

Hadleigh Community Primary School

Station Road, Hadleigh, Suffolk IP7 5HQ

Inspection dates	25–26 May 2016
Overall effectiveness	Good
Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Good
Outcomes for pupils	Good
Early years provision	Good
Overall effectiveness at previous inspection	Requires improvement

Summary of key findings for parents and pupils

This is a good school

- After a slow start, Hadleigh Primary has improved rapidly over the last year. In particular, pupils make good progress and achieve well because of good teaching.
- The governing body is effective. A review of its work has brought about beneficial changes so that governors are now making a fuller contribution to school improvement.
- On his return, the headteacher quickly prioritised the fundamental changes that needed to be made urgently, and galvanised staff and governors into action. As a result, the quality of education provided is good.
- Teachers in each year group share expertise and ideas to provide consistently good-quality teaching and learning activities.
- Teaching assistants and apprentices are well trained, skilled and enthusiastic. As a result, they make an effective contribution to pupils' learning.
- The wider curriculum, for example in music, sports and outdoor learning, is outstanding. It makes a significant contribution to pupils' good spiritual, moral, social and cultural development.
- Pupils' behaviour is good. Pupils say they feel happy and safe in school, and staff care for them well. Parents overwhelmingly agree.
- Pupils respond very positively to the school's challenge to do their best in everything they do.
- Parents are full of praise for how the school caters for each pupil's unique needs.
- Children in the early years get off to a good start and are well prepared for entry to Year 1. The early years is a strength of the school. Parents are very supportive and make a full and positive contribution to their children's education.

It is not yet an outstanding school because

- Work is not consistently pitched at the correct level of difficulty for the most able pupils.
- The progress of pupils who have special educational needs or disability is not monitored closely enough.
- Action plans to further improve subjects and special educational needs are not clear enough.
- The school does not enable the parents of older pupils to be full and active partners in all aspects of their children's learning.

Full report

What does the school need to do to improve further?

- Improve the quality of teaching further by making certain that:
 - teachers use suitable approaches to build on what the most able pupils already know in order to help them deepen and extend their understanding
 - class teachers are given full responsibility for the progress of pupils who have special educational needs or disability in their classes.

- Strengthen the leadership of subjects and special educational needs by ensuring that:
 - action plans have clear aims, broken down appropriately into tasks with measurable targets which lead to improved outcomes for pupils.

- Seek further ways to engage parents of older children so that they:
 - are full and active partners in their children’s learning
 - fully understand the school’s approaches to teaching and learning, including homework.

Inspection judgements

Effectiveness of leadership and management is good

- The good rate of improvement referred to in the most recent Ofsted monitoring visit has continued and quickened so that the school now offers pupils a good quality of education. The headteacher, other leaders, staff and governors share a strong determination to see the school build further on this solid foundation.
- A strong sense of community is at the heart of Hadleigh Primary, where everyone, including parents, is proud of the school and committed to ensuring its future success. One parent said, 'Although it is a large school, it has the family-feel of a small school'. The music teacher, for example, runs singing sessions for parents and other members of the community for no other reason than to enjoy how singing together can be uplifting to the spirit.
- Many parents and staff spoken to say that the headteacher is the catalyst for the rapid improvement over the last 12 months. In particular, because he previously led the school successfully, staff have confidence in his judgements. He has correctly prioritised what needed to change quickly, so that pupils can achieve well.
- Senior leaders teach throughout the school, enabling them to gain an accurate collective view of the quality of teaching and pupils' outcomes. They use this information to effectively identify how teachers and teaching assistants can improve.
- Mathematics is led very effectively by a team of able mathematicians who share their expertise to the benefit of teaching and learning in all classes. Other subjects, however, are not led so effectively. Some action plans do not have clear aims linked to improving outcomes for pupils, or clear measurable targets, so leaders and governors can monitor progress.
- The needs of pupils who have special educational needs or disability are carefully assessed and well-trained teaching assistants are deployed to give extra help in areas of most need. Pupils do well in these sessions. In some classes, however, the teacher does not have an accurate understanding of pupils' needs, so extra help is not precisely targeted to those who need it most.
- The breadth of the curriculum is exceptional; every year group enjoys a variety of music, sports and outdoor activities so that both their academic and personal needs and interests are well met. Consequently, pupils develop skills and abilities in a wide range of subjects and are motivated to learn well. Much is done to ensure that pupils enjoy equal opportunities and benefit from all the school offers. For example, the very wide range of extra-curricular opportunities is open to all pupils.
- Visits to places of interest and presentations from outside speakers are an integral part of classroom activities. For example, during the inspection Year 1 pupils used data collected on a farm visit to learn how to construct and interpret graphs.
- Assessment is accurate because all staff are well trained and share a common understanding. Leaders have begun to hold teachers to account for the progress of their pupils. In a short time, they have ensured that the vast majority of pupils make good progress. They have not yet, however, ensured that the most able pupils, and those who have special educational needs or disability, make consistently good progress.
- Pupils' spiritual, moral, social and cultural development is strong. Pupils learn the importance of working together, for example by taking part in group singing and being a member of a sports team. Pupils' good understanding of what it means to be British is based on the school's strong ethos of respect for everyone. Pupils know that everyone in a community has rights and, equally, responsibilities. As a result, older pupils have a good understanding of the relationship between individual liberty and the rule of law. This prepares them well for life in modern Britain.
- Leaders target the use of the pupil premium funding for disadvantaged pupils to closely support their development, both academic and personal. As a result, these pupils now make progress similar to their peers in the school.
- The primary school sports funding is used very effectively, for example to further widen the range of sporting activities offered to pupils. School information shows that many pupils take up extra-curricular activities. Physical exercise and sports are a strength of the school. From the youngest class, all learn to enjoy exercise and understand the important part it plays in healthy living.
- Some useful links with local schools benefit pupils and staff. For example, the local high school supports events such as 'science day' with expertise and specialist equipment.
- The school benefits from the effective support of the local authority. For example, a highly experienced adviser worked closely with the headteacher to improve the quality of teaching.

