consequently, it is difficult for leaders to know whether improvements are being effective in raising the rate of progress of the pupils.
- There is a lack of clarity about the roles of middle and senior leaders and they have insufficient time to monitor their areas of responsibility.
- Pupils do not have enough opportunities to write for a purpose in other subject areas and this slows the progress in writing.

The school has the following strengths

- The school's provision for pupils' spiritual, moral, social and cultural development is good. As a result, pupils are confident and have high self esteem. They are responsible and are well prepared for life in the modern world.
- The school's engagement with parents is good. Parents are overwhelmingly supportive of the school.
- Behaviour is good. Pupils are unfailingly polite to all members of the school community. Pupils are proud of their school.
- The provision to keep pupils safe is good. Pupils say they feel safe and their parents agree.
- The outside environment, including that of the Nursery, is used well to promote learning.

Information about this inspection

- Inspectors observed 22 lessons and they were joined by the headteacher for a short period on five occasions.
- Discussions were held with the headteacher, other senior leaders including those responsible for literacy, mathematics and special educational needs, the person responsible for physical education and activity, members of the governing body and a representative from the local authority. Inspectors also spoke to pupils both formally and informally. They took account of two letters from pupils.
- Inspectors took note of the 156 responses to Parent View, Ofsted’s online questionnaire, and the four letters received from parents.
- The 42 responses to the staff questionnaire were analysed.
- Inspectors observed the school’s work and analysed a range of documents and policies, including the school improvement plan, information about pupils’ progress, attendance records and safeguarding policies and procedures.
- Pupils work in English, mathematics and other subjects, in all classes, was looked at and pupils from Year 2 were heard to read.

Inspection team

Jill Thewlis, Lead inspector

Additional Inspector

Catherine Moore

Additional Inspector

David Webster

Additional Inspector

Full report

Information about this school

- Hadleigh is much larger than the average-sized primary school. The roll has increased by approximately 25% since the previous inspection.
- The proportion of pupils eligible for the pupil premium, (additional funding provided by the government to support pupils in receipt of free school meals and to children who are looked after), is below that found nationally.
- The majority of pupils are from a White British background.
- The proportion of disabled pupils and those who have special educational needs supported through school action is below the national average.
- The proportion supported through school action plus or with a statement of special educational needs is similar to that found nationally.
- The school meets the government's current floor standards, which set the minimum expectations for attainment and progress in reading, writing and mathematics.

What does the school need to do to improve further?

- Improve the quality of teaching so that all pupils and groups of pupils can make good progress, especially in writing, by:
 - indicating clearly in their marking what pupils need to do to improve and checking that pupils show they have understood and acted on the advice given
 - making sure that teachers have consistently high expectations of what pupils can achieve
 - ensure lessons move at a brisk pace
 - planning work that challenges and motivates all groups of pupils by building on what they already know and can do
 - providing more opportunities for teachers to share the effective practice of colleagues within the school
 - ensuring that questioning helps to extend pupils' learning
 - making better use of writing opportunities in other subjects to encourage pupils to write for a purpose.
- Increase the effectiveness of leaders and managers to speed up the pace of school improvement by:
 - ensuring that school planning documents are sharply focused on pupils' progress, with tight deadlines and measureable indicators of success
 - ensuring that all leaders have clear roles and responsibilities so that there is no duplication and providing enough time for leaders to monitor and evaluate their actions and demonstrate success
 - making full use of information about pupils' progress.

Inspection judgements

The achievement of pupils

requires improvement

- In 2013 some groups of pupils made less progress than similar groups nationally. Fewer pupils than nationally made better than expected progress in any subject. The progress of pupils currently in the school is at broadly expected levels and there is evidence of more rapid progress in some classes in both English and mathematics.
- In 2013 the most-able pupils did not make the progress of which they were capable. The school has recognised this and has provided harder work for these pupils. School assessment information suggests that they will make improved progress during 2014.
- Attainment and progress in writing has been slower than that in reading and mathematics over time at both Key Stage 1 and Key Stage 2. Pupils do not have enough opportunities to write for a purpose by completing longer pieces of work across different subjects. However, recent improvements are beginning to have a positive effect on pupils' progress in some classes.
- In the tests at the end of 2013, some disabled pupils and those with special educational needs made significantly less progress than similar pupils nationally. The school has made changes to the support given for these pupils and they are now making expected progress because the support is well matched to their needs.
- The progress of pupils supported by additional funding through the pupil premium in 2013 was better than their classmates in Key Stage 2, although it was much lower for those in Key Stage 1. In 2013, at the end of Year 6, these pupils' attainment was equal to that of their classmates.
- Children enter the Nursery and Reception classes with knowledge and skills typical for their age. They make expected progress and are well prepared for learning in Year 1.
- Phonics, (the link between letters and the sounds they make), is taught well. The proportion of pupils achieving the required standard in the Year 1 screening check is above the national average.
- Pupils at the end of key stage 1 attained significantly above the national average in reading and mathematics in 2013. Pupils currently in Year 2 are making expected progress in writing and there are indications that their progress in reading and mathematics will be good.
- Current information indicates that more pupils than nationally will make expected progress in 2014 and the proportions making better than expected progress will be closer to the national average than in 2013.

