

Hadnall CofE Primary School

Astley Lane, Hadnall, Shrewsbury, Shropshire SY4 4BE

Inspection dates

3–4 July 2019

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	Good

Summary of key findings for parents and pupils

This is a good school

- The headteacher has an ambitious vision for the school and is determined to see it succeed. Leaders, staff and pupils share her views.
- Pupils are proud to attend Hadnall CofE Primary School and their good behaviour reflects this. Pupils' attendance has risen and is now slightly above the national average.
- The quality of teaching is good. Teachers' strong subject knowledge and their effective use of questioning ensure that learning is deepened for the majority of pupils. Pupils say, 'We learn new things at our school every day.'
- Across the school, the majority of current pupils are making good progress in reading, writing and mathematics.
- Disadvantaged pupils and pupils with special educational needs and/or disabilities (SEND) make good progress because they are well supported.
- Arrangements to keep all pupils safe are effective. Robust systems and procedures are in place. Pupils are well cared for, and a strong culture of safeguarding permeates the school.
- The governing body supports and challenges the school. Governors have a clear understanding of the improvements that have been made since the previous inspection. Governors monitor and question effectively.
- The vast majority of parents and carers are positive about all aspects of the school. They appreciate the welcoming atmosphere.
- Phonics teaching is strong across early years and key stage 1. Home reading books are matched correctly to pupils' reading abilities. In key stage 2, too few pupils display a love of reading.
- In writing, pupils develop their spelling, punctuation and grammar skills successfully. However, they are not provided with sufficient opportunities to apply these skills in sustained pieces of writing.
- In mathematics, pupils are provided with opportunities to develop their fluency, reasoning and problem-solving skills. However, work set does not always challenge the most able pupils.
- Children in early years are well cared for. They get off to a good start in the Reception class. However, the outdoor learning environment does not promote learning as well as it could.
- Leaders have a clear rationale for the curriculum. It offers pupils a wide range of interesting and engaging learning experiences. However, the development of knowledge and skills in history and geography is inconsistent.

Full report

What does the school need to do to improve further?

- Further improve the quality of teaching, learning and assessment across the school by:
 - ensuring that work set by teachers in mathematics is consistently well matched to the abilities of the most able pupils
 - ensuring that pupils are provided with a wider range of opportunities to write at length in a variety of contexts
 - building on the recent positive initiatives to raise the profile of reading across the school, so that pupils develop a love of reading, particularly in key stage 2.
- Improve leadership and management by further developing the history and geography curriculum, so that there is progression in pupils' knowledge and skills in these subjects.
- Improve provision in the early years by developing the outdoor learning environment to provide children with a wider range of learning opportunities.

Inspection judgements

Effectiveness of leadership and management

Good

- The headteacher has a clear and ambitious vision for the school. She is keen for the school to succeed, and other leaders, staff and pupils share her vision. The headteacher has worked relentlessly to tackle weaknesses across the school and she has been effectively supported by school staff.
- Using a range of information, leaders have self-evaluated accurately and identified key areas for improvement. Subsequently, they have formulated a clear, detailed and relevant rapid action plan. Measures of success are written in a way that makes it possible to evaluate impact.
- Staff speak positively about the school and are proud to work there. They respect the leaders of the school and feel well supported. Staff particularly value training opportunities, which have enabled them to improve their teaching skills.
- Parents are overwhelmingly positive about all aspects of school life. They say that their children are happy and cared for. Parents speak positively about the welcoming and family atmosphere within the school community.
- The school is very inclusive. The leadership of the provision for pupils with SEND is strong. Identification of pupils and their particular needs is carried out in a timely manner. There is effective collaboration between school staff, parents and external agencies. Support staff play a key role in assisting pupils with SEND. The leader for this area has a good knowledge of the pupils' needs and oversees the interventions taking place.
- Middle leaders provide the headteacher with valuable support and have been instrumental in securing many of the recent improvements across the school. They are passionate about the part they play in supporting teaching and learning and are keen to further develop their work within their areas of responsibility. They feel well supported in their roles. They have provided training and support for staff and feel that this has been useful. Middle leaders use assessment information and other evidence well to evaluate the impact of their actions.
- The curriculum has been designed with a particular focus on utilising the local area, as well as enabling pupils to have an understanding of life beyond Hadnall. There is clear evidence in pupils' books and around the school of the range and quality of subjects being taught. There are opportunities to reinforce English skills in other subjects across the school. Physical education (PE) and music are given a high priority within the school's curriculum. However, the development of knowledge and skills in history and geography is inconsistent.
- The curriculum is enriched through a range of trips, including a visit to Cadbury World, which pupils speak enthusiastically about. A residential trip to 'JCA' activity centre is also arranged for older pupils. A range of after-school clubs are offered, including drama, football and multi-skills. These clubs are popular with the pupils.
- Leaders have identified barriers to learning for disadvantaged pupils. Additional funding is used to ensure that these pupils are fully included in all aspects of school life. Where appropriate, they are provided with extra help with their learning and development.