- Parents are very fond of their children’s school, and do much to help. Many spoken to, and nearly every parent who responded to Parent View, Ofsted’s online survey, would recommend the school. They particularly praised everything done in the early years to work with them, involve them in their children’s learning and fully explain the school’s methods of teaching. However, this excellent beginning is not fully built on in later years. Some parents of older children consider that they are not given sufficient information about homework and new teaching strategies and approaches used by the school so that they can support their children even further in their learning.
- **The governance of the school**
 - The governing body is effective, and increasingly so. Governors say that, on reflection, the outcome of the previous inspection was ‘probably the best thing that could have happened’. Their response to the review of governance has been equally positive. They plan another review because they have high expectations of themselves, and they want to make sure they are moving in the right direction.
 - Effective use is made of individual governors’ skills and expertise, for example to ensure procedures to safeguard pupils are adhered to fully. Governors benefit from regular training to enable them to carry out their duties effectively.
 - Staff performance, including that of the headteacher and other teachers, is rigorously managed so that decisions taken, including those about pay increases, are based on a good range of evidence.
 - Governors help school leaders ensure that the school’s finances, including additional funding, achieve good value for money.
 - Governors are committed to the staff apprenticeship scheme. They have a strong track record of employing apprentices and offering training and employment opportunities so they can flourish.
- The arrangements for safeguarding are effective. School leaders and governors have ensured that all staff training is up to date and that the school fully complies with the latest safeguarding guidance. Governors and school staff are fully aware of their duty to help keep pupils safe and know who to refer to if they have a concern. The school clearly explains its role in safeguarding pupils to parents, and works closely with parents to ensure that their children are well supported and safe from harm. The overwhelming majority of parents responding to Parent View agreed their children are well looked after and safe in school.

Quality of teaching, learning and assessment is good

- The quality of teaching has improved since the previous inspection and is now good.
- Relationships between pupils themselves, and with the staff who teach them, are very positive. As a result, there are few interruptions to learning.
- Pupils’ attitudes to learning have improved in the last 12 months because they have responded positively to staff’s expectations that they take a more active role in their own learning.
- Teachers consistently follow the school’s approach to involve pupils in discussing and writing the criteria by which their learning will be assessed. This gives pupils a clear understanding of how to be successful, so that they channel their efforts in the right direction.
- Teachers consistently follow the school’s marking policy. This helps pupils to correct and reflect on any mistakes in their work.
- Effective questioning by teachers enables pupils to learn well because they regularly check pupils’ understanding.
- Highly effective specialist teaching enables all pupils to learn well. For example, the music teacher has an excellent understanding of every pupil’s progress and aptitudes because she teaches them all. This enables her to ensure that the curriculum builds on pupils’ skills year on year. The teaching of French and physical education follows a similar approach. In Year 5, particularly strong subject knowledge is used to ensure the whole year group achieve well in science.
- Teachers use discussion to promote pupils’ speaking and listening skills and enable them to clarify and extend their thinking. This gives them the opportunity to ask one another thought-provoking questions to research and answer.
- Reading is taught well. From the earliest age, staff teach phonics (the link between letters and sounds) effectively. These skills are built on well as pupils develop more advanced skills, and learn to deduce and infer.

