

# Inspection of a good school: Hadlow Primary School

Hadlow, Tonbridge, Kent TN11 0EH

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Inspection dates:

1–2 October 2019

## Outcome

Hadlow Primary School continues to be a good school.

## What is it like to attend this school?

The school is a happy and safe place, confirmed by the parents, staff and pupils I spoke with. All staff are united in having high expectations for pupils' learning. They are committed to making sure that every pupil can achieve their best.

Parents know that staff care about their children's well-being. Staff provide daily activities like yoga because they believe that a healthy mind and body help pupils to be ready to learn.

Pupils enjoy coming to school. Everyone I talked to is proud to be part of the school community. One parent expressed the views of many when they said, 'Hadlow is a great place where children can build their confidence and have a happy, varied and interesting education.'

Pupils understand that they are expected to behave well. They concentrate well in class, paying attention to adults and listening to others. Any interruptions are quickly and kindly managed by teachers. On the playground, pupils play happily together, taking responsibility for the play equipment and taking turns. When there are reports of bullying, pupils and parents say that the staff take incidents very seriously and issues are swiftly resolved.

## What does the school do well and what does it need to do better?

Since the last inspection, leaders have improved their plans for what pupils should learn in each subject. They have made sure that pupils can learn in a step-by-step way, so that every pupil can gain important knowledge, without gaps in their learning. Because of this, pupils build up a body of knowledge that they can use in their lessons. This has been particularly successful in making sure that pupils learn to read and use their mathematical understanding well.

Plans are in place for the knowledge and skills to be learned in all subjects, but in history

and geography they are not yet securely in use throughout the school. Subject leaders are developing the curriculum effectively. Subject leaders are ambitious for their pupils and keen for them to do well; some are relatively new to their role. Further training would help them continue to develop their subject areas, particularly to support good progress for pupils who join the school during key stage 1 or key stage 2.

Leaders make reading a high priority because they believe it is the key to learning. Children in early years make a good start to reading. Reading is taught well and consequently children develop and use their phonics knowledge, beginning to read some simple words independently.

Throughout the school, staff are well trained and knowledgeable about teaching reading. They are swift to help pupils if they are struggling to learn. Many pupils catch up quickly. The books pupils read are carefully chosen by teachers so that they are interesting and matched to pupils' needs. Staff encourage pupils to read for pleasure and most pupils read at home, as well as at school. Throughout the school pupils read widely and often, with fluency and comprehension. As a result, pupils achieve well.

Pupils enjoy mathematics. Lessons are very well organised by staff so that pupils' learning builds on previous knowledge and skills. Pupils particularly enjoy showing their understanding through completing puzzles and challenges. By the end of key stage 2 pupils have developed their mathematical knowledge well, and are ready for the next stage. Teachers give children in early years lots of opportunities to use mathematics. Activities are lively and enjoyable. This provides a solid basis for later learning.

Teachers adapt lessons for pupils with special educational needs and/or disabilities (SEND) so that they have opportunities to develop their knowledge and skills. Staff support pupils with SEND well, and consequently they can use what they know and remember in their future learning.

Staff are committed to preparing pupils to be responsible future citizens. Through the school's connections with the community, and the wide range of clubs available in school, all pupils have the chance to get involved and try something new. Opportunities include arts activities, sports and music, such as playing the harp. Staff encourage pupils to become active members of the community. For example, pupils in key stage 1 read to children in the local nursery.

Staff work hard and are committed to giving pupils the best in education. Leaders recognise staff dedication, appreciate all they do and help them manage their workload.

## **Safeguarding**

The arrangements for safeguarding are effective.

Staff place the highest priority on keeping pupils safe. Staff understand the risks to pupils in the community and online. They watch over pupils with care and take appropriate action when it is needed. Parents know the school is a safe place where their children are valued. Pupils know who the safeguarding lead staff are and they are confident that they

would talk to them if they were worried about anything. Leaders make sure that staff are fully and frequently trained, and that all the relevant checks on adults working with children have taken place.

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

### **(Information for the school and appropriate authority)**

- The curriculum is well planned, sequenced and consistently implemented in most subjects. However, this is not yet the case in geography and history, where curriculum plans are not yet fully applied. It is clear from leaders' actions that they are in the process of bringing this about. Leaders should ensure that curriculum plans for all subjects are reliably implemented throughout the school.
- The school has high mobility. Subject leaders and teachers should ensure that pupils who enter the school in later years catch up quickly, understand what they have learned and can apply and articulate their learning.
- Subject leaders are hard-working and enthusiastic. Leaders should continue to develop these leaders' effectiveness, to strengthen the quality of education in the subjects they lead, and improve outcomes for all pupils further.

## **Background**

When we have judged a school to be good we will then normally go into the school about once every four years to confirm that the school remains good. This is called a section 8 inspection of a good school or non-exempt outstanding school. We do not give graded judgements on a section 8 inspection. However, if we find some evidence that the school could now be better than good or that standards may be declining, then the next inspection will be a section 5 inspection. Usually this is within one to two years of the date of the section 8 inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will convert the section 8 inspection to a section 5 inspection immediately.

This is the first section 8 inspection since we judged Hadlow Primary School to be good on 22–23 March 2016.

## **How can I feed back my views?**

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use Ofsted Parent View information when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

## **Further information**

You can search for [published performance information](#) about the school.

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.

## School details

<b>Unique reference number</b>	118273
<b>Local authority</b>	Kent
<b>Inspection number</b>	10111354
<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	201
<b>Appropriate authority</b>	The governing body
<b>Co-chairs of governing body</b>	Rosalind Fisher, Nicola Gardiner
<b>Headteacher</b>	Richard Rule
<b>Website</b>	<a href="http://www.hadlow.kent.sch.uk">www.hadlow.kent.sch.uk</a>
<b>Date of previous inspection</b>	22–23 March 2016

## Information about this school

- Hadlow Primary School is part of the Bourne Partnership. The school is federated with Shipbourne Primary School.
- The school has breakfast and after-school childcare for pupils.

## Information about this inspection

- This was a two-day section 8 inspection led by one inspector. I met with the executive headteacher, head of school, subject leaders for reading, mathematics and all foundation subjects, a group of governors including the co-chairs of the governing body and a representative from the local authority.
- I considered reading, mathematics and geography. To gain a clear view of the quality of education in the school I discussed these subjects with school leaders, subject leaders and class teachers. I made visits to lessons where these subjects were being taught. I spoke to pupils from these classes and discussed their work with them.
- I heard some pupils read. I observed playtime and behaviour in lessons and around the school.
- I considered responses to the Ofsted staff questionnaire, the pupil questionnaire and Ofsted Parent View. I also took account of free-text comments from parents and talked

with them after school.

- I analysed a range of the school's documents including leaders' self-evaluation and improvement planning; minutes of the governing body's meetings; and safeguarding checks, policies and procedures.

### **Inspection team**

Lesley Corbett, lead inspector

Ofsted Inspector

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