Expenditure of pupil premium is managed effectively, and the impact is clearly evident in the progress made by disadvantaged pupils.

- Leaders make good use of the primary school PE and sport premium funding. Staff have received support and training to improve their skills when teaching PE. This has improved their confidence when teaching this area of the curriculum. Effective use of the funds enables pupils to engage in a range of sporting competitions outside of the normal school day. The school has received an award in recognition of its commitment to physical activity.
- Provision for pupils' spiritual, moral, social and cultural development is effective. Pupils talk articulately about the differences between right and wrong and understand the consequences of their actions. They enjoy working as a team and show respect for the views of others. Pupils have a growing understanding of cultures and customs that exist beyond their immediate community. Pupils have an understanding of British values, particularly with reference to democracy, where they can give examples of how this has been demonstrated in school.
- There is a clear rationale for behaviour systems, which are applied consistently across the school. Incidents are dealt with swiftly and followed up in a manner that is proportionate to the incident.

Governance of the school

- Governors are clear about their responsibility to keep pupils safe, and this is their highest priority. Good systems are in place for them to monitor the school's safeguarding policy and practice effectively.
- Governors are keen for pupils to be happy and to achieve well. Their clear vision for the school is shared by leaders, staff and pupils alike.
- Governors have a good understanding of the improvements made by the school since the previous inspection. Their key role of monitoring and questioning leaders, in order to provide support and challenge for the school, is carried out effectively.
- Governors know how the pupil premium is spent and the general impact this has. They are clear about how the sport premium is used and the benefits this is having on improving pupils' health and fitness.

Safeguarding

- The arrangements for safeguarding are effective.
- A proactive culture of safeguarding permeates the school. Staff are aware that safeguarding is the responsibility of everyone. They undertake regular training in relation to safeguarding and, as a result, they fully understand their roles and responsibilities. Leaders with responsibility for safeguarding have undertaken relevant training at an appropriate level to ensure that they fulfil their roles effectively.
- Records of concern about individual pupils are maintained carefully, and leaders follow up any concerns with external agencies to ensure that action is taken when needed and support is provided.

- The school has clear systems in place if a pupil makes a disclosure or an allegation. Leaders provide the appropriate level of support and intervention required to keep pupils safe.
- Procedures for the checking and recruitment of staff are thorough.

Quality of teaching, learning and assessment

Good

- Throughout the school, teachers and teaching assistants use open questions effectively to encourage pupils to think, deepen their learning and correct misconceptions. As a result, pupils are confident learners who are keen to improve their ability to deal with challenging tasks. They are not afraid to make mistakes.
- Teachers have a secure subject knowledge. They consistently model language linked to mathematics and English grammar, which is mirrored by the pupils. This helps pupils to explain their understanding of a concept in lessons.
- Teaching staff work closely together. They share their expertise in planning interesting learning experiences for the pupils.
- The teaching of early reading is consistently strong in early years and key stage 1. Teachers have a good subject knowledge and they model sounds accurately. As a result, pupils use their knowledge of phonics to decode unknown words with confidence. Reading books are well matched to the ability of individual pupils and contain the sounds they have already learnt. In key stage 2, pupils continue to read with confidence and fluency. However, too few pupils displayed a love of reading and most were unable to name their favourite book and/or author.
- Across the school there is a consistent approach to the teaching of writing. In all classes, the teaching of spelling, punctuation and grammar is given a high priority. Pupils apply their writing skills in a range of contexts and genres. However, opportunities to write at length are limited across the school and are not planned often enough.
- In mathematics, pupils are taught a range of concepts and pupils can recall basic numeracy facts and use these in problem-solving activities. Pupils are given opportunities to reason mathematically. However, teachers do not always plan work that is matched closely enough to the needs and abilities of the most able pupils.
- Pupils with SEND are well supported. Appropriate resources and effective assistance from additional adults encourage their independence. Pupils with SEND are fully included in all aspects of learning. Interventions, linked to specific needs, are used to provide extra help for these pupils. The interventions have a positive impact on pupils' progress.
- Teachers have high expectations of behaviour and plan exciting lessons to engage pupils fully in their learning. In most cases, pupils are focused, on task, take responsibility for their learning and make good progress.