The quality of teaching

requires improvement

- The quality of teaching requires improvement as it has not ensured that pupils are able to make good progress over time.
- Teachers do not always provide activities which will challenge and motivate pupils because their expectations of pupils are not always high enough. For example, in one lesson, all pupils were required to write a sentence. No additional challenge was offered to the most able and learning was inhibited. In another lesson, pupils were matching statements not by reading them, but by looking for the matching lines on the paper. Frequently, all pupils are given the same task with

no account being taken of the different abilities of pupils and consequently rapid progress is not made.

- The teaching in the Early Years Foundation Stage was variable, but provision and learning in the nursery were good. In a phonics lesson, pupils' concentration was not helped because older pupils were having playtime and it was difficult for the children to hear what the teacher was saying.
- The marking in some classes is of high quality. However, this good practice is not consistent across the school. From the samples of work seen in books from all classes, teachers are not providing clear enough advice for pupils about how to improve their work, or making sure that pupils respond to advice by applying it and showing that they have understood.
- In some lessons, teachers have not given sufficient thought to their planning, for example in two science lessons. In one, the teaching assistant was mainly used to mop up water instead of discussing with pupils the results of their experiments. In the second, pupils were using compasses to draw circles based on the relative size of the planets. Pace was lost because the class had to be stopped twice as key elements of successful use of compasses were not stressed and pupils were told that, 'the sun is too big to draw.'
- Teachers generally question pupils well. They direct questions at pupils at an appropriate level for their ability and so deepen understanding. This was especially effective in a grammar lesson where all pupils made good progress because of highly skilled questioning. This good practice is not consistent in all classes and consequently the understanding of pupils is not reinforced and their progress is not rapid.
- Teaching assistants in some classes are skilled and are used effectively. This was clear in a Year 2 phonics lesson where the teaching assistant encouraged pupils to segment and blend sounds to make words. As a result of her effective support, pupils made good progress.
- The support for disabled pupils and those with special educational needs is improving although there are still instances where the activities planned are not well matched to the abilities of the pupils and this slows their progress.
- Not enough opportunities are provided for teachers to develop their skills by seeing the good practice in other classes.
- Warm relationships exist between the adults and the pupils. There is clear evidence of trust and respect between all members of the school community.

The behaviour and safety of pupils is good

- The behaviour of pupils is good. Even in lessons where pupils are less engaged, they are not disruptive. Pupils want to learn.
- Pupils have positive attitudes to learning. These are fostered through the good provision for physical activity which promote self-confidence and an ability to collaborate and cooperate. This is evident in lessons, including those which do not engage the interest of pupils.
- Pupils are unfailingly polite and courteous to all members of the school community. They move around the school sensibly. At playtime, they are able to play together harmoniously. Behaviour in the dining hall is good. Pupils eat their lunch in a calm atmosphere which promotes good

social skills.

- The school has taken over the provision of school dinners. The meals provided are nourishing and healthy. Pupils enjoy them, as evidenced by their clean plates. The good levels of supervision mean that those pupils who do not choose school dinners are encouraged to eat their packed lunch. Consequently, pupils are not distracted in the afternoons because they are hungry.
- Pupils enjoy school and are proud of their school. This view is wholeheartedly endorsed by their parents. Pupils say there is little poor behaviour and when it occurs, they are confident that it will be dealt with, as are their parents.
- Attendance is in-line with the national average. Absence is followed up rigorously. Holidays in term time are not allowed.
- The development of pupils' spiritual, moral, social and cultural skills is good and promotes good behaviour. Pupils have a wealth of opportunities to take part in sporting, musical and dramatic activities which promote their confidence and self esteem. Social skills are well developed and pupils have time for reflection, for example in the 'prayer tree.' Pupils are encouraged to take on responsibilities, which they perform reliably and with enthusiasm.
- The school's work to keep pupils safe and secure is good. Pupils say they feel safe in the school and parents agree.
- Pupils are aware of the different forms of bullying, including cyber bullying. They know how to keep themselves safe in different situations. They are confident that there is little bullying in the school and that if there were, it would be rapidly dealt with. This view is confirmed both by the school's records and in conversations with parents. Discrimination is not tolerated.