- Writing skills are taught well and practised in real and relevant opportunities in other subjects. In a Year 4 topic about Egypt, for example, pupils reinforced writing skills acquired in their English lesson by writing a formal report, using standard English correctly, about a 'nightmare cruise'.
- Mathematics is taught very effectively. Pupils' learning is consistent throughout the school because staff use the same approaches, for example in the teaching of calculation skills. Regular opportunities to reason and problem-solve enable pupils to hone their skills and deepen their understanding.
- Able, well-trained teaching assistants effectively guide and support pupils, including those who have special educational needs or disability, because they are clear about what they are to achieve. Apprentices skilfully and enthusiastically support learning, for example in the early years and the sports curriculum.
- Activities given to most pupils build effectively on their prior learning. However, teachers give the most able pupils some tasks that they can already do, and others that do not provide the scope for them to extend their learning nor deepen their understanding. Equally, some tasks for pupils who have special educational needs or disability are not based on a clear and accurate knowledge of their prior learning and particular needs, so they, too, are of limited benefit.
- Homework is effective. There is a good balance between practising basic skills such as reading and multiplication tables, and giving pupils more open-ended activities that they can immerse themselves in. However, some parents do not fully understand their role, particularly in the latter.
- Nine in every ten parents responding to Parent View agree their children are well taught at Hadleigh Primary. A similar proportion of pupils responding to their survey agree that teachers help them to do their best. A slightly smaller proportion say their teachers give them work that challenges them.

Personal development, behaviour and welfare is good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is outstanding. The school literally lives its name, as a 'community' school. The overwhelming majority of parents who responded to Parent View feel their child is happy at school. The proportion of pupils responding to their survey stating that they enjoy school was virtually identical.
- The school promotes pupils' aspirations well. Pupils are encouraged to articulate, for example, their 'hopes and dreams', and begin to recognise the part a good education plays in enabling them to realise these ambitions. Pupils in Year 3, for example, have written to those who inspire them. All pupils choose the inspirational sports men and women they see as they pass through the tunnel leading to the field. In conversation, many pupils understand the key traits of their heroes' success such as 'working hard' and 'practising'. Pupils say they apply these traits to their own lives.
- The school strongly encourages positive attitudes to learning. For example, public recognition in assembly relates largely to the key attributes of a good learner, such as perseverance and resilience.
- The wide variety of activities plays an important part in pupils' spiritual, moral, social and cultural development. Boys and girls are equally keen to be involved. Pupils say that being part of the choir is uplifting, and that energetic physical activity 'clears the mind'. The eldest three years enjoy the social and physical opportunities provided by the annual 'camp'. Pupils regularly and successfully participate in events which raise their self-confidence and self-esteem.
- In the eldest classes particularly, the most able mathematicians sometimes act as 'advisers', helping those who are struggling. This is beneficial to both pupils because, when they give guidance it enables them, too, to verbalise their thinking and clarify their understanding.
- Pupils enjoy the opportunities to play a meaningful role in the life of the school, for example helping the youngest at lunchtime. They see school council as a 'junior government' that organises events to support charities and provides pupils with advice such as 'tips on how to stay safe'.
- Before and after school, and at lunchtimes, pupils have access to a wide range of stimulating activities. These encourage them to explore the numerous and varied opportunities which foster any aptitude or interest they show so that they flourish. The school succeeds in its ambition to cater for pupils' diverse needs. For example, children of service personnel have the opportunity to meet together.
- Pupils' thorough understanding of safety develops through many lessons they are given involving different skills and scenarios. From safe cycling to the safe use of the internet, pupils have a good awareness of how to stay safe. All pupils responding to their survey stated they felt safe at school, and the overwhelming majority of parents responding to Parent View agreed.