Personal development, behaviour and welfare

Good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.

- Pupils have a good understanding of the school's 12 Christian values, which include friendship, truthfulness and respect. These values underpin pupils' personal development.
- Pupils are positive and happy at school. They are proud to attend Hadnall CofE Primary and speak fondly of their school.
- Pupils say that they feel safe, and they attribute this to the caring nature of the staff. Pupils have positive relationships with staff, which were evident throughout the inspection. Relationships across the school are underpinned by mutual respect.
- Pupils work well as a team because teachers have supported them to develop skills of collaboration.
- Pupils have a clear understanding of keeping themselves safe online. From the outset, pupils have an understanding of how to keep healthy. They talk confidently about eating a balanced diet and engaging in regular exercise.
- The breakfast club provides a calm and nurturing start to the school day. Pupils enjoy a healthy breakfast and time to sit and chat with their friends. Staff know the pupils well and are alert to their needs.

Behaviour

- The behaviour of pupils is good.
- Attendance is now slightly above the national average. The number of pupils who are regularly absent has reduced significantly. The school has clear systems in place to promote good attendance, and key members of staff have well-defined roles in relation to following up absence.
- Pupils are positive and they respond well to praise. They are polite, courteous and welcoming to visitors. Pupils say good morning to adults and they hold doors open. They value friendship and are always happy to help other pupils around the school.
- Pupils know how to conduct themselves. They are calm and walk around the school sensibly. They cooperate well with each other during lessons and at breaktimes. On the whole, pupils respond promptly to adult instructions.
- Pupils have a clear understanding of the different types of bullying, including cyber bullying.
- Pupils say that when negative behaviour does occur, staff deal with it swiftly. This view is also held by the vast majority of parents, who feel that the school deals with behaviour issues promptly. There have been no exclusions.
- Pupils are very positive and they enjoy coming to school. During the inspection, they were keen to talk to the inspector about their learning and life in school.

Outcomes for pupils

Good

- The school's assessment information and work in pupils' books indicate that the majority of current pupils, across all year groups, are making good progress and working at the standards expected for their age in reading, writing and mathematics.

This contrasts with the weak progress made by pupils in key stage 2 in 2018 and reflects leaders' effective actions to improve the school and the quality of education pupils receive.

- The proportion of pupils who reached the expected standard in the Year 1 phonics screening check is now in line with national standards. There is now a consistent approach to the teaching of phonics across the school.
- In writing, pupils are making good progress. They are given opportunities to develop their spelling, punctuation and grammar skills and there are some opportunities to apply these skills in sustained pieces of writing. Writing skills are reinforced in other areas of the curriculum, such as history, which is having a positive impact on standards. However, in some year groups, opportunities for pupils to write at length for a sustained period of time are limited.
- Across the school, disadvantaged pupils are making strong progress in reading, writing and mathematics. The school is working successfully to diminish the difference between disadvantaged pupils and other pupils nationally.
- School assessment information and work in books indicate that pupils with SEND make good progress from their starting points. These pupils benefit from the support they receive in class, in small groups and on a one-to-one basis to promote their learning and their independence.
- The most able pupils make good progress in reading and writing, but they are not achieving as well as they could in mathematics by the end of key stage 2. This is because the most able pupils are not always sufficiently challenged in mathematics lessons.
- Work in science books shows that there is appropriate coverage of the curriculum. As a result, pupils are acquiring the skills and knowledge required to make good progress in this subject.
- Limitations in the history and geography curriculum mean that pupils' development of knowledge and skills in these subjects is inconsistent.