The leadership and management require improvement

- Leadership and management are not good because they have not delivered good progress for all pupils and groups of pupils. Although the school's leaders have introduced new ways of working to improve the rates of progress for pupils, there has not been enough urgency in their actions. The school's own evaluation of its work is not rigorous enough.
- Those who have leadership responsibilities within the school do not have clearly defined roles and are not given sufficient time to check on the progress of pupils within their subject. As a result, teachers and pupils are not given appropriate guidance quickly enough. The Chair of Governors and the headteacher are addressing this issue and intend to make changes by September 2014.
- The school's plan for improvement sets out an agenda but the actions identified do not have clear and measurable criteria for success. Consequently, it is difficult for leaders and managers to demonstrate success or challenge the effectiveness of their actions.
- Leaders have detailed and comprehensive information about pupils' progress, including the progress of different groups of pupils. However, this information is not well used to quickly identify where improvements need to be made and as a result, leaders do not have a clear view of the progress of all pupils and all groups of pupils.
- The school has received minimal support from the local authority but has employed its own

external consultant.

- Leaders check the progress of the pupils at regular intervals. Teachers are now held to account for the progress of the pupils in their classes. Although teachers have individual performance targets which are linked to their pay and promotion, there is no clear link between these targets and those on the school's improvement plans. This makes it hard for leaders and managers to show success.
- The additional funding provided by the government to ensure that pupils have increased access to sporting activities is used well to improve their performance and encourage a healthy lifestyle. Teachers have received additional training in the teaching of gymnastics. Extra physical activities take place before and after school as well as at lunch time. Additional resources have been purchased. Pupils have access to a wide range of sporting activities and take part in more competitions than was previously the case.
- The spiritual, moral, cultural and social education of pupils is strong. There are many opportunities offered; all pupils learn a musical instrument for example. Pupils take part in concerts and plays which are highly valued by the school community. There is some good quality art work on display in the school and evidence that pupils have studied different art forms, for example, Aboriginal art and the work of Anthony Frost. Opportunities for reflection are provided and the curriculum promotes the study of other cultures. Pupils from all backgrounds and with all abilities are welcomed in the school.
- **The governance of the school:**
 - Governors know the strengths and weaknesses of the school and are wholly committed to its improvement. They hold the headteacher to account for the performance of the school. However, development plans do not have sharply focused criteria against which governors can challenge and evaluate its success. They are aware of the link between performance and pay for all teachers, including the headteacher, and would not sanction a pay increase unless fully justified. The school operates well within its budget and is solvent. Governors are meticulous about the use of the pupil premium and understand the use of the additional funding for sport. Governors make regular visits to the school to monitor its progress, making appropriate recommendations to the full governing body. Although governors have an understanding of the school's data and are able to make comparisons between the school and others locally and nationally, they need to be more robust in their own analysis of data. Governors use their professional expertise to good effect in their support of the school. All safeguarding requirements are met and this is a particular strength of the governing body.

What inspection judgements mean

| School | | |
|---------|----------------------|--|
| 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

| | |
|--------------------------------|---------|
| Unique reference number | 124559 |
| Local authority | Suffolk |
| Inspection number | 443973 |

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

| | |
|--|---|
| Type of school | Primary |
| School category | Community |
| Age range of pupils | 3–11 |
| Gender of pupils | Mixed |
| Number of pupils on the school roll | 584 |
| Appropriate authority | The governing body |
| Chair | David Smyth |
| Headteacher | Neil Jackson |
| Date of previous school inspection | 25 February 2010 |
| Telephone number | 01473 822161 |
| Fax number | 01473 828793 |
| Email address | headteacher@hadleigh-pri.suffolk.sch.uk |

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.ofsted.gov.uk

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2014