Behaviour

- The behaviour of pupils is good. Nearly every parent responding to Parent View believes the school makes sure its pupils are well behaved, and a similar proportion agree the school deals effectively with bullying. In their survey, pupils stated that behaviour was good most of the time, and that their teachers always encourage them to be friendly towards other pupils.
- Pupils learn to work and play together well, for example through the many paired and group work opportunities in lessons. They listen and respond to one another respectfully. In particular, pairs are regularly changed so, over time, pupils work with all class members, not just their friends.
- Pupils know the difference between right and wrong and it is rare for anyone to breach school rules. They are polite, courteous and welcoming.
- Pupils' pride in their school is strong. They represent their school with pleasure and delight. They take pride in their work and achievements, but equally say, 'Mistakes are good because that's how you learn'.
- The vast majority of pupils responding to their survey, and all of those spoken to, said that bullying rarely happens, but when it does staff are really good at resolving it. All pupils responding to the survey and talking to inspectors agreed that there is an adult at school they can talk to if they are worried.
- Attendance is broadly average. Staff monitor absence closely to see no pupil gets into bad habits. The school works closely with external agencies to improve attendance.

Outcomes for pupils

are good

- Pupils' achievement has improved since the previous inspection, and particularly over the last 12 months. In Years 3 to 6, school leaders have secured a better quality of teaching and, thereby, consistently good progress. Nearly every parent responding to Parent View agrees their children are making good progress. In their online survey, four in every five pupils agree their teachers help them to do their best.
- The school's checks on progress, and the quality of work in pupils' books, show that the vast majority of pupils make good progress over time in reading, writing and mathematics.
- At the end of Year 2, results over the past two years have been above the national average in reading, writing and mathematics. When the results are combined, they are significantly above the national average. Pupils build well on their good achievements in the early years.
- At the end of Year 6, results at the time of the previous inspection were above average, but not significantly so. Progress through Years 3 to 6 was slower than in the younger years. The school's checks and the quality, range and depth of work in pupils' books, show that progress is now good and similar to that in the younger years. However, the inconsistencies in teaching which led to the slower progress mean that, even though teaching is now good, it has not been so over time, particularly for the older pupils. As a result, these pupils have a legacy of lower standards.
- The proportion of pupils reaching or exceeding the expected standard in the Year 1 phonics screening check is above average. It is expected to remain at a similar level this year. A good grounding in the early years enables pupils to successfully move into Year 1.
- The small proportion of disadvantaged pupils make similar progress to their peers. The school accurately assesses any academic need they have, provides extra help, checks it is effective and changes it if not. These pupils have good access to the wider curriculum and do well.
- Pupils who have special educational needs or disability make good progress overall. They do well partly because they have positive attitudes to learning. Although they struggle and find some things hard, they do not give up. They make very good progress when given extra help. However, this is largely done independently of the class teacher. Consequently, teachers do not have a full picture of these pupils' progress to check that they all do as well as they should, nor to pitch general classwork at the right level of difficulty for them. As a result, their rate of progress can dip.
- The most able pupils show good attitudes to learning and try hard. However, some of the activities they are given they already know, and others give them very limited scope for either new learning or to deepen their understanding.
- Music, sports and outdoor activities are strengths of the school because, from the earliest age, pupils have access to skilled teaching and a wide range of activities.