Early years provision

Good

- Children enter early years with skills and abilities that are broadly typical for their age. By the time they leave Reception, the proportion of children who have achieved a good level of development is in line with the national average. Work in children's books indicates that children make good progress in early years.
- Key staff, who are responsible for leadership, are enthusiastic, skilled and knowledgeable. Staff use assessment information effectively to plan and deliver teaching that is tailored to meet the learning needs of different groups of children.
- When children begin their learning journey in the Reception Year, they are calm, happy and ready to learn. This is a result of an effective transition process that enables them to transfer smoothly into school from home and other settings.
- Children are happy, confident and keen to share their ideas with others. A positive ethos exists within the setting. Strong relationships are evident and pastoral care is highly effective. Children are very happy to talk to visitors because they feel confident

that their ideas are valued.

- Children are busy learners and engaged in purposeful learning activities. Teaching is exciting and lessons flow seamlessly, building on previous learning. Children are developing well into independent learners. Adults use open questions skilfully to encourage children to think, guide learning, develop language skills and maximise progress.
- The indoor learning environment is welcoming and supports learning. However, in the outdoor learning environment, space is not well used to provide children with a wide range of learning opportunities. Leaders have plans to develop this area in the future, which they shared with the inspector.
- The teaching of early reading is effective and includes daily phonics lessons. Staff model how to use sounds and letters to read and write simple words. Children then complete related activities. For example, a group of children were engrossed in using their phonic skills to read words and match them to the appropriate picture. They glowed with pride when they got the answer correct.
- The school has established strong links with families, which in turn has a positive impact on children's learning. Parents are fully encouraged and supported to play a part in their child's development.
- Safeguarding arrangements in early years are effective. Children feel safe and secure. Relevant staff hold paediatric first-aid certificates and they follow safeguarding procedures with the same rigour as the rest of the school. All welfare requirements in early years are met.

School details

Unique reference number	123478
Local authority	Shropshire
Inspection number	10083951

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

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	86
Appropriate authority	The governing body
Chair	Neil Duxbury
Headteacher	Deborah Mills
Telephone number	01939 210323
Website	www.hadnallcofeprimary.org.uk/
Email address	admin@hadnall.shropshire.sch.uk
Date of previous inspection	18 September 2018

Information about this school

- Hadnall CofE Primary is smaller than the average-sized primary school.
- Pupils are predominantly from a White British background.
- The proportion of disadvantaged pupils is below average.
- The proportion of pupils who speak English as an additional language is below the national average.
- The proportion of pupils with SEND is below the national average. The proportion of pupils who have an education, health and care plan is above average.
- The school has a breakfast and after-school club. This provision is managed by the governing body.
- A section 48 inspection to evaluate the distinctiveness and effectiveness of Hadnall CofE Primary as a Church of England school took place on 16 November 2015.

Information about this inspection

- The inspector held meetings with the headteacher and other key leaders. He spoke with five members of the governing body, including the chair. The inspector discussed the school with a representative from the local authority.
- The inspector made visits to classrooms on both days of the inspection. Most of these visits were carried out with the headteacher.
- The inspector scrutinised a wide selection of pupils' books from different subjects. This was carried out during visits to classrooms and also through formal scrutinies of pupils' books, which were carried out with school leaders.
- The inspector spoke to pupils formally and informally. A group of pupils accompanied the inspector on a walk around the school. A number of pupils read to the inspector. He observed behaviour in classrooms, in corridors, in the hall at lunchtime and outside on the playground.
- The inspector visited the breakfast club.
- The inspector talked to parents after school. He also considered the 35 responses to Ofsted's online questionnaire, Parent View, and the 18 free-text responses received during the inspection.
- The inspector considered the nine responses to Ofsted's staff survey.
- Various school documents were scrutinised, including the school's self-evaluation, the rapid action plan, records of monitoring and minutes of governing body meetings. Information about pupils' progress, behaviour, attendance and safety was also analysed and discussed with a number of leaders.
- Documents relating to safeguarding were checked and the inspector looked at published information on the school website.

Inspection team

Wayne Simner, lead inspector

Her Majesty's Inspector

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In the report, 'disadvantaged pupils' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route. www.gov.uk/pupil-premium-information-for-schools-and-alternative-provision-settings.

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