Early years provision

is good

- Most children enter the nursery with skills and knowledge typical for their age, and a good proportion are above this. They are ready to make the most of all the school has to offer. They settle quickly and make good progress because they thrive in the stimulating and varied learning environment. This good progress continues in Reception. Over the past few years, the proportion of children reaching a good level of development by the time they enter Year 1 has been above the national average and has been rising steadily. The school's checks and inspection evidence suggests that this improvement will continue this year. As a result, children enter Year 1 well prepared for the next stage in their education.
- Children's attitudes to learning are very positive. Each day they arrive keen and eager to find out what interesting and stimulating activities await them. They settle quickly because they understand the routines and the staff's high expectations of their effort and behaviour.
- Children behave well. They respond positively to the staff and to each other. They willingly take turns and cooperate with one another, for example when learning in the school grounds.
- All children, including the disadvantaged, those who have special educational needs or disability, and the most able, achieve well. Detailed and accurate assessments of each child's progress and needs are used when planning each day's activities. Parents are full of praise for staff who 'go the extra mile' for all the children, including those with additional needs who thrive in the caring, nurturing environment.
- Teaching is good. Teachers use questioning particularly effectively, to encourage children to articulate their thinking, and try to take it further. Questions are closely matched to children's abilities, so everyone is challenged. Many opportunities are taken to promote basic skills. Early reading skills, such as phonics, are taught well and practised in everyday life. Staff regularly refer to these skills in all of their teaching. Staff plan many opportunities for children to practise their early writing skills in classrooms, less so outdoors. Number skills, too, are developed through many varied and interesting opportunities.
- Starting in the Nursery and continuing through Reception, children understand the daily routines and follow them closely. For example, children are greeted at the start of the day with a song, setting a joyful, positive start. Children know the staff's expectations and follow them closely, for example how they behave when moving from one activity to another. In these classes, children begin to learn the school's approach to many aspects of learning, from their role in their own learning to how they work together. This is very beneficial, both to their learning here and in the strong foundation for older classes to build on.
- Children quickly become engrossed in the wide range of interesting activities. Staff's skilful use of visits, such as to a local farm, provide learning opportunities that children enjoy and immerse themselves in. Activities strongly promote children's spiritual, moral, social and cultural development. During the inspection, children used both their voices and instruments to produce a range of sounds to accompany a story. They listened and learned from one another, and understood the pleasure and satisfaction gleaned from participating as one of a group. On another occasion, they lay on waterproof covers and looked up at the trees with wonder, and later enjoyed the satisfaction of eating marshmallows they had cooked.
- Staff work closely with the on-site pre-school setting to fully prepare children for school life, so transition is smooth. Children coming from further afield, too, receive good preparation.
- Staff in the Nursery and Reception work very closely together so transition is seamless. It is equally effective when children move into Year 1.
- Relationships with parents are exemplary. Parents are fully involved in all aspects of their children's learning. They appreciate opportunities to talk about their children's learning, and to find out about the school's approach so that learning at home mirrors and supports learning in school. They like the opportunity to look online in 'real time' at their children's progress, so they can discuss and extend it at home. The energy and desire parents have to partner with the school is harnessed effectively.
- Good leadership of the early years ensures provision in both the Nursery and Reception is of an equally high standard. Staff ensure that children are safe at all times and take every opportunity to remind them about their safety and that of others in their classes.

School details

Unique reference number	124559
Local authority	Suffolk
Inspection number	10011846

This inspection 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	588
Appropriate authority	The governing body
Chair	Karen Murphy
Headteacher	Gary Pilkington
Telephone number	01473 822161
Website	www.hadleigh.suffolk.dbprimary.com
Email address	office@hadcps.uk
Date of previous inspection	3–4 June 2014

Information about this school

- This school is much larger than the average-sized primary school.
- The headteacher left the school in 2010 and returned in 2015, initially in a temporary capacity that was made permanent in September 2015.
- In January 2016, a new deputy headteacher took up post. In the recent past, six teachers have left and been replaced.
- The nursery has two part-time classes, one in the morning and the other in the afternoon. In all other year groups, there are three classes.
- The vast majority of pupils are from White British backgrounds.
- The proportion of pupils supported by the pupil premium is well below average. This is additional funding to support pupils known to be eligible for free school meals and those children who are looked after by the local authority.
- The proportion of pupils who have special educational needs or disability is below average.
- In 2015, the school met the government's floor standards, which set the minimum expectations for pupils' attainment and progress in English and mathematics by the end of Year 6.
- The school operates before- and after-school provision five days a week.
- An independent pre-school operates on the school site and is inspected separately.
- The school meets requirements on the publication of specified information on its website.

Information about this inspection

- The inspectors visited all classrooms, some jointly with the headteacher or deputy headteacher. In addition, the inspectors observed small groups of pupils being taught.
- The inspectors looked at work in pupils' books and listened to pupils read.
- The inspectors observed pupils in other activities and as they moved around the school.
- Meetings were held with the headteacher, other leaders, teachers, and governors. The inspectors also spoke to a representative from the local authority.
- The inspectors met with pupils to discuss their experiences at school.
- The views of 127 parents who responded to the online Ofsted questionnaire, Parent View, were taken into account. The inspectors also held informal discussions with parents. The inspectors took account of the questionnaire responses from 45 members of staff and 30 pupils.
- The inspectors looked at a range of school documents and information. These included the school development plan, checks on the quality of teaching, curriculum plans, minutes of meetings of the governing body, and pupils' behaviour and attendance records. They also looked at arrangements and records for safeguarding procedures.

Inspection team

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Elizabeth Chaplin	Ofsted Inspector